

Update from Advancement of Teaching Committee

Faculty Senate Meeting

October 14, 2021

Devon Quick, AOT chair

Robin Pappas, past AOT chair

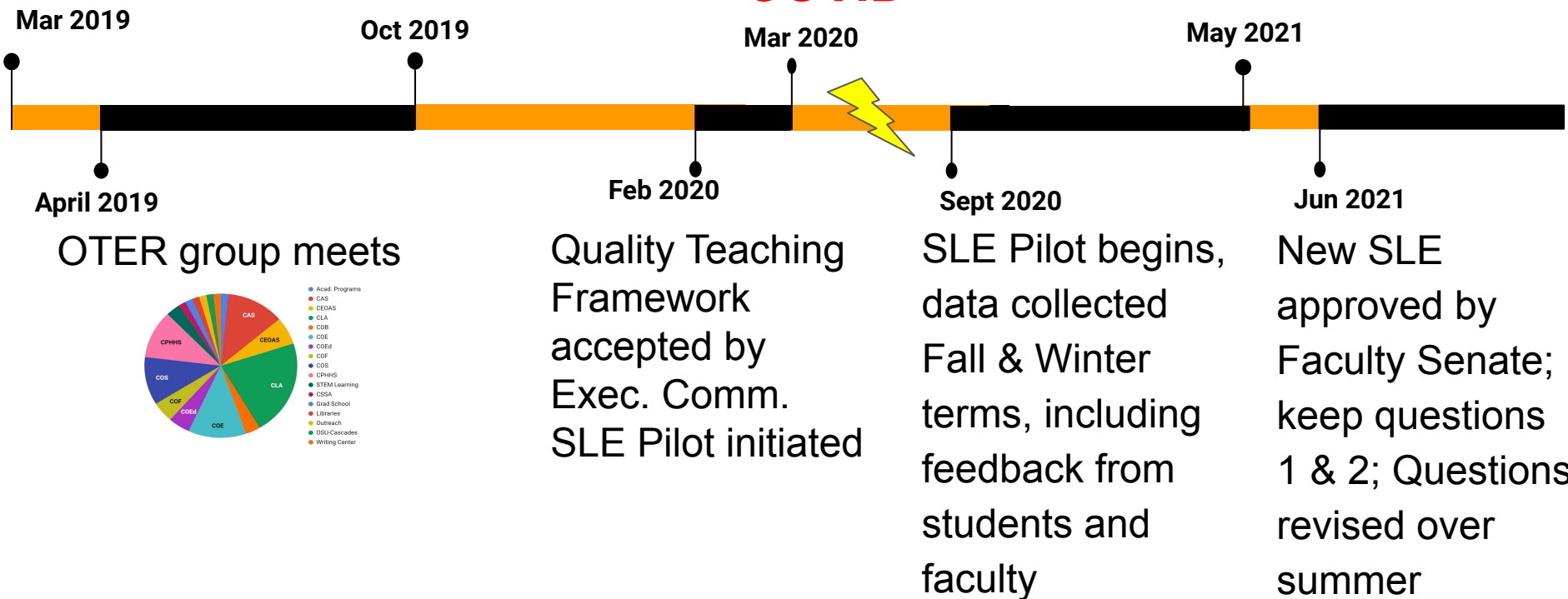
New Terminology

SLE = Student Learning Experience Surveys, replaces eSET

Faculty Senate
asks for
examination of
eSET

OTER report issued to
Faculty Senate;
Faculty Senate asks
for new eSET
questions

Data &
recommendation
presented to Faculty
Senate



All questions are aligned to Quality Teaching Framework

Oregon State University's Quality Teaching Framework

As a land grant institution, a commitment to teaching and the goal of transformative education accessible to all learners, is part of our mission. The following criteria constitute the Quality Teaching (QT) Framework, which articulates principles of teaching excellence at OSU.

The QT Framework is aligned to OSU's mission, supported by research, and provides the OSU community with a foundation for a multifaceted evaluation of teaching which includes learner experience surveys, peer review processes, and teaching portfolios. This work is informed by an acknowledgment that the diversity of our learners and ourselves is an asset, and that our capacity to deliver excellent instruction arises from our shared commitment and rigorous creativity in supporting learners and their learning.

These criteria are understood to apply to all modalities (face-to-face, online, remote, and hybrid) and include three broad principles: Inclusivity, Best teaching practices, and Mentorship. The sub-principles (e.g., 1.1, 1.2) provide direction for how to achieve the broad principles. How individuals incorporate these principles and sub-principles will vary by context, discipline, position description, and more. Examples for each sub-principle are provided in the Appendix and are not an exhaustive list, allowing Colleges or Departments to adhere to the QT in context-specific ways.

OSU faculty are committed to quality teaching and student success. An instructional faculty member engaged in quality teaching is one who:

1. Champions a culture of Diverse, Equitable, and Inclusive Learning.

- 1.1. Recognizes how their own identity influences the learning environment and intersects with broader cultural, social, and political contexts.
- 1.2. Mitigates barriers and provides pathways for learners to achieve full participation.
- 1.3. Builds a sense of belonging and enables collaboration across difference.
- 1.4. Ensures each learner has the resources and experiences needed to achieve shared goals.

2. Practices teaching as a discipline.

- 2.1. Demonstrates intentional and effective course design.
- 2.2. Demonstrates evidence-based and disciplinary facilitation.
- 2.3. Demonstrates intentional and effective assessment.
- 2.4. Learns from and contributes to the professional development of teaching.

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The questions: Inclusivity

1 = Completely Disagree, 2 = Mostly Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Mostly Agree, 6 = Completely Agree

My instructor modeled and promoted inclusivity.

The course materials were accessible.

I felt like I belonged in this class.

This course was structured so that I could work effectively with others who were different from me.

I had the necessary resources to achieve the course learning outcomes.

Course learning activities helped me connect to the content.

The questions: Teaching as a discipline

1 = Completely Disagree, 2 = Mostly Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Mostly Agree, 6 = Completely Agree

This course was well organized.

Course activities gave me the chance to show my progress towards course learning outcomes.

Feedback on test, assignments, and/or graded activities informed my thinking and learning.

Directions and expectations for tests, assignments and/or graded activities were clear.

Tests, assignments and/or graded activities matched the course learning outcomes.

The questions: Mentorship

1 = Completely Disagree, 2 = Mostly Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Mostly Agree, 6 = Completely Agree

My instructor addressed students' non-academic needs.

I had opportunities to develop professional skills.

I had opportunities to become a better learner.

The questions: Open Ended

Please comment on how the course positively supported your learning.

Please comment on how the course could better support your learning.

Feedback from students on the questions

Did you understand all the questions in today's survey? If not, please explain.

Is there anything important about your learning experience that was not captured by these questions? If so, please explain.

Now what?

Now	Midterm course survey & guidance
By the end of this term	Guidance for how to improve response rates Guidance for faculty & administrators on how to interpret new data
Ongoing	Collect feedback from faculty, students about instrument, data & use; revise instrument
By the end of this year	Work with Faculty Senate P&T and Office of Faculty Affairs to develop new policy for how to interpret new data, inform P&T Examine Peer Review & Teaching Portfolios

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Who can I talk to about things?

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