
Final Report of OSU Teaching Evaluation Revision (OTER) Project

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Organized by Faculty Senate Advancement of Teaching Committee
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Members: Bradley Boovy, Kate Field, Elizabeth Holzenthal, Brooke Howland, Katie Linder, Robin Pappas

Executive Summary

Since January 2018, the OSU Faculty Senate Advancement of Teaching committee (AOT) has been working to evaluate OSU's electronic Student Evaluation of Teaching (eSETS) questions, practices and related policies concerning the evaluation of teaching. This work was requested by FS presidents Bob Mason and Jon Dorbolo in response to the recurring findings that student evaluation of teaching surveys may be unfairly biased and inappropriately used. AOT's initial work examined the history of the current eSETS, existing policies and procedures, current best practices in soliciting student feedback, and prior attempts at revision work, including the 2012 eSET Task Force final report. AOT's findings did not disagree with prior work that suggested that the existing eSETS are inadequate for their stated purposes. Two reports issued at Faculty Senate (March and December 2018) were followed by a lively discussion on the Faculty Senate floor in March 2019 during which the Faculty Senate Executive Committee was requested to seek recommendation for disposition of OSU's eSETS. To address the community needs and in recognition of eSETs' location in the broader suite of teaching evaluation at OSU, the Faculty Senate Executive Committee charged AOT to "Have an institutional wide conversation about Quality Teaching at OSU and the ways in which we identify it and continually work towards it." The intended outcomes were to: 1) Reach accord on what is "Quality Teaching" at OSU, and 2) To support Quality Teaching at OSU, propose implementable recommendations for Teaching peer review, Student experience feedback (in term & end of term) (formerly, electronic student evaluations of teaching, eSETs), Faculty self-reflection and Teaching dossier/portfolio.

The report below describes AOT activities during academic year 2018-2019, focusing on those arising from the Faculty Senate charge. It outlines AOT efforts to engage, and include insights from, tenure track and instructional faculty, as well as students, that resulted in a set of recommendations and the creation of a Quality Teaching Framework. The Framework is a document that represents the consensus among faculty participants about principles of effective instruction. The faculty working groups who collaborated with AOT during spring 2019 expressed that the framework was an inclusive and flexible model that could be adapted by the colleges in accordance with scholarship on pedagogical strategies appropriate for their various disciplines, and used as a basis on which to align their teaching evaluation practices and policies.

Based on this work, AOT recommends Faculty Senate Executive Committee take the following actions:

1. Initiate a formal process of discussing, revising, and adopting the Quality Teaching Framework across OSU by the end of AY 2019-2020;
2. Select a new model to collect data about Student Learning Experiences, aligned to the Quality Teaching Framework, by the end of AY 2019-2020; this work includes initiating a working collaboration between AOT and the Promotion and Tenure Committee during the Student Learning Experience tool pilot.
3. Explore the implications and processes needed to require Teaching Portfolios university-wide for all those with teaching FTE
4. Task a working group to examine current OSU practices in Peer Review of Teaching to evaluate the need for revision, making specific recommendations for action (if needed)

Introduction

Oregon State University strives to provide a transformative educational experience for all learners through excellence in teaching (SP 4.0); and, it is our mission at OSU to help all students progress successfully towards achieving the Learning Goals for Graduates. Faculty Senate's Advancement of Teaching committee (AOT) works to bridge excellent instruction and student success by formulating and evaluating statements of policy that influence teaching. In the past year, guided by AOT, members of the OSU community have worked together to articulate what makes excellence in teaching, and the means to help OSU educators further develop it, through recommendations for assessment and evaluation of teaching.

Assessing (gathering information for examination), evaluating (making judgements about quality, employment), and improving the complex practice of teaching requires evidence from multiple perspectives. At minimum, information from three sources should be collected (Benton & Young, 2018; Berk, 2018). At OSU, for the purposes of promotion (summative evaluation), the faculty handbook identifies our three sources of teaching evidence as students, peer faculty, and the promotion candidate themselves. Presently, students provide information via eSETS

(electronic student evaluation of teaching) and a dossier student letter, peer faculty provide information via peer review of teaching, and candidates provide information via their formal written statements for promotion (candidate statement and submitted dossier materials). For annual contract renewal or merit raises (employment decisions not tied to promotion), some of these elements may be present in formalized annual reviews, depending on the unit. However, OSU lacks systematic implementation of effective collection and transparent use of teaching evidence that is essential for fostering and supporting excellent teaching as it happens and then evaluating it for employment decisions.

Taken piece by piece, student feedback, peer feedback, and self reflection/statement submission all include limitations, as is true of any information gathered by human observation or collected via human created rubrics, machines, etc. This is precisely why no one measure of performance should be used for employment decisions. However, in higher education, the most widely used measure of teaching effectiveness is student evaluations of teaching (SETs) (Cashin, 1999; Clayson, 2009; Davis, 2009; Seldin, 1999). A 1993 survey found 86% of universities used SETs for hiring, retention, promotion, tenure, and compensation purposes (Seldin, 1993).

While recognizing that student feedback is critical, the preponderance of evidence-based critiques of current tools for student evaluations of teaching (SETs) suggests that such tools are not effective measures of teaching effectiveness and that observer bias measured in eSETS disproportionately affects marginalized groups in our society (Lazos, 2012). Numerous studies since the 1980s have documented issues of bias and have questioned the validity of SETs:

- **Women are systematically rated lower than men on SETs because of gender** (Basow & Silberg 1987; Boring et al., 2016; Bray & Howard 1980; MacNell, Driscoll & Hunt, 2015; Fandt & Stevens, 1991; Martin, 2016; Mengel, Sauermann & Zolitz, 2018; Miller & Chamberlin 2000; Mitchell & Martin, 2018; Rosen, 2017; Sidanius & Crane, 1989; Wagner, Rieger, & Voorvelt, 2016).
- **In addition to gender, ethnicity, race, physical attractiveness and the teacher's age influence SETs** (Ambady & Rosenthal, 1993; Anderson & Miller, 1997; Arbuckle & Williams, 2003; Basow, 1995; Cramer & Alexitch, 2000; Linse, 2017; Marsh & Dunkin, 1992; Reid, 2010; Wachtel, 1998; Weinberg et al., 2007; Worthington, 2002).
- **Research has shown no correlation between student ratings and student learning outcomes or teaching effectiveness** (AAUP, 2016; Braga, Paccagnella & Pellizzari, 2014; Hornstein & Law, 2017; Johnson, 2003; Uttl, White, & Gonzales, 2017). **Rather, SETs more adequately measure students' gender biases and metrics of satisfaction** (Boring et al., 2016; Johnson, 2003; Kornell & Hausman, 2016).

Thus, Faculty Senate Executive Committee (EC) and AOT agreed that, starting with eSETS, it was important to assess current practices in teaching evaluation across the university and provide recommendations for more effective measures of teaching excellence.

Context/Timeline (Jan 2018-March 2019)

Since January 2018, at the request of the Faculty Senate presidents (Bob Mason and Jon Dorbolo), AOT worked to evaluate OSU's eSETs questions, practices and policies. The AOT committee consisted of faculty, students, learning research experts and those with administrative experience. AOT reviewed current policies, guidelines and procedures for OSU's eSET implementation (Faculty Handbook, APA administration). We reviewed previous AOT committee and Faculty Senate reports on the development, piloting and assessment of the eSET system adopted in 2002 (current question set). We met with a visiting expert in eSET use for improving teaching, promotion and tenure (Ann Taylor, Penn State), OSU advocacy stakeholders (President's Commission on the Status Of Women), an OSU survey expert (John Edwards, Psychology), and reviewed the processes other institutions undertook as they revised their own SET processes. AOT delivered a process update to Faculty Senate in March 2018 and a summary report regarding OSU's eSETS current state in December 2018.

In the December 2018 report we described the intended purposes of OSU's eSETS and our determinations of how the existing OSU eSETS served these intentions. Our findings are repeated here.

Stated or implied intent of eSETS	**Limitation of current eSETS for this purpose**
Provide perspective on student experience in a course	Students do not understand how eSETs are used, response rates are currently less than 40%, questions are few and not repetitive/validated about the same construct
Improve teaching, identify areas of teaching that need attention or teaching excellence	An inadequate tool for summative assessment of instruction (see above); Inappropriately executed for the purpose of improving teaching as it happens (no formative element); Variable in terms of how faculty read/use these
Be used with instructor self assessment and peer review	Lacking substantive policy regarding their use and privacy
Compare faculty across OSU for promotion, tenure, awards and merit based pay	This is not only the work of eSETs but should also include self-reflection in candidate's statement of the dossier and peer review committees

Validate teaching performance at OSU for accreditation	Not used for this - only appears on one accreditation report; not required by NWCC

AOT then met on January 31, 2019, to discuss options for revising the university's processes for evaluation of teaching. However, we became aware that to measure teaching excellence (or teaching quality), we must first understand "How do we as a community define teaching excellence?" With this question in mind, AOT first compiled existing information on teaching excellence at OSU and compared internal documents with similar materials from the University of Oregon and the University of Southern California. The AOT also reviewed the descriptions and criteria of the OSU Faculty Teaching Excellence Award, the Provost's Faculty Match Program for Teaching Excellence, and the OSU Libraries Framework for Teaching Excellence.

AOT then gathered data from organized focus groups with teaching faculty, administrators, graduate teaching assistants, and students from across campus. We held our first focus group during the University Student Success Initiative (USSI) on March 7, 2019, during which we posed two questions to participants:

1. What is the relationship between SETS and teaching quality?
2. How can we proceed with this conversation to come up with meaningful feedback from the OSU community about how we define and evaluate teaching excellence?

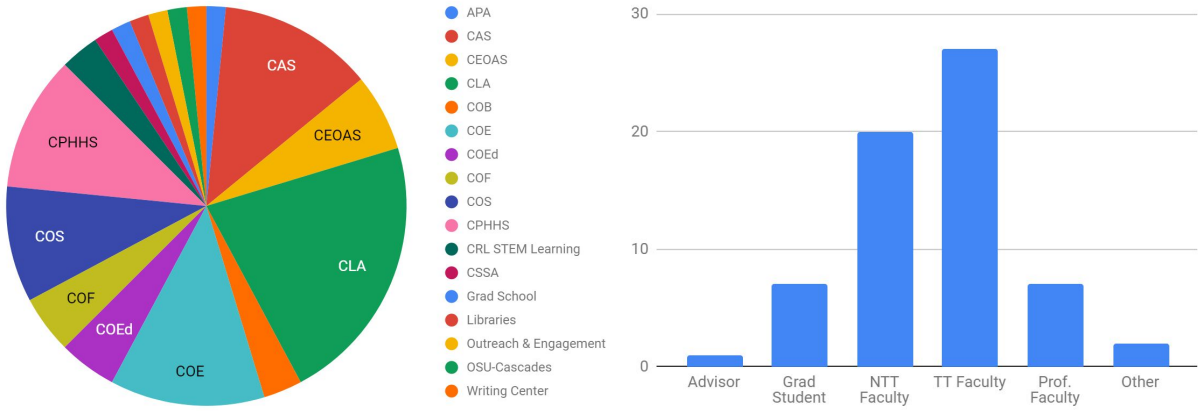
Some of the key takeaways from the USSI session included:

- More collaboration across campus is fundamental to whatever process AOT proposes to make sure we are doing this in a way that gives voice to a range of stakeholders.
- We should consider the role of Center for Teaching and Learning (CTL) in a broad discussion of teaching evaluation.
- We should continue to draw on work that other institutions have already done (noting that our efforts thus far are grounded in research and in communication with peer institutions about best practices).
- Any instruments being used to assess effective teaching (student survey, peer observation protocol, etc.) should be backed by resources in faculty support and development grounded in similar values and commitments to effective teaching.
- Regardless of what instrument we develop and recommend, there needs to be institutional support around making student feedback count.

In March 2019, a lively discussion erupted on the Faculty Senate floor regarding OSU's eSETS. To address the community needs and in recognition of eSETS' location in the broader suite of teaching evaluation at OSU, the Faculty Senate Executive Committee charged AOT to "Have an institutional wide conversation about Quality Teaching at OSU and the ways in which we identify it and continually work towards it." The intended outcomes were to: 1) Reach accord on what is "Quality Teaching" at OSU and 2) To support Quality Teaching at OSU, propose implementable recommendations for Teaching peer review, Student experience feedback (in term & end of

term) (formerly, electronic student evaluations of teaching, eSETs), Faculty self-reflection and Teaching dossier/portfolio.

AOT solicited broad faculty/staff participation from the OSU community via email to all faculty senate constituents. Student participation was solicited by email to ASOSU. Suggested participants (faculty, staff, students) were also solicited by recommendation from FS EC members, department heads, and through nomination from interested parties. 80 individuals from numerous ranks and units participated, with representation from OSU Corvallis and Cascades campuses (see below). For the full list of participants, see Appendix A (p15-17).



Participants were divided into 7 working groups, two each (6 total) focused on teaching peer review, student experience, and teaching dossier/portfolio, and one focused on self-reflection. AOT determined participant working group assignment by participant interest, attending to diversity of rank and unit.

All participants were invited to meet three times as a whole (kickoff meeting, midpoint, and final) throughout the spring 2019 term. At the first meeting (April 12, 2019) all in attendance (~40) discussed the project and participated in a workshop about implicit bias and how it may manifest in teaching practices. Participants then began to define elements of Quality Teaching at OSU that apply broadly throughout all instances of “teaching” by those who teach at OSU in all modalities. AOT then synthesized and summarized the groups’ work into a principles document, the Quality Teaching Framework (Appendix B). At subsequent meetings (midpoint check in and final wrap up), participants reviewed and revised the Quality Teaching Framework and aligned their work to its principles.

Individual working groups met initially at a kickoff meeting where they received their charges and met other group members to organize their work. Each of the seven individual working groups were instructed to meet at least three times throughout the term to develop their recommendations as charged by AOT. Working group attendance varied by working groups, but

all but one working group was able to create a final recommendation report. See Appendices C-F for working group reports with shorter summaries included in the following results section.

Results

Quality Teaching Framework: Appendix B (p. 18-20)

A working draft of the Quality Teaching Framework was created by merging multiple ideas from participants. Participants reviewed the Quality Teaching Framework and provided the examples shown (Appendix B). The Quality Teaching Framework represents a set of guiding principles in teaching excellence that encompasses multiple evidence-based approaches and practices that faculty in a variety of disciplines may use in their instruction. The framework is intended to encompass quality, evidence-based pedagogical approaches and outcomes available to and demonstrable by anyone who teaches at OSU. However, not every practice listed is necessary for or will result in effective teaching in every discipline. For this reason, these guiding principles are precisely not intended to be a checklist used by peer faculty or administrators as a tool to evaluate an individual teaching session or individual faculty member. In light of its intended use, each college would be responsible for deciding how their respective programs would implement evaluation based on these principles.

Working Group Reports

Six working groups issued final reports that for some, included specific recommendations for actions.

Peer Review of Teaching (PRT): Appendix C (p. 21-23)

Two PRT working groups resulted in the production of one report. The main takeaways from this report were:

- PRT process at OSU vary tremendously among units, even those within the same college
- Whatever process is developed, it should be clearly outlined and transparent to both those being reviewed and those doing the evaluation.
- Regarding Bias:
    - It is valuable to examine ways to conduct unbiased formative PRT assessments in a time efficient manner while still being useful to those participating.
    - Centrally formed committees and a model that provides an instructor veto seem least prone to systematic bias or at least the perception of fairness from all involved in the process.
    - External reviewers seem one way of guarding against cultural bias in a unit.

    - Individuals conducting peer reviews should be provided some training or guidance on how such reviews should be conducted.
- Formative assessment should be conducted before a summative assessment when the summative assessment will be used to inform a decision about promotion or tenure.
- A form of student input that is supported by the literature on teaching and learning makes sense.
- The report offered examples of suggested PRT processes

Student Experience (SE): Appendix D (p. 24-32)

Two SE working groups resulted in the production of two separate reports. The combined main takeaways from these reports were:

- The current university wide method of soliciting student voice about learning experiences at OSU (eSETs) is inadequate for a variety of reasons including low response rates, nature of questions asked, lack of information gained
- Student voice about their learning experiences is necessary and should be preserved, but the method should be revised immediately to meet its intended purposes
- To make the process of student experience surveys meaningful for students, they need:
    - To know the purpose of the questions & information gathering process
    - Incentive to complete questions
    - The opportunity to provide contextualized information about their experiences
- To make the process of student experience surveys meaningful for faculty, they need:
    - To have a process that acknowledges and minimizes bias
    - To reflect on teaching experience with complete & adequate student input
    - Formative information so that they can adjust instruction as it is happening
    - To have other structured means of feedback on teaching beyond student input
    - Policy on use, privacy for summative means that influence employment decisions
- To make the process of student experience surveys meaningful for administrators, they need:
    - To have a process that acknowledges and minimizes bias
    - Broad participation by students on identified fundamental instructional practices across campus
    - To have baseline standard for which instructors can strive and be held accountable
    - Policy on use, privacy for summative means that influence employment decisions
- Each report offered specific actions and suggestions for how to change the existing eSETS to accomplish the above goals.

Teaching Portfolio/Dossier: Appendix E (p. 33-52)

Two Teaching Portfolio/Dossier groups resulted in the production of two separate reports. The combined main takeaways from these reports were:

- A teaching portfolio is a collection of materials, artifacts, and reflections that illuminate a teacher's unique approach to teaching and learning and has formative and summative value to improve and evaluate teaching, respectively.
- Given the value of Teaching Portfolios, both groups recommend teaching faculty maintain (update annually) a teaching portfolio that aligns to the Quality Teaching Framework (or otherwise stated university standards of quality teaching).
- Both groups recommend that a summative Teaching Portfolio be submitted as part of the P&T dossier, teaching portion.
    - One group highlights that minimum standards, rubrics etc. and the role of a teaching portfolio be agreed upon and made transparent by units, colleges prior to adoption for employment purposes.
    - If teaching portfolios are to be adopted, training on creation and evaluation of teaching portfolios must exist.
- Each report offered specific recommendations for how to create/prepare a teaching portfolio.

Self-Reflection: Appendix F (p. 53-55)

One working group discussed the role of self-reflection in teaching evaluation and issued a final report. The main takeaways were:

- Self-reflection helps the reflector understand their teaching goals, see their inconsistencies between thoughts and actions, and consider how their teaching strategies help reach their teaching goals.
- Self-reflection should be an integrated practice into all components of teaching evaluation including (but not limited to) PRT, teaching portfolios/dossiers, and student experience data.
- Many strategies for self-reflection were outlined in this report.

Recommendations

1. Discuss, Revise & Adopt the Quality Teaching Framework OSU wide by the end of AY 2019-2020.
    a. We recommend that AOT bring the Quality Teaching Framework to the full Faculty Senate for comment, review, and adoption as guiding principles in teaching at OSU.
    b. Acknowledge that the Quality Teaching Framework is a set of guiding principles that will be interpreted in different ways for different contexts.
    c. Once adopted, we recommend all units align all teaching evaluation materials (e.g., dossier, peer review and candidate statements/annual review reflections, teaching portfolio, and related materials) to the Quality Teaching Framework.

    d. Maintain transparent processes, policies and actions regarding Teaching Evaluation aligned to the Quality Teaching Framework, including aligning employment practices.

2. By the end of AY 2019-2020, select a new model to collect data on Student Learning Experiences, aligned to instructors' observable and/or measurable demonstration of items from the Quality Teaching Framework and to students' achievement of course learning outcomes
    a. AOT provides model to EC for consideration:
        i. Provides strengths and weaknesses of suggested model
        ii. Proposes pilot process for model
    b. The considered model incorporates:
        i. A formative element for use by instructors
        ii. A summative element for use by instructors, administrators
        iii. A reflective component for both students and instructors
        iv. For all of the above, a focus on the measurable and/or observable demonstration of elements from the Quality Teaching Framework
    c. The pilot process solicits input/feedback from:
        i. Those who teach
        ii. Students
        iii. Administrators: department, college, and university level administrators
    d. AOT tasks Academic Technology and/or Academic Programs and Assessment (as appropriate) with addressing technical requirements
    e. AOT develops specific policy for Student Learning Experience data use and incentivization (to maximize student participation)
    f. EC tasks P&T & AOT to work together for policy regarding use of the model in P&T processes
3. Explore the implications and processes needed to require university wide Teaching Portfolios for all those with teaching FTE
4. Task a working group to examine current OSU practices in Peer Review of Teaching to evaluate the need for revision, make specific recommendations for action (if needed)

Questions to Consider Long-term

1. How do Peer Review Processes need to change to align with the Quality Teaching Framework once adopted?
    a. How will units maintain their own disciplinary practices yet still align to university standards?

    b. What stakeholders will need to be involved in this conversation?
2. How can a dossier portfolio have both formative and summative elements that promotes instructor development in a non-evaluative manner, yet includes elements for evaluation? What policies must exist to allow for this?
3. From whom can the OSU community expect professional guidance to incorporate these changes?

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Appendix A: Working Group Participant List.

WG	WG subgroup	Name	Email	Unit
Student experience	b	Devon Quick	devon.quick@oregonstate.edu	IB
Peer review	a	Bradley Boovy	Bradley.Boovy@oregonstate.edu	WGSS
Teaching Dossier/Portfolio	b	Kate Field	kate.field@oregonstate.edu	BRR, Micro
Student experience	a	Liz Holzenthal	holzente@oregonstate.edu	COE, Civil and Construction Eng.
Teaching Dossier/Portfolio	a	Brooke Howland	Brooke.Howland@oregonstate.edu	CTL
Self Reflection		Katie Linder	Kathryn.Linder@oregonstate.edu	ECampus
Peer review	b	Robin Pappas	Robin.Pappas@oregonstate.edu	Information Services
WG	**WG subgroup**	**Name**	**Email**	**Unit**
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Peer Review	a	Deanna Lloyd	Deanna.Lloyd@oregonstate.edu	Sustainability (CSS) and Horticulture (HOF
Peer Review	a	Kristy Kelly	kristy.kelly@oregonstate.edu	School of Writing, Literature, and Film
Peer Review	a	Shane Brown	shane.brown@oregonstate.edu	Civil and Construction Engineering
Peer Review	a	Marit Bovbjerg	marit.bovbjerg@oregonstate.edu	CPHHS
Peer Review	a	Nathan Gibson	gibsonn@math.oregonstate.edu	Math
Peer Review	a	Vicki L. Wise	vicki.wise@oregonstate.edu	Public Health and Human Sciences
Peer Review	a	Hannah Gosnell	gosnellh@geo.oregonstate.edu	CEOAS
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Peer Review	a	Heidi Schellman	Heidi.Schellman@oregonstate.edu	Physics
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Peer Review	b	Amanda McDowell	mcdowela@oregonstate.edu	School of Writing, Literature, and Film
Peer Review	b	Helen R Fleming	helen.fleming@oregonstate.edu	SPP SOC/ECON Dept.
Peer Review	b	Josh Stewart	josh.stewart@oregonstate.edu	Agricultural Education and Agricultural Scie
Peer Review	b	Amanda Kibler	amanda.kibler@oregonstate.edu	College of Education
Peer Review	b	Kaplan Yacin	yalcink@geo.oregonstate.edu	CEOAS
Peer Review	b	Bruce Dugger	bruce.dugger@oregonstate.edu	FW
Peer Review	b	Trischa Goodnow	tgoodnow@oregonstate.edu	Speech Communication/College of Liberal
Peer Review	b	Michelle Kutzler	michelle.kutzler@oregonstate.edu	Animal and Rangeland Sciences/ College

Peer Review	b	Eric Hill	eric.hill@oregonstate.edu	Honors College
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Student Experience	a	Ian Ferris	ferrisi@oregonstate.edu	School of Writing, Literature, and Film
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Quality Teaching:

The following criteria are understood to apply to all modalities (face-to-face, online, and hybrid) or teaching situations. Some criteria will not be applicable to faculty in every discipline and/or program. Instructors are encouraged to determine how and to what degree the criteria are helpful in defining quality teaching in their respective disciplines and programs.

This work is informed by an acknowledgment that the diversity of our students and ourselves is an asset and that our capacity to deliver excellent instruction arises from our shared commitment and rigorous creativity in supporting students and their learning.

1. Contributes to an inclusive and meaningful learning community:

1.1. Models and promotes inclusivity by recognizing, validating and including the full diversity of backgrounds, ages, cultures, thinking, and experiences, including educational models.
Examples might include:
- *Providing materials, cases, or assignments that examine diverse experiences, perspectives, or populations*
- *Creating assignments that are relevant to students' community needs*
- *Utilizing "growth" rather than "fixed" assumptions about students' abilities, and challenging all students to achieve and grow*
- *Taking steps to learn your students' perspectives and about the communities of students in your courses (past and present)*
- *Recognizing the power differential between professor and students, and acting with integrity*
- *Fostering community outside of the classroom*

1.2. Prepares and includes a variety of assignments and assessments to reach students with a variety of strengths and abilities.
Examples might include:
- *Designing curricular materials with recommended fonts and colors*
- *Applying principles of Universal Design for Learning*
- *Giving students choices for sharing knowledge (e.g., final presentation or paper, students choose)*
- *Providing materials in formats that are accessible by all students (e.g., internet)*
- *Providing supplemental materials to help students when possible*
- *Consulting with experts to improve access to materials (DAS, Ecampus, CTL)*

1.3. Interacts with students and faculty alike in a consistent, respectful manner.
Examples might include:
- *Providing thoughtful, timely feedback to work products, including returning assignments within reasonable and stated times*
- *Responding in a timely manner to communications, including emails*
- *Modeling respectful, inclusive behavior in all communications*
- *Exercising generosity and curiosity before judgment*
- *Recognizing that students may share knowledge in ways that appear to conflict with traditional models of demonstrating and communicating knowledge; facilitating discovery of areas of shared and disparate communication expectations*
- *Explicitly discussing expectations and mechanisms for conflict resolution*

1.4. Encourages real-world connections between the classroom and students' lives and future careers
Examples might include:

- *Utilizing "authentic assessment" that asks students to apply their learning to perform real-world tasks or solve real-world problems*
- *Using active learning strategies that enable students to practice professional skills (e.g., case studies, group work).*
- *Fostering student reflection on present work and how it applies to their future*
- *Incorporating service learning projects (e.g., a project that restores local historical ruins as a course based project)*

1.5. Measures and documents student achievement of learning outcomes and provides opportunities for students to reflect on growth.
Examples might include:
- *Using pre/post assessments*
- *Using assessments to monitor progress*
- *Incorporating student self-reflection in assessments (e.g. reflective essays, process memos, post test reflections)*
- *Performing regular reviews of progress with research students*

2. Practices teaching as a discipline:

2.1. Demonstrates intentional and effective course design and assessment practices.
Examples might include:
- *Aligning assessments with course outcomes, adjusting as needed*
- *Using evidence-based design principles (e.g., Backwards Design)*
- *Revising curricular resources using information gathered from course*
- *Using rubrics aligned to assessments*

2.2. Uses evidence-based and disciplinary best practices (e.g., promoting active learning, fostering metacognition), and contributes back to the discipline or the broader field of teaching and learning (as appropriate).
Examples might include:
- *Incorporating current research based teaching methods*
- *Sharing experiences/findings with colleagues*
- *Mentoring others in teaching*
- *Performing Scholarship of Teaching and Learning (SoTL)*

2.3. Engages with a department-level, institutional, or discipline-based community of teaching practitioners.
Examples might include:
- *Participating in professional development for teaching*
- *Presenting scholarly work about teaching*
- *Mentoring students in disciplinary teaching practices*
- *In the case of senior faculty, mentoring junior faculty in teaching practices*

2.4. Practices continual improvement and growth (for example, by reflection, consulting with peers and experts, and seeking resources and support).
Examples might include:
- *Participating in professional development for teaching*
- *Completing regular self-reflective activities*
- *Engaging in peer review of teaching*

- *Exploring one's own cultural worldview and positionality, especially in relation to students and how such differences may affect the potential for misunderstandings*

2.5. Maintains currency in disciplinary content areas and practices.
Examples might include:
- *Reading, discussing current literature*
- *Attending scholarly conferences, workshops, seminars*
- *Performing research in these areas*

3. Mentors and advises students

3.1. Helps students to understand their own areas of competency.
Examples might include:
- *Acknowledging there are a variety of ways to demonstrate one's competency*
- *Listening carefully to students' "voice" (including words, tone, attitudes, and body language) without judgement*
- *Conveying, understanding, and communicating students' progress*
- *Helping students define short-term and long-term research, education, and career goals*
- *Providing support and skills development during "transition" periods, such as from undergraduate to graduate student, or graduate student to professional*
- *Embedding academic support in course design (e.g., requiring consultations with writing studio, librarians, or learning support centers)*
- *Staying up-to-date on resources available to students to help them succeed, including basic needs (HSRC food pantry), mental health resources (CAPS), accessibility resources (DAS), and cultural resources (DCE, cultural centers).*

3.2. Guides students' research and writing (as appropriate).
Examples might include:
- *Meeting regularly for purposeful feedback (such as "check-in" meetings with research students, both undergraduate and graduate, to review students' work and plan next steps)*
- *Providing resources or guidance on finding, interpreting, and applying scholarly works*
- *Guiding students in developing research projects with achievable outcomes*
- *Encouraging students to take advantage of various Workshops and Writing Centers*

3.3. Supports students in their career development
Examples might include:
- *Writing letters of reference*
- *Helping students connect to other practitioners and researchers, including in conference settings*
- *Offering opportunities for students to learn advanced professional skills in their fields, such as grant writing or other appropriate activities*
- *Providing information about professional development, and directing students to appropriate resources.*
- *Helping to identify venues for publishing and presenting research*.

Appendix C: Peer Review of Teaching Working Group B Final Report

To: OTER committee

From: Peer Review of Teaching Working Group B

Re: Final committee recommendations

This memo summarizes the main points that resulted from our set of meetings about the peer review of teaching process (hereafter PRT).

We started our first meeting by having each working group member outline the PRT process in their unit. **What became clear is that the PRT process varies tremendously among units, even those within the same college.** While we did not conclude that a one size fits all PRT is required, we did wonder if this variability arose from variation in documented "best practices" in PRT or was an artifact of units independently developing a process in the absence of guidance on what constitutes best practices. Importantly, we agreed that **whatever process is developed, it should be clearly outlined and transparent to both those being reviewed and those doing the evaluation.**

We discussed bias in the PRT process and made a distinction between process bias and measuritive bias. As the term suggests, process bias means that the process set up to conduct the PRT leads to bias. Measurative bias would be in how a reviewer applies tools to assess and reach a conclusion (e.g., incorrectly applies a rubric or the rubric itself is biased). We decided to spend a bit of time on both things over the course of our meetings.

We first discussed process bias related to how PRT reviews are initiated and who participates in the review. Based on specific experiences in our units, we identified three models for how the process is initiated: 1) faculty initiated - faculty asks a single colleague to provide a review of their teaching, 2) centrally initiated - Head or Chair forms an ad hoc committee; and 3) centrally initiated - Head assigns one person to provide a review of instructor. We added a fourth model that we gleaned from processes at our sister institutions: 4) centrally initiated with committee formation, but faculty being reviewed had one veto regarding committee membership. Committees' size varied from two two three in our personal experience and from our reading.

We then considered how each model identified above might inject bias into the PRT process. The faculty initiated, one-on-one model seems to have the greatest potential for confirmation bias as instructors might naturally select colleagues with similar teaching philosophies and pedagogical styles as evaluators. The other models could lead to bias, moreso if only one person is selected to provide an evaluation. **Centrally formed committees and the model that provided an instructor veto seem least prone to systematic bias or at least the perception of fairness from all involved in the process.**

We discussed the value of having a person external to the unit of the person being reviewed on the committee. In addition, we thought it a possible impediment to honest feedback in the PRT process if all committee members were from the home department as committee members might be concerned about influencing the likelihood of promotion or tenure success for a colleague. **External reviewers seem one way of guarding against cultural bias in a unit.** We agreed that having capacity on the committee to both evaluate discipline-specific content and guide the PRT process was desirable.

We also discussed the distinction between between formative (developmental) and summative (evaluative) assessments and that the two types should differ in their design. **We agreed that formative assessment should be conducted before a summative assessment when the summative assessment will be used to inform a decision about promotion or tenure.** Formative assessments should emphasize feedback to and conversations with the instructor, which is possibly less critical for a summative assessment. Formative assessments could be more focused, and points being reviewed could be based on conversations between the faculty being reviewed and the group conducting the review. One benefit would be that formative assessments could occur more regularly. **Looking at ways to conduct unbiased formative PRT assessments in a time efficient manner while still being useful to those participating would be valuable.**

We discussed how to conduct peer observation of colleagues during the PRT process. The steps in the process for conducting the peer observation part of a comprehensive peer review are well established, including a recommended provided by OSU's Center for Teaching and Learning. However, while we agreed that the general process for Peer Observation is well outlined, what is not clear are the criteria that people apply when conducting a peer observation of teaching. This element of the PRT process seems most prone to bias. There are several examples of what to consider during observations (Table A), but how they are applied to reach a conclusion is not clear.

Table A. Peer Observation of Teaching guidelines
(https://teaching.cornell.edu/teaching-resources/assessment-evaluation/peer-review-teaching)

- Clarification of class purpose – How well does the instructor convey to the students the purpose of the class?
- Organization of class structure – Are the class materials and activities well-organized?
- Reinforcement of major concepts – Does the instructor emphasize the major concepts being covered? Do the activities and materials utilized in class reinforce the major concepts?
- Pacing and scope – Is the material presented at a suitable rate? Is the amount of material covered reasonable?
- Classroom atmosphere – Has the instructor established a safe and respectful classroom atmosphere conducive to student learning? Has the instructor created an inclusive class environment?
- Consideration of diversity – Does the instructor acknowledge or interact with a broad range of students? Is the instructor respectful of diverse opinions and perspectives? Does the instructor employ a diverse set of activities or methods to accommodate a range of student learning modalities?
- Class management – Does the instructor effectively manage the class?
- Balance between abstract and concrete – If applicable, is there an appropriate balance between abstract and concrete concepts?

We agreed the individuals conducting peer reviews should be provided some training or guidance on how such reviews should be conducted. Such training would seem critical to avoid

bias in the process. What this might look like was less clear, but from most to least resource intensive we came up with the following range of options:

i. PRT committee could be comprised entirely of individuals from outside a faculty member's home unit; the entire committee is trained in PRT. Essentially, this option would place responsibility for PRT to a university-wide entity.

ii. Require one individual with specific training in PRT be assigned to any committee. This is analogous to requiring a Search Advocate for new hires.

iii. Create a PRT training module, something akin to what we do for Search Advocate training, that any faculty participating in the PRT process must complete prior to the review.

iv. Create rubrics that are available to units designing their own PRT process. These rubrics would be designed by those who know the literature on what constitutes effective teaching. Options 3 and 4 aren't mutually exclusive.

The Center for Teaching and Learning indicated that they provide professional development training on how to conduct classroom observations through their Mutual Mentors program. It does not appear that such training is available online, which is something that we think would be required if we expected broad adoption by units across campus.

Finally, we discussed the role of students in the PRT process. All guidelines for effective PRT in the literature indicate inclusion of a student voice is critical; the trick is determining how to gather such information. eSETS, student surveys, and student focus groups are options, and all have their benefits and problems. We agreed that a form of student input that is supported by the literature on teaching and learning makes sense.

ADDENDUM: Post-It Comments on Report Summary
Great Idea! (Re: providing PRT Reviewer training)
Question: How is this different from P&T review committee ("this"=the ad hoc dept-level centrally formed evaluation/review committees)? Maybe this is the same but with a new role?
What is the motivation to participate in PRT after tenure?
Is this a research study? Survey? To students and faculty?
Could CTL do a 5-minute video on bias for peer reviewers?... how to help them acknowledge their bias?
Re: including some form of student feedback: Would this be feedback about the class session observed or more general, like an eSET?
Can/should an online training piece be coupled with an in-person component to increase buy-in?
How does this fit in with annual reviews?
Maybe CTL and/or others could develop a pool of internal and external department reviewers to continually tap into. Have this pool reviewed and regulated itself, specifically to look at bias.
Time commitment to peer review: 1 hr before, 1 hr for observation, 1 hr team discuss what they observed, 1 hr all discuss with instructor
Come up with some number of classroom visit. More during early career?

Appendix D.1: Student Experience Working Group A Final Report

Response to OSU Teaching Evaluation Revision (OTER) Working Group Charge
WG Student Experience, A (SEA)

Reflection on current practices (eSETs) by SEA OTER

The current method of soliciting student feedback, electronic Student Evaluations of Teaching (eSETs), are inadequate in achieving their explicit purpose of evaluating instruction for a number of reasons, including: low and bimodal participation, poor question design, lack of student reflection, students' inability to identify and evaluate evidence-based pedagogy, and evidenced bias in survey structure and student responses. Furthermore, we have identified three distinct uses of eSETs that are not best evidenced by eSET responses:

1. Providing opportunities for student voice that is reflective and thoughtful
2. Providing formative feedback for adapting instruction
3. Providing a summative metric of fundamental instructional practices

Recommendation to AOT

Student experience surveys are a valuable and rare opportunity to glimpse into the classroom environment from a student's perspective. Because they are the primary source on instructors' patterns of instruction, it is important that they be able to identify these practices in a way that reflects our aims of Quality Teaching (i.e., what we identified and have evidence of as quality teaching practices). Student experience surveys can also be an opportunity to provide a transformative learning experience for both student and instructor. In addition to providing students a better understanding of instructional pedagogy, existing frameworks can guide student participants to reflect on their understanding of course learning outcomes (e.g., TILT by U Nevada, SALG by Seymour et al., 2009). Ultimately, the paramount role of student experience surveys should be to promote student learning.

However, we recognize that this ultimate aim does not necessarily align with the three most common uses of student surveys at OSU (above). Furthermore, to adequately collect student feedback in a way that can be used to support these three interests, a multi-pronged approach is required. We recommend that each of these interests/uses be addressed in the following ways.

1. Providing opportunities for student voice that is reflective and thoughtful

To increase student participation and reduce the impact of bias, we propose deploying "aggregate" student experience surveys at the end of the term that exclusively asks qualitative questions. The survey would frame questions to focus student reflection on instructional and learning activities across all the courses they have taken that term.

Depending on desired outcome, the aggregate surveys may be grouped by unit (e.g., College, Department) or by learning environment (e.g., lectures, labs, seminars).

Example questions could follow those included in existing student surveys:

- LBCC - includes questions about what helped students learn best, what inhibited learning (within or outside of the classroom), and recommendations for things to keep and change; the small number of open-ended questions (four) also may help increase response rates
- Dartmouth - includes questions that ask students to reflect on their own contribution to academic success (specifically, activities like reading assigned texts, taking advantage of office hours, etc.)

2. Providing formative feedback for adapting instruction

Our recommendation on possible methods of soliciting formative feedback is guided by the following key principles:

1. The tool must generate student feedback that is readily usable by the instructor
2. The tool's defined purpose must be to *adapt* instruction, not *improve* instruction
3. The tool should be deployed early enough in the term to allow for adapting course for students currently enrolled
4. Student feedback should be kept private between instructor and students.

In light of these guiding principles, we recommend that instructors be strongly encouraged, and possibly incentivized, to incorporate midterm student experience (feedback) surveys as a formalized part of their course development and implementation. The choice of formative feedback tool should be left to the instructor to maximize adaptive response. Numerous different products and methods exist, and instructors should be given the choice to select the tool that would best support their ongoing growth and adaptation to student needs. A collection of existing well-developed resources should be collected and archived in partnership with the Center of Teaching and Learning (CTL). We also recommend that encouragement of instructors to use these resources be coupled with the suggestion that interpretation of the feedback received can be facilitated with the help of CTL staff, who are well equipped to identify patterns of teaching strengths and areas for improvement.

We have identified a (non-exhaustive) number of possible tools that may be among those presented to instructors as helpful in adapting teaching practices to student feedback:

- Instructor-developed surveys on Canvas; CTL, the AOT WG outcomes, and representatives from the entire campus community can work together to

compose a list of example questions; possible (targeted, not overly broad) examples may include:
    - How was the balance of instruction across different modes (online, in-person, lecture-based, etc.)?
    - What did you think was the most effective in enhancing your understanding of course concepts?
    - What challenged your learning the most?
    - Did you observe a growth in your own understanding? How so?
    - How would you change your learning and/or study strategies?
    - What was something that inhibited your learning?
    - Did you feel comfortable sharing your experiences and/or perspectives during class discussions? Why or why not?
- IDEA Center - similar to the Teaching Practices Inventory, the IDEA Center's SRI (Student Rating of Instructors) compares the thematic priorities of the instructor and those observed by students; students "rate" instructors on how well they are achieving their primary outcomes, but questions are designed to span a wider array of possible outcomes

3. Providing a summative metric of fundamental instructional practices

The wide diversity of courses we teach, the environments in which we teach, and, of course, the students to whom we teach, necessitates a wide array of instructional practices that best fit the instructional contexts. However, we as a University have the responsibility to ensure that all students have access to quality teaching, part of OSU's mission. To assess whether agreed-upon fundamental standards are exhibited in courses, we can ask students to participate in well-designed presence/absence surveys. In other words, while students may not be able to critically evaluate pedagogy, they are able to identify whether *clearly* defined artifacts or activities are present.

We recommend, therefore, that a presence/absence (Yes/No questions) survey could be used as a possible method of soliciting student experience of teaching practices that could be included in annual reviews. However, these questions must be carefully constructed, by an outside consultant specializing in survey design, based on university-wide agreed-upon pedagogical baselines. This requires, we believe, a campus-wide conversation on what is deemed to be "the minimum expectations" of instructors. This should build upon preliminary work done by our and other AOT Spring Working Groups to define Quality Teaching at OSU to link teaching principles to observable practices/activities. A possible avenue of moving forward in this particular effort would be to form an ad hoc committee of Faculty Senate dedicated to this particular effort and may/should involve representation from the Bacc Core committee,

the Curriculum Council, and other groups and committees currently engaged with related work.

Near-Future Recommendations

We recognize that the development of new tools and policy implementations take time. In the immediate term, we recommend the following remediations of current eSET use and deployment:

- Emphasize and explain to students how their feedback is used so that students better understand the evaluation process and its realistic outcomes
    - Create a required in-syllabus statement of purpose and importance to increase transparency and buy-in from students
    - FAQs on canvas exist with some details, but should be more accessible
    - Include statement of critical importance/encouragement on the webpage where surveys will be completed
- Incentivize participation in binary Yes/No surveys with low-stakes prizes, such as punch cards or lotteries for, possibly, discounts at on-campus cafes, the OSU Beaver Store, etc.

In summary

Rather than relying on a single tool that attempts to achieve all three of these purposes, we recommend utilizing three separate tools that can each fulfill one of the purposes well. We recommend the three following techniques as possible alternative to the existing singular method of soliciting student feedback (eSETs):

1. Aggregate end-of-term survey to **gather authentic student voice**. These qualitative responses would not tied to any specific course, which may reduce the potential impact of bias that are well-known to skew individual instructor evaluations.
2. Internal classroom tool to provide midterm feedback between instructor and student to **encourage adaptive teaching**. To promote and facilitate this practice, a unified list of vetted resources, templates, and questions should be made available to instructors to pull from to best suit their classroom.
3. Yes/No binary survey for **review and P&T purposes** and to **identify fundamental instructional practices across campus**. These should be minimum qualifications the OSU community decides upon and expects every course to meet.

We particularly want to emphasize that although the efforts to revise the existing method of evaluation of teaching will require time, energy, and financial support, such efforts are a well-worth investment of the University. On top of creating high-quality learning experiences that promote lifelong learning and appreciation of all OSU alumn,

a well-crafted survey generates its own recruiting material. By defining a clear baseline of objective for which instructors can strive and be held accountable with Yes/No surveys, we as a University will be able to articulate exactly what students can expect of their classes at Oregon State University.

Prioritize these recommendations

Appendix D.2: Student Experience Working Group B Final Report

SE OTER Group B Final Notes: 06/07/2019

Changes to the current system to be implemented as soon as possible:

Improved communication with students regarding use and importance of SET, including

- Required or suggested syllabus wording;
- Internal email communication with students (to avoid the "junk mail" issue with third party vendor);
- Use of standardized email (ONID) for students (accomplished Spring 2019).

Improved timing of evaluations, including

- Extended period for taking evals (accomplished Spring 2019);
- Suggested and supported push for instructors to use class time to have students take evaluations.

Other interim suggestions

- Different way to include TA's (rather than the 2% of Banner responsibility) that allows for more TAs to be included;
- Different way to list courses that limits number of non-enrolled sections an individual student sees (currently they see all sections of a course and have to find their own);
- Clearer instructions or changed system for multiple instructor evaluations;
- More investigation of the double blind issues (grade visibility for students).

Recommendations for use policy:

We recognize that we will not eliminate bias in SETs. Recent research shows that student perceptions of difference in race, sex, gender identity, and age all impact SET responses, as do field of study and student motivation. We would like to mitigate the bias by including more information in SET use for hiring and promotion and limiting the comparison groups.

Currently, it is our understanding that Q1 (The course as a whole was) and Q2 (The instructor's contribution to the course was) are the only questions used for hiring and promotion purposes. Other practices vary, including dividing comparative answers into 100, 200, 300, and 400 level classes; comparing by program, location, unit and/or college; including full eSET instructor information sheets; providing a small chart of numbers with no context; including all responses by count (3 "Good", 6 "Very Good", etc.); using one number that randomly appears on the top of the instructor information sheet (perhaps an

average of Q1 and Q2?); and so on. While an individual unit may have standardized expectations, it is clear that there are no university expectations for SET use.

- Consider using SET scores alongside required direct measures of teaching effectiveness like peer review and teaching portfolios. SETs will always only reflect the experience of the individual student, but there are few other ways to find that data.
- Create standards for comparison—who is used as the measuring stick and why?
- Include more information about the courses being evaluated including % students who are taking for major, Bacc Core, or pre-requirement for other classes.
- Articulate use value for SETs in a public manner that can be shared across units.
- Use more than a single question response to potentially alleviate the potency of a biased survey. We see two ways of addressing this:
    - Ask multiple questions about teaching efficacy and include mean or median of all answers (see Bowling Green State for ideas: https://drive.google.com/drive/folders/1Ygyz1Wv2iONx3hSVF08bHsh_kcys8Er4)
    - Ask multiple questions about teaching efficacy and include an average of the mean or median of all answers (having again, a single number).

Suggestions for a future system:

Our group chose to consider keeping a standardized evaluation system that would provide cross-course comparative data. Our overall suggestions are to split the SET information into a midterm evaluation focused on instruction techniques and student metacognitive information and a final evaluation that works more with aspects of the full course.

- **Create a midterm evaluation for instructor-student conversations that might:**
    - Provide a standardized bank of questions for instructors who want to use them (akin to University of Toronto or Colorado State)
    - Stick with a simple standardized form similar to Utah State or IDEA paper #67's recommended
        - What is helping your learning in the course?
        - What is hindering your learning in the course?
        - What suggestions do you have for improving this course?
    - Have one question that is repeated on the final evaluation.
    - Not use answers for hiring and promotion purposes

- **Create a final evaluation that addresses the following areas:**

    - Reason Student took course (suggested categories that could be ranked or have multiple selected: Major/Minor requirement, Bacc Core, prerequisite, I like the topic area, other). No other demographic information requested.
    - Course Design
    - Inclusion Practices (see USC:)
        - https://drive.google.com/drive/folders/1Ygyz1Wv2iONx3hSVF08bHsh_kcys8Er4
    - Assessment Practices
    - Course impact
    - Student engagement with resources (see USC #9)
    - Student self-assessment of learning
    - Open-ended questions like
    - What contributed most to your learning in this course?
        - Did anything interfere with your learning in this course? If so, explain.
        - What suggestions or recommendations do you think would help your instructor prepare to teach this course again? (CSULB)
            - https://drive.google.com/drive/folders/1Ygyz1Wv2iONx3hSVF08bHsh_kcys8Er4
- Don't ask questions we are not prepared to address if we get problematic responses, such as inclusion questions or course impact.
- Use a final evaluation that is conducted primarily in class.
- Consider Berk (2012): Top 20 Strategies to Increase Online Response Rates
    - https://drive.google.com/drive/folders/1Ygyz1Wv2iONx3hSVF08bHsh_kcys8Er4

Feedback Comments from Final Group Meeting (Summary from Carousel Discussion):

- Mechanism recommend for allowing time in class raise participation rates
- Student education on purpose and principles of student voice in teaching responses
- Cultural shift will requires courageous leadership
- Need to ensure student literacy teaching about evaluation priorities and process
- Distinctions between class types including but not limited to:
    - Lecture
    - Field
    - Ecampus
- Students should understand the purpose and use for their input
- What key things can only students contribute to teaching evaluation
- The suggestion of midterm feedback is very valuable for formative purposes

    - Teachers also need support from Center for Teaching and Learning (CTL) to analyze actively respond to communicate back to students
- What will follow during the second half of course to improve and implement better teaching relations between faculty and students moving forward

Portfolios are messy to construct, cumbersome to store, difficult to score, and vulnerable to misrepresentation. But in ways that no other assessment can, portfolios prove a connection to the contexts and personal histories that characterize real teaching and make it possible to document the unfolding of both teaching and learning over time.

— Lee Shulman (1988)

Based on the limited time available what follows takes the form of general guidelines and soft recommendations.

Summary Recommendations:

- Ideally, varied approaches (including Teaching Portfolios) for evaluating teaching should be tied to teaching standards.
- Teaching Portfolios can be an important element of the evaluation of teaching for purposes of promotion and/or tenure. Departments and colleges should evaluate the use of Teaching Portfolios for their individual P&T processes, and allow candidates to submit a Teaching Portfolio as part of their dossier.
- Given the expertise of the CTL, we recommend the AOT partner with CTL to create examples of portfolios and rubrics, training, and support for the use of Teaching Portfolios for formative, summative, and self-reflective purposes.
- Formative Teaching Portfolios should be used as annual opportunities to document teaching growth and development and to award merit pay.
- We recommend changes in dossier guidelines to allow for submission of a Teaching Portfolio to foster and provide summative evidence of quality teaching.
- The two most often cited purposes for portfolios are to provide evidence for use in personnel decisions and to improve teaching performance. The structure and elements of a Teaching Portfolio can vary based on these purposes. We therefore recommend departments clearly identify the purpose(s) and role(s) the portfolio will play as well as what items should be included. One approached adopted by many institutions is to require the teacher to include certain mandated items (i.e. summaries of student evaluations, course syllabi, etc.) as well as elective ones (i.e. revised course documents, letters from students, etc.). We also recommend departments clearly identify who will see the portfolio and how it will be folded into the teacher's record. And, in the interest and fairness and rigor, we recommend standard criteria be used to evaluate the portfolios and the guiding principles be provided prior to the creation.
- CTL (and/or other unit(s)) should create and disseminate examples of portfolios, artifacts, narrative essays, and assessment rubrics (both formative and summative) across disciplines.

- CTL (and/or other unit(s)) should offer regular on-going training for the creation and use of Teaching Portfolios.
- CTL (and/or other unit(s)) should offer regular on-going training and support for those reviewing the Teaching Portfolios of others for formative and summative purposes.
- CTL (and/or other unit(s)) should offer "train the trainers" support to create college specific Teaching Portfolio experts.
- CTL could pilot Teaching Portfolios with New2OSU faculty as a way to pilot and slowly integrate the process/tool.

Possible Guidelines of a Teaching Portfolio:

- **Definition**: A Teaching Portfolio is a narrative and reflective document that provides a way to frame and demonstrate a teacher's impact and evolution over time. Seldin (2006) describes the teaching portfolio as "a collection of materials that document teaching performance....It is flexible enough to be used for tenure and promotion decisions or to provide the stimulus and structure for self-reflection about areas in need of improvement" (p.3).

  The portfolio provides space for a teacher to articulate goals, engage in scholarly activity of inquiry, experimentation, assessment, reflection, and to demonstrate teaching improvement. The portfolio allows teaching impact to be tied directly to articulated goals, individual and programmatic. Portfolios allow teachers to explain the dynamics of their class sizes, technology, student readiness, professional development, and other variables that influence teaching.

  Faculty typically document their research and publication activities but not their teaching. With the same care and vigor teaching portfolios can disclose the broad range of teaching skills, abilities, attitudes, and values (Seldin, 2004, p.3). Teaching portfolios usually range between 10 and 30 pages in length, allowing for a robust description of impact and documenting a teacher's journey over time. Although a living document it can take on average 12 to 15 hours to get to a third draft stage. They can be shared in print or digital format. The scope of the teaching portfolio is limited to teaching, advising, curriculum development and other activities that are directly tied to the teaching mission of the university. Known as "academic portfolios" there are broader portfolio models that encompass all three areas of faculty work: teaching, research and service.

  Through multiple and flexible approaches, the following proposed guidelines can be used for formative and summative purposes.

- **Standards**: An OSU Teaching Portfolio should be tied to a set of agreed-upon standards that define quality teaching. Ideally, other elements of teaching evaluations should be based on the same set of standards. (See recommendation below.)

- **Triangulation**: There is no perfect source or combination of sources for the evaluation of teaching. Each approach can provide unique information but is also fallible. Therefore, an OSU Teaching Portfolio should work together and/or house evidence of other forms of evaluation (student evaluations, peer reviews of teaching, annual appraisals, etc.). Collectively, these methods should allow evaluators to examine a teacher's work through a variety of lenses (self-reflection, student perspective, peer evaluation, artifacts, etc.)

- **Flexibility**: Portfolios are constructed within a framework for organizing learning, not as prescription for a final product. Colleges, other academic units, and teachers should use the Teaching Portfolio option in a way that best serves that unit's needs. Some units may choose to adopt, adapt, or create their own tool for a better fit. Some units may choose to adopt the Teaching Portfolio as a requirement for all faculty. Others may designate the teaching portfolio as an option for faculty, or for faculty in specified ranks, or those with teaching-focused appointments.

Characteristics of a Teaching Portfolio:

An effective portfolio should be well documented and highly organized. The American Association for Higher Education (AAHE) suggests that it should be: 1) structured (organized, complete, and creative in its presentation); 2) representative (comprehensively represent the scope of your work across courses and time); and 3) selective (conciseness and selectivity to appropriate document work) (Hutchings & Quinlan, 1991).

Possible Structure of a Teaching Portfolio:

Essentially, Teaching Portfolios contain two basic elements: evidence of teaching and reflections on that evidence.

The Procedure (Rodriguez-Farrar, 2006):

1. **Articulate your Teaching Philosophy** (1. Teaching Philosophy Rubric, Box Appendix Folder)

A teaching philosophy is a broad personal statement which can describe how you teach, why you teach, what teaching decisions you make, your teaching goals and approaches, the goals you've set for your students and/or how your philosophy fits into the mission of OSU and the goals of your department. Continued refinement of this statement is critical.

2. Gather Your Evidence

Gather a variety of materials related to your teaching. Be creative and inclusive. Possible evidence/artifacts include:

- Teaching Responsibilities (include courses and brief description of the way they were taught)
- Teaching Philosophy
- CV
- Reflective Statement of Teaching Goals
- Interpretation of the Evaluations and Assessment of Others
    - There are 15 potential sources of evidence of teaching effectiveness: (1) student ratings; (2) peer observations; (3) peer review of course materials; (4) external expert ratings; (5) self-ratings; (6) videos of your teaching; (7) student interviews; (8) exit and alumni ratings; (9) employer ratings; (10) mentor's advice; (11) administrator ratings; (12) teaching scholarship; (13) teaching awards; (14) learning outcome measures; and (15) teaching (course) portfolio (Berk, 2006)
- Evidence of Student Learning (Cognitive or Affective)
    - Student scores, essays, creative work, lab books, publications, course related work, record of student who succeed to advance courses in discipline, statement from alumni, feedback provided to students showing excellent, average, and poor work
- Invitations from agencies to write papers and/or present on teaching
- Participation in teaching development with CTL and within your discipline
- Teaching Research

3. Organize Your Evidence

Group and consolidate the evidence you've collected to summarize the content. What themes surface? What information is most worth sharing to demonstrate the evolution of your teaching? Possible section headings include:

- Table of Contents
- Advising and/or Mentoring
- Teaching Objectives, Strategies, Methodologies
- Evidence of Teaching Practices (6+ Principles of University Teaching, CTL document)
    1. Consider the Audience
    2. Plan
    3. Enhance Engagement
    4. Teach
    5. Assess
    6. Reflect
- Standards for Teaching Excellence at OSU (see recommendation below)
- Quality Teaching at OSU (see AOT definition)

        - Contributing to an inclusive and meaningful learning community.
        - Practicing teaching as a craft.
    - Pedagogical Research
    - University, College. Department, and/or Programmatic Goals
    - Professional Development
    - Evaluations

4. **Write Reflective Statements** (2. Reflective Statement Rubric, Box Appendix Folder)
For each piece of evidence (or artifact) draft a short, reflective, narrative essay. An essay should accompany each shared artifact and/or cluster of artifacts. The reflective statement allows you to identify your teaching goals in a specific context. Narratives might include:
    - Identification of Artifact – describe your evidence
    - Artifact Selection Rationale – explain why you selected the artifact
    - Artifact Significance Rationale – explain its importance

5. Write Summary Statements (3. Example of Summary Statement, Box Appendix Folder)
The length of the portfolio will vary. Keep in mind your audience. It might be best to share a shortened summary of its contents that provides a high-end summary or table that lists the section/headings, what artifacts are provided and a description of how the evidence supports the criterion (this could also be used as the Table of Contents).

6. Share your Draft
Ideally, a Teaching Portfolio includes extensive input and feedback as you collaborate with colleagues, advisors, mentors, students, and others.

Possible Assessment Approaches for a Teaching Portfolio:

- **Self-Assessment**
    - As one element of an evidence-based approach to evaluate teaching, self-assessment is an important tool for understanding teaching effectiveness. According to Berk (2005), self-assessment provides "systematic, ongoing reflection on your teaching and courses" and is used for evaluative purposes in most four-year colleges and universities (p.51).
- **Formative Evaluation** (4. Rubric for Evaluating Teaching Portfolios, Box Appendix Folder)
    - One can use the development of a Teaching Portfolio for the purpose of personal and professional reflection, data analysis, and goal setting. As a form of formative evaluation, it can also be used to inform one's annual review for contract renewal and/or merit pay.
- **Summative Evaluation** (4. Rubric for Evaluating Teaching Portfolios, Box Appendix Folder)
    - Summative Portfolios are created to address an administrative need to summarize one's teaching. It can be used for the purpose of applying for an

academic job or for promotion and tenure within a department. Evaluation committees receive information on what faculty members do in their classroom and how they do it – it provides a holistic view.Teaching portfolios are used for promotion and tenure decisions at over 400 institutions nationwide (Rodriguez-Farrar, 2006).

Additional Resources & Recommended Reading:

Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The teaching portfolio : A practical guide to improved performance and promotion/tenure decisions*. Electronic version accessible at the OSU Valley Library Note: It contains sample portfolios from across disciplines.

Seldin, P., & Miller, J. Elizabeth. (2009). *The academic portfolio : a practical guide to documenting teaching, research, and service* (1st ed.). San Francisco, CA: Jossey-Bass.

- This is a similar book written by Seldin accessible online through OSU Library.

Cited Sources:

Berk RA. 2005. Survey of 12 strategies to measure teaching effectiveness. Int J Teac Learn Higher Educ 17(1):48-62. Available from http:// www.isetl.org/ijtlthe.

Edgerton, R., Hutchings, P., & Quinlan, K. (1991). The teaching portfolio: Capturing the scholarship of teaching. Washington, DC: American Association for Higher Education.

Rodriguez-Farrar, H. (2006). The Teaching Portfolio a handbook for faculty, teaching assistants and teaching fellows. The Harriet W. Sheridan Center for Teaching and Learning Brown University.

Seldin P. 2006. Building a successful evaluation program. In: Seldin P & Associates Evaluating faculty performance: A practical guide to assessing teaching, research, and service. Bolton, MA: Anker 1–19.

Watson, Kuh, Rhodes, Light, & Chen. (2016). Editorial ePortfolio – The eleventh high impact practice. International Journal of ePortfolio, 6 (2), 65-69.

Appendix:

See Box folder, Appendix Items. https://oregonstate.app.box.com/folder/78175444493

Possible Components	Excellent	Needs work	Weak
Goals for student learning: What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students for? What are key challenges in the teaching-learning process?	Goals are clearly articulated and specific and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the instructor's discipline. They are concise but not exhaustive.	Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change.	Articulation of goals is unfocused, incomplete, or missing.
Enactment of goals (teaching methods): What teaching methods do you use? How do these methods contribute to your goals for students? Why are these methods appropriate for use in your discipline?	Enactment of goals is specific and thoughtful. Includes details and rationale about teaching methods. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the method in use within the disciplinary context are given.	Description of teaching methods not clearly connected to goals or if connected, not well developed (seems like a list of what is done in the classroom). Methods are described but generically, no example of the instructor's use of the methods within the discipline is communicated.	Enactment of goals is not articulated. If there is an attempt at articulating teaching methods, it is basic and unreflective.
Assessment of goals (measuring student learning): How do you know your goals for students are being met? What sorts of assessment tools do you use (e.g., tests, papers, portfolios, journals), and why? How do assessments contribute to student learning? How do assessments communicate disciplinary priorities?	Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type.	Assessments are described, but not in connection to goals and teaching methods. Description is too general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline.	Assessment of goals is not articulated or mentioned only in passing.
Creating an inclusive learning environment, addressing one or more of the following questions: •How do your own and your students' identities (e.g., race, gender, class), background, experience, and levels of privilege affect the classroom? •How do you account for diverse learning styles? •How do you integrate diverse perspectives into your teaching?	Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of knowing, and/or learning styles. Discussion of roles is sensitive to historically underrepresented students. Demonstrates awareness of issues of equity within the discipline.	Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Author briefly connects identity issues to aspects of his/her teaching.	Issues of inclusion are not addressed or addressed in an awkward manner. There is no connection to teaching practices.
Structure, rhetoric and language: How is the reader engaged? Is the language used appropriate to the discipline? How is the statement thematically structure?	The statement has a guiding structure and/or theme that engages the reader and organizes the goals, methods, and assessments articulated in the statement. Jargon is avoided and teaching terms (e.g., critical thinking) are given specific definitions that apply to the instructor's disciplinary context. Specific, rich examples are used to bolster statements of goals, methods, and assessments. Grammar and spelling are correct.	The statement has a structure and/or theme that is not connected to the ideas actually discussed in the statement, or, organizing structure is weak and does not resonate within the disciplinary context. Examples are used but seem generic. May contain some jargon.	No overall structure present. Statement is a collection of disconnected statements about teaching. Jargon is used liberally and not supported by specific definitions or examples. Needs much revision.

Rubric for Statements of Teaching Philosophy developed by Matt Kaplan, Chris O'Neal, Debbie Meizlish, Rosario Carillo, and Diana Kardia

Reflective Essay Guidelines
for a Teaching Portfolio

Criteria	Expected Proficiency	Passing Proficiency	Below Proficiency
Principle Defined	Principle is defined in author's own words and is clearly aligned to the author's philosophy of education as well as program and/or university outcomes.	Principle is defined in author's own words but links to the author's philosophy of education and/or program and/or university outcomes is undeveloped or unaddressed.	Principle is defined but does not align to the author's philosophy of education and/or program and/or university outcomes.
Artifact(s) Identified	The author concisely explains what the artifact is, when it was "developed," in what context; and for what purpose.	Author explains what the artifact is in brief and cursory manner; leaving the reader with questions about how and why the artifact was generated.	Author fails to clearly and concisely explain what the artifact is, leaving the reader wondering why this artifact was selected to serve as evidence for this Principle.
Artifact Selection Rationale	Author justifies the selection of the artifact by providing careful and reasoned qualifications for the selection of the specific artifact explaining why it is more appropriate than any other artifact.	Author explains why this artifact was selected but doesn't present a clear line or reasoning behind why it is uniquely appropriate to serve as evidence for the disposition.	Author fails to provide support for why this artifact is appropriate evidence for this disposition.
Artifact Significance Rationale	The author interprets the meaning of the artifact in insightful ways; linking the artifact to the author's unique definition of the Principle and aligning it to his/her philosophy of education, as well as the outcomes of the program and/or university. Author cites readings and prior experiences and explains how these references extend and refine their insights. Insight discussed illuminate issue for further investigation.	The author interprets the meaning of the artifact in insightful ways; linking the artifact to the disposition and aligning it to his/her philosophy of education and/or program and/or university outcomes. Readings and prior experiences mentioned but not developed.	Reflections are descriptive, a reiteration of what happened or was read. Little to no references are made to readings.
All: Logistics	Writer uses standard conventions effectively. No errors. Portfolio was easy to navigate to locate the artifact along with reflective essay.	Writer uses standard conventions effectively, few errors and/or portfolio components are difficult to find (i.e. links are broken).	Writer uses standard conventions inconsistently. Many errors inhibit comprehension and/or portfolio components cannot be accessed.

11/9/15KMSagmiller; 9/20/18BAHowland

Narrative teaching portfolio for Megan Frary

Category	Evidence provided	Description of how evidence supports the criterion
1. Designs course materials in alignment with course learning outcomes … design their courses around appropriate course learning outcomes, design a variety of summative and formative assessments which effectively measure student achievement of those outcomes, and create course activities which support students in reaching the course learning outcomes.		
1.1. Course learning outcomes guide course design process	• MSE 418 course design plan • MSE 312 course design table • GCOLL 511 course design table • MSE 308 syllabus • MSE 312 syllabus • MSE 318 syllabus • GCOLL 511 syllabus	My courses are each designed around a series of course learning outcomes which are written to achieve the CALMS characteristics (**see syllabi from MSE 308, MSE 312, MSE 318, and GCOLL 511 for examples**). They also span different levels of Bloom's taxonomy (primarily in the cognitive domain for MSE course, also in the psychomotor and affective domains for GCCT courses). My end-of-semester reflections indicate that they suitably capture the breadth and depth I am aiming for in the course. My course design process starts with my learning outcomes which then determine what assessments I will use (**see course design plans for MSE 418, MSE 312, and GCOLL 511 for examples**).
1.2. Alignment of assessments	• MSE 418 course design plan • MSE 312 course design table • GCOLL 511 course design table • GCOLL 511 syllabus • GCOLL 513 syllabus • GCOLL 516 syllabus • GCOLL 517 syllabus	I start with learning outcomes and then move on to summative and formative assessments. This process of teaching has been solidified for me over the last five years or so. Therefore, the courses I've taught more recently are better aligned (although even my course design plan for MSE 418 from S10 shows this). In MSE 312, which I taught for the first time in 9 years in F17, I have a fully developed course design table. I moved away from only weekly problem sets and started using other summative assessments which better supported my course learning outcomes. My **course design table** illustrates this approach. In my GCCT courses, each one has been designed carefully so that the assignments are well-aligned with the outcomes (**summarized on course syllabi for GCOLL 511, 513, 516, and 517**).
1.3. Student achievement of course learning outcomes	• MSE 312 ASTM procedure summaries (F17) • MSE 312 ethics papers (F17) • MSE 308 podcasts (F13) • MSE 308 final exam problem (F14) • MSE 308 short answer questions (F16) • GCOLL 511 course design tables (CDT 1, CDT 2, CDT 3)	I have included a limited number of examples that show that assessments are aligned with outcomes and that student work shows that students are achieving the outcomes. The student work samples collected here are from a variety of classes and support a variety of course learning outcomes: • The **MSE 312 ASTM procedure summary** demonstrates that students achieve the course LO "Describe the ways that testing is used to determine the mechanical properties of materials." • The **MSE 312 ethics papers** demonstrate that students achieve the course LO "Analyze the ethical issues they may face as practicing engineers." • The **MSE 308 podcasts** demonstrate that students achieve the course LO, "Use the language and nomenclature of thermodynamics." • The **MSE 308 final exam problems** demonstrate that students achieve the course LOs, "Calculate changes in thermodynamic properties associated with processes and reactions in multi-phase or multi-component systems" AND "Predict the equilibrium state of single- or multi-component systems." • The **MSE 308 short answer questions** demonstrate that students achieve the course LO, "Explain the physical meaning of thermodynamic variables, properties, processes, and concepts." • The **GCOLL 511 course design tables** demonstrate that students achieve the course LOs"Build a course with well-aligned learning outcomes, assessments, and activities" AND "Implement

		instructional strategies that are appropriate for their course learning outcomes."
1.4. Aligned course activities	• MSE 312 course design table • GCOLL 511 course design table • MSE 312 lesson plan • MSE 308 lesson plan • GCOLL 511 lesson plan	The course design tables for MSE 312 and GCOLL 511 do the best job of illustrating how my course activities are planned in alignment with the course learning outcomes (far right column shows activities I've planned). In addition, I create lesson plans for each class period I teach (**see examples for MSE 308, MSE 312, and GCOLL 511**); these show the background knowledge students should have, class learning outcomes (what students should be able to do by the end of the class session), and the activities I'll use to achieve that.
2. Implements evidence-based practices … implement a variety of evidence-based instructional practices in their daily teaching and assessments in order to best support student learning and students' development as learners.		
2.1. Implementation of EBIPs	• MSE 312 lesson plan • MSE 308 lesson plan • GCOLL 511 lesson plan • MSE 308 course evaluations • MSE 312 course evaluations • COPUS results and reflection • List of EBIPs used	Since fall 2014, my MSE courses have all used a flipped class model wherein students watch videos, read the book, and answer questions before class. During class, we spend the majority of the time on active learning (after assessing their level of readiness). The **lesson plans from MSE 308 and MSE 312** provide examples for what a typical day in my class looks like. While GCOLL 511 is not a flipped class, that lesson plan also shows that there's a very strong emphasis on active learning. I use group problem solving, concept maps, focused listing, and many other classroom assessment techniques. Student find the flipped class to be very helpful for their learning as shown in their comments on the course evaluations (**see course evaluations for MSE 308 and MSE 312**). The COPUS report from my MSE 312 class shows that my students spent 34% of their time in dialogue with peers, and 52% in student activities. While this is clearly only a snapshot of one day, it was a typical day in my course. I have also **highlighted the EBIPs** from the list that I use.
2.2. Relationship between instructional practices and learning outcomes	• MSE 312 lesson plan • MSE 308 lesson plan • MSE 312 course design table • GCOLL 511 course design table • Teaching philosophy	The section above described my implementation of EBIPs. My course design tables (**see examples for MSE 312 and GCOLL 511**) also show how I am intentional in choosing learning activities which align with course LOs. My lesson plans (**see examples for MSE 308 and MSE 312**) show how on a daily basis I am choosing instructional practices specifically to align with my daily learning outcomes. My **teaching philosophy** also describes my reasoning for the instructional choices I have made. Provides a strong rationale linking the instructional practices with the learning outcomes
2.3. Assessments follow good practices	• MSE 312 explain this • MSE 308 problem set 4 • MSE 312 property project • MSE 308 communication project • MSE 318 kinetics project • GCOLL 511 create your syllabus • MSE 312 formative assessments • MSE 308 formative assessments	For summative assessment, in my engineering courses, I use traditional problem sets, although I always include short answer questions so that I can see how students are doing in developing their conceptual understanding (**see MSE 312 "explain this", MSE 308 PS 4**). In addition, I often include other projects or types of assessments which better align with course learning outcomes (**see example projects from MSE 312, MSE 308, and MSE 318**). In each of these, students have some choice in either the topic and/or how the final result is presented. I have for a while now included a rubric with any project assignment. More recently, since learning about transparent assignments, I have followed that template for presenting my assignments (**see examples from MSE 312 and GCOLL 511**). Furthermore, I am working hard to make sure that assignments are authentic and ask students to apply their learning in realistic ways.

		In terms of formative assessment, I have included different lesson plans from **MSE 308 and MSE 312**. Both class periods start by checking what students know; each subsequent activity (note the variety in activities) functions formatively as students work through the material and I circulate the room to monitor progress. Throughout the semester, in order to formatively assess how students are doing, I use the following CATs (classroom assessment techniques), among others: focused listing, muddiest point, minute papers, concept maps, one sentence summary, background knowledge probe, and defining features matrix.
2.4. Situational factors considered	• Situational factors analysis • MSE 308 PS 1 (review) • MSE 312 group concept map	I learned about situational factors when I did the Course Design Institute in 2010. I have since incorporated them in many ways in my course design (**see situational factors analysis**). In particular, I have been very sensitive to students' prior knowledge; I use review assignment at the start of the semester to activate their prior knowledge (**see MSE 308 PS 1, MSE 312 ground concept map**). I am also mindful of how difficult outside-of-class group work can be for non-traditional students and thus have chosen to not assign it; students have plenty of other teamwork in MSE courses and do lots of in-class collaboration in my courses.
3. Uses an inclusive, student-centered approach … design their courses and course materials that focus on learning and the learner, rather than the instructor, and implement inclusive teaching practices which reach all learners and provide students opportunities for success.		
3.1. Student engagement during class	• COPUS results and reflection • MSE 312 lesson plan 1 • MSE 312 lesson plan 2 • MSE 308 lesson plan 1 • MSE 308 lesson plan 2 • MSE 308 syllabus • MSE 312 syllabus	For the past four years, I have taught my MSE courses as flipped classes. My approach is articulated for students in the syllabus (**see MSE 308 and MSE 312 syllabi**). Representative **lesson plans from MSE 308 and MSE 312** show what a typical day is like in my class in terms of activities. We arrange the room such that students sit in groups of (ideally) four. Students usually begin each activity with a few minutes to work alone before engaging with peers. They are encouraged to monitor each other's progress so that all students are capable of explaining the solution. Finally, the **COPUS results** also bear out the level of engagement in these courses.
3.2. Assignment design	• MSE 312 explain this • MSE 312 property project • MSE 312 ethical dilemma analysis • MSE 308 communication project • MSE 318 kinetics project • GCOLL 511 create your syllabus	I have always tried to create projects which are authentic, interesting, and motivating, but I think I have improved this with my design of MSE 312 (**see MSE 312 assignments**). In MSE 312, I tried to (a) give fewer problem sets and a great variety of other assignments (as dictated by my backward course design process) and (b) make the problem sets also more authentic. I made all MSE 312 assignments transparent, so each includes a purpose statement to help students understand what's in it for them. Nevertheless, even projects from past classes have gone beyond a traditional research paper in an attempt to make the assignment something students would be interested in (**see MSE 308 and MSE 318 projects**). In GCOLL 511, the majority of assignments involve student in creating course materials for their future teaching (**see GCOLL 511 syllabus assignment**) -- and you can't get more authentic than that!
3.3. Student-centered approach in course materials	• Situational factors analysis • MSE 308 syllabus • MSE 312 syllabus • GCOLL 511 syllabus • MSE 312 explain this • MSE 312 concept map • GCOLL 511 lesson plan assignment	As my **situational factors analysis** shows, these are integrated throughout my teaching. I communicate my student-centered approach beginning with my course syllabi (**see example syllabi from MSE 308, MSE 312, GCOLL 511**). I articulate my approach to the course, use welcoming language, and project a belief in student success. My emphasis on active learning makes each class session about the students more so than me. Finally, using transparent assignments is move I made to further support students in my courses (**see MSE 312 explain this, MSE 312 concept map, and GCOLL**

		511 assignment)
3.4. Instructor behaviors	• MSE 312 syllabus • Course schedule 511 • MSE 312 daily prep notes • 312 explain this guidelines • 312 ASTM procedure summary • GCOLL 517 teaching portfolio • Sample google form rubric • MSE 308 course evaluations • MSE 312 course evaluations	In terms of communicating effectively, I make the course schedule for each course available from the first day via Blackboard or the course google site (**see MSE 312 syllabus, GCOLL 511 course calendar**). For my flipped classes, I am very explicit about what students should do to prepare (**see example of MSE 312 daily preparation notes**). For all projects, and also for all problem sets beginning with MSE 312 in F17, I include a rubric with the assignment (**see MSE 312 explain this guidelines, MSE 312 ASTM procedure summary, and GCOLL 517 teaching portfolio**). By including a rubric with the assignment and using it in grading, I am both clearly communicating my expectations and criteria for evaluation as well as providing students with timely feedback about their work and a rationale for their grade. In GCOLL 513, GCOLL 516, and GCOLL 517, I have created google forms from the assignment rubrics which are automatically emailed to the student as soon as I've completed them (**see GCOLL 517 teaching portfolio rubric form**). Finally, the results from questions on the course evaluations about timely feedback and the clarity of both assessment methods and course objectives show that students feel these things are happening to a high level in my courses (true of past courses as well for which evals would be located elsewhere in my binder).
3.5. Classroom climate	• Inclusive teaching practices analysis • MSE 312 student info form • MSE 308 student info form • GCOLL 511 student info form • MSE 308 syllabus • MSE 312 syllabus • GCOLL 511 syllabus	There are a number of inclusive teaching practices which I incorporate in my teaching (**see inclusive teaching practices analysis**). I begin each semester with a student information form (**see examples of student info forms**) where I ask students about themselves, their motivation for taking the course, and for any additional information I should know to support them. I always learn students' names and use them very often in class. In MSE 308 in F16 and to a lesser extent in MSE 312 in F17, I have made an effort to teach students about a growth mindset and help them believe that they ALL have a chance to succeed in my classes. This message is also communicated in my course syllabi (**see MSE 308, MSE 312, and GCOLL 511 syllabi**). My classes also involve a lot of student-student dialogue which helps establish the climate (and course evals generally show that students appreciate this approach). Finally, I provide many opportunities for student questions and wait a long time for students to ask or answer questions; I essentially establish the expectation that someone *will* have a question that I would be glad to answer.
4. Practices reflective teaching to drive continuous improvement of teaching … be reflective practitioners who use feedback from a variety of sources (students, peers, CTL, department, self) to seek a variety of approaches to continuously improve as teachers.		
4.1. Professional development	• List of workshops attended	The **list of workshops** I have attended in the past five years shows that I'm very engaged in ongoing professional development around teaching and faculty development. From the workshops I've attended, two major changes I've made to my teaching include using a flipped class (in MSE 308 and MSE 312) and making all of my assignments fit the transparent assignment model.
4.2. Self-reflection	• MSE 318 S13 reflective memo • MSE 308 F16 reflective memo • MSE 312 F17 reflective memo • MSE 308 teaching log • MSE 312 teaching log • GCOLL 511 teaching log	I am continually reflecting on how things are going in my courses both on a daily basis and for the semester overall. Since 2014, I have been maintaining a teaching log for each course I teach where I briefly reflect on how each class session has gone (**see example teaching logs from MSE 308, MSE 312, and GCOLL 511**). At the end of the semester, I look for trends in my reflections. I also use the

		teaching log in the following year to make improvements to the course. I have also been completing a reflective memo for each MSE course since I started at Boise State (**see example reflective memos from MSE 308, MSE 312, and MSE 318**). In these, I analyze the course more holistically, note changes that I've made in response to feedback, identify changes for the next year, and reflect on student course evaluations. Although I haven't included evidence here, I also routinely administer a mid-semester survey in my courses and make adjustments as needed.
4.3. Continuous improvement plan	● MSE 318 S13 reflective memo ● MSE 308 F16 reflective memo ● MSE 312 F17 reflective memo ● MSE 312 assignment notes ● GCOLL 511 assignment notes	The reflective memos (**see example reflective memos from MSE 308, MSE 312, and MSE 318**) include a description of the changes that I've made in response to feedback and identify changes for the next year. In addition, I've taken to keeping notes about how the summative assessments I'm using work and what adjustments need to be made (either in my teaching or in the assignment itself) (**see examples of notes on assignments from MSE 312 and GCOLL 511**). The teaching logs that I included as evidence in the previous category also suggest micro-adjustments I should make in my courses. Because I review them before the next course offering, they also serve as improvement plans.
4.4. Incorporates feedback	● MSE 318 S13 reflective memo ● MSE 308 F16 reflective memo ● MSE 312 F17 reflective memo ● MSE 308 MAP feedback ● MSE 312 MAP feedback ● GCOLL 511 MAP feedback	The reflective memos (**see example reflective memos from MSE 308, MSE 312, and MSE 318**) include my reflection on student course evaluations and an action plan as a result of that feedback. They also include a section where I note the changes I've made based on previous feedback. To collect additional feedback, I routinely administer a mid-semester survey in my courses and make adjustments as needed (**see examples of MAP feedback from MSE 308, MSE 312, and GCOLL 511**).

Rubric for evaluating teaching portfolios for M620 SOTL study

(Adapted from "Rubric for Statements of Teaching Philosophy", M. Kaplan, C. O'Neal, R. Carillo, and D. Kardia, University of Michigan, http://www.crlt.umich.edu/gsis/onedayPFF2005/TeachingPhilosophyRubric.pdf)

Components		**Exceptional**	**Adequate**	**Needs Work**	**Absent**
Structure: How does the author help the reader know what's in each section of the portfolio? How does the author help the reader understand why each element of the portfolio is a demonstration of a commitment to teaching excellence? [Table of Contents; section tabs; statement of teaching philosophy]	Organization	Portfolio documents are organized into sections with well-defined visual cues to organization (e.g. Table of Contents; section tabs).	Portfolio documents are generally organized into sections, and visual cues to organization are generally helpful. Organization and visual cues could use a little polish.	Documents are sometimes inconsistently organized into sections, or the visual cues to organization are unclear.	Portfolio is a disorganized collection of documents with no visual structure.
	Audience	Organization and overall selection of elements demonstrate sense of audience and purpose (e.g. formative or summative evaluation)	Organization and selection of elements are generally connected to purpose of portfolio, although the connection may be weak or some elements may be superfluous.	Purpose of or audience for portfolio is unclear, and many elements seem unrelated or superfluous to the portfolio.	Portfolio is a collection of documents with no sense of purpose or audience.
	Integration	Teaching philosophy statement acts as a central theme or framework that is carried throughout rest of portfolio elements.	Teaching philosophy statement and portfolio elements are generally connected to each other, although the connection made be weak or not obvious at times.	Teaching philosophy statement and portfolio elements seem unconnected or unrelated to each other.	Teaching philosophy statement not included in portfolio.

Components		Exceptional	Adequate	Needs Work	Absent
Teaching History: What is your breadth and depth of teaching experience? What levels of courses (e.g. survey, upper-level, topics), primary modes of instruction (lecture, discussion, lab/field/studio), and number and levels of students (e.g.majors/non-majors; freshman/senior) have you taught? What were your responsibilities in these teaching experiences?	Specificity	Conveys specific information about the nature, purpose, and type of teaching roles and responsibilities.	Descriptions of teaching roles and responsibilities are generally specific although there may be a few gaps or questions remaining about the information provided about the teaching roles.	Descriptions of teaching roles and responsibilities are often too vague to understand their nature, purpose, and type. It is more like a list of job titles typical of a curriculum vita.	Does not include a teaching history.
	Organization	Teaching history is concise and consistently formatted.	Teaching history is generally organized, although it could use some polish to help the reader follow the organization.	Teaching history is verbose, inconsistently organized, or needs a revised organizational structure.	Teaching history is a disorganized collection of job titles with no visual structure.

Components		Exceptional	Adequate	Needs Work	Absent
Course Design: What are your learning goals for students? How do these learning goals depend upon the course topic, course level, and student population? [2-3 sample syllabi]	Selection	Syllabi represent experience in designing courses for different student populations and topics.	Syllabi represent experience in designing courses for different student populations and topics, although the syllabi may be similar in environment applied.	Syllabi are generally similar in learning goal or environment applied.	Provides no examples of syllabi.
	Integration	Connects syllabi to teaching philosophy and learning goals.	Connects syllabi to teaching philosophy and learning goals, although the connection is sometimes not well developed.	Connection of syllabi to teaching philosophy and learning goals is often basic and unreflective.	Syllabi are a collection of courses designed, with no connection to teaching philosophy or learning goals.

Components		Exceptional	Adequate	Needs Work	Absent
Teaching Methods: What is your repertoire of teaching methods? How do these methods contribute to your learning goals for students in that class and learning module? Why are these methods appropriate for use in your discipline? [2-3 sample activities]	Selection	Presents examples of learning activities (e.g. sample lectures, discussion topics, classroom activities, group projects) representing different learning goals and learning environments.	Presents examples of learning activities representing different learning goals and learning environments, although the examples are sometimes similar in learning goal or environment applied.	Examples of learning activities are generally similar in learning goal or environment applied.	Provides no examples of learning activities.
	Integration	Connects learning activities to teaching philosophy and learning goals.	Connects learning activities to teaching philosophy and learning goals, although the connection is sometimes not well developed.	The connection between the learning activities and teaching philosophy and learning goals is vague or weak.	Does not connect learning activities to teaching philosophy or learning goals.

Components		Exceptional	Adequate	Needs Work	Absent
Assessment of student learning How do you know your goals for students are being met? How does your feedback to students enhance their learning or progress in the course? [2-3 examples of student work ; 2-3 samples of graded work]	Selection	Presents examples of formal and informal assignments (e.g. tests, papers, portfolios, journals) representing different learning goals and learning environments.	Presents examples of assignments representing different learning goals and learning environments, although the examples are sometimes similar in learning goal or environment applied.	Examples of assignments are generally similar in learning goal or environment applied.	Provides no examples of assignments.
	Integration	Connects assignments to teaching philosophy and learning goals.	Connects assignments to teaching philosophy and learning goals, although the connection is sometimes not well developed.	The connection between the assignments and teaching philosophy and learning goals is vague or weak.	Does not connect assignments to teaching philosophy or learning goals.

Components		Exceptional	Adequate	Needs Work	Absent
Assessment of teaching: What are your strengths as a teacher? What are your areas needing improvement? [student course evaluations, peer/supervisor observation]	Selection	Presents multiple forms of teaching evaluation data (student, peer supervisor comments and student ratings).	Presents multiple forms of teaching evaluation data, although more details, examples, or balance may be needed.	Forms of teaching evaluation are significantly limited or unbalanced.	Provides no teaching evaluation data.
	Presentation	Trends in the quantitative and qualitative evaluation data are apparent and easy for reader to interpret.	Presentation of quantitative and qualitative data is generally clear.	Presentation of quantitative and qualitative data is difficult to interpret.	Quantitative and qualitative data have not been summarized visually.
	Integration	Connects trends in the teaching evaluation data to the teaching philosophy and learning goals.	Connects trends in the teaching evaluation data to the teaching philosophy and learning goals, although the connection may be not well developed.	The analysis of the teaching evaluation data is basic and unreflective with few connections to the teaching philosophy and learning goals.	Does not include a reflection on teaching evaluation data.

Components		Exceptional	Adequate	Needs Work	Absent
Reflection on teaching: What is your teaching success trajectory (consistency, success with particular teaching environment, improvement over time)? How will you improve or enhance your students' achievement of these learning goals? What aspects of your teaching are you working on now? How are you making your teaching public?	Teaching development	Identifies a specific teaching aspect for development (e.g. incorporating technology, improving discussion leadership).	Identifies a teaching aspect for development, although the aspect may be stated somewhat vaguely or generally.	Teaching aspect for development is stated too broadly or generally.	Does not identify a teaching aspect for development.
	Development integration	Connects teaching development plan to teaching and learning goals.	Connects teaching development plan to teaching and learning goals, although the connection may be not well developed.	Description of teaching development plan is often basic and unreflective, with few connections to teaching and learning goals.	Does not relate teaching development plan to teaching and learning goals.
	Scholarly teaching	Demonstrates familiarity with pedagogical resources (general and disciplinary) to support teaching development.	Provides examples of pedagogical resources to support teaching development, although the examples may be somewhat limited or too general.	Provides few or very general examples of pedagogical resources to support teaching development.	Does not identify pedagogical resources to support teaching development.

Appendix E.2: Teaching Portfolio/Dossier Working Group B Final Report

According to OSU's Center for Teaching and Learning, a Teaching Portfolio is a collection of materials, artifacts, and reflections that illuminate a teacher's unique approach to teaching and learning.

Our recommendations:

1. To help normalize the consideration of teaching at OSU, all teaching faculty should prepare a teaching portfolio to be updated annually.
2. Contents of the Teaching Portfolio should be chosen **with reference to the Faculty Senate Quality Teaching definitions**, to illustrate the relevant definitions.
3. The Teaching Portfolio should contain curated examples of syllabi, assignments, student work, assessments, websites, videos, and feedback from students and faculty that illustrate the teacher's approach and abilities.
4. A narrative, limited to 2 pages, should reflect on the instructor's teaching development process, and explain how each item in the portfolio illustrates quality teaching and continuous improvement.
5. The teaching portfolio should form the basis of the tenure and promotion teaching dossier components.
6. Suggestions for preparing a teaching portfolio can be found here, here, and here (this one is for GTAs).

Reflection Working Group Final Report Draft

Definition of Reflection: Reflection is an essential component of quality teaching. Reflection has two goals. First it helps to truly understand the ultimate goals of specific teaching activities, and points at inconsistencies of implementation of these activities. Second, it helps to answer the question if the teaching strategies are the right strategies for the instructional goals set by the teacher.

1. Reflective practice is dialogic with a particular teaching artifact, or an event in a learning space, either alone or with another person.

   Example: An instructor discusses a particular teaching practice with a colleague and shares what they are learning about how it impacts student's learning.

2. Reflective practice is iterative and process-oriented, and can occur in the moment or after an event or situation has happened.

   Example: An instructor uses a journal to reflect on their teaching practice by asking and answering questions about how things are going during each class period.

3. Reflective practice is rooted in asking questions about the self, teaching, and learning.

   Example: An instructor enjoys a particularly engaging activity in class and wonders how to encourage similar interactions later.

4. Reflective practice is actionable.

   Example: An instructor is curious to know whether a designed activity will support learners in meeting an intended learning goal. She carefully observe learners' engagement with the activity, ask groups probing questions to assess their progress towards the learning goal and, after the class meeting, records their observations in order to discuss what was observed with a colleague. After talking with her colleague, she starts the next class meeting by the students about what they learned from the last activity they engaged in at the last class meeting.

Sample Reflective Questions

These reflective questions could be used individually or in collaboration with other colleagues to improve student learning experiences. *We also recommend including reflective questions along with each element of the OSU definition of Quality Teaching.*

- What did the students learn from X activity or assignment? How do you know?

- What patterns are evident in student feedback regarding the course?
- What is currently working to help students learn? What is not working?
- Why did X activity or assignment not work to help students learn?
- What are students struggling with the most in learning the course material?
- Based on student feedback, what needs to be changed about the course?
- How can this activity, assignment, course be more impactful for student learning?
- Did the assignment/assessment measure what it was supposed to?
- How effectively did my teaching strategies achieve the course learning objectives?
- What evidence can I see of student engagement in their own learning?
- How am I creating an effective learning community?

Sample Tools

Teaching portfolios and/or teaching philosophies
- https://ucat.osu.edu/professional-development/teaching-portfolio/

Mid-term course evaluations
- Formative assessment for the instruction (Small group instructional diagnosis)

University of Oregon 10-Minute Instructor Reflection instrument

Professional (teaching) development journal
- An instructor can add their syllabus to a Google Doc and make notes and comments throughout the term on how things are going with course activities and assignments

Review and reflect on ESET comments
- With the assistance of a CTL staff member

Review and reflect on examples of student work
- With colleagues in the same discipline

Meeting with colleagues or mentors to discuss teaching practices
- Informal or formal meetings such as coffee dates or CTL workshops

Engage in the Scholarship of Teaching and Learning (SOTL)
- https://www.washington.edu/teaching/innovation/teaching-and-learning-symposium/scholarship-of-teaching-and-learning/
- List of teaching & pedagogy journals: https://cetl.kennesaw.edu/teaching-journals-directory
- https://www.issotl.com/

Assessment of Reflection

Assessment of reflection could be built into several different processes, including:
- P&T reviews

- Merit raises
- Annual reviews
- Mentoring relationships
- Peer reviews of teaching

Documentation of reflection could include:

1. Descriptions of the reflective activities
2. Evidence of changes or actions taken based on reflective practices

Questions to assess the documentation of reflection could include:

1. Reflective practice is dialogic with a particular teaching artifact or an event in a learning space, either alone or with another person.

    - Who or what is the instructor dialoguing with in their reflection?

2. Reflective practice is iterative and process-oriented, and can occur in the moment or after an event or situation has happened.

    - When is the reflection occurring?
    - How often is the reflection occurring?
    - How has the instructor synthesized, interpreted, and “made meaning” of data from their teaching?
    - What evidence do you see that the reflection is iterative or process-oriented?

3. Reflective practice is rooted in asking questions about the self, teaching, and learning.

    - What questions is the instructor asking about their teaching?
    - What questions is the instructor asking about student learning?

4. Reflective practice is actionable.

    - What actions has the instructor taken based on their reflective practice?