

JOURNAL OF THE FACULTY SENATE
The University of Oklahoma (Norman campus)
Regular session – December 9, 2019 – 3:30 p.m. – Jacobson Faculty Hall, Room 102

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Note: The remarks of the Senators and others are summarized and not verbatim. A recording of this meeting is available by appointment in the Faculty Senate office.

The Faculty Senate was called to order by Professor Joshua Nelson, Chair.

PRESENT: Allen, Anderson, Ashby, Biggerstaff, Bradshaw, Burns, Butler, Cerato, Dunn, N. Ellis, Fuenzalida, Golomb, Hambright, Jiran, Kornelson, Lamothe, Lyst, Miller, Moore-Russo, Mortimer, Muller, Nelson, Nollert, Randall, Riggs, Rubenstein, Schmeltzer, Shehata, Sikavitsas, Smith, Stetson, Stevenson, Tabb, Teodoriu, Ward, Weaver, Worley

Provost's Representative: Jill Irvine

ISA representative(s): Chris Cook

SGA Representative(s): --

Other Guests: Sarah Ellis, Aaron Biggs, Megan Elwood Madden, and Lori Snyder

ABSENT: Carpenter, Cuccia, Edwards Williams, Heyck, Hoagland, Lai, Lifset, Natale, Remling, Schwartz, Shotton, Stock, Wert

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APPROVAL OF JOURNAL

The Faculty Senate Journal for the regular session of November 11, 2019 was approved without revisions.

ANNOUNCEMENTS

The remaining regular meetings of the Faculty Senate for 2019-20 will be held at 3:30 p.m. in Jacobson Faculty Hall Room 102 on the following Mondays: January 13 (reception), February 10, March 9, April 13, and May 4. Meetings of the Senate are regularly open to attendance by all members of the University Community and representatives of the press.

In lieu of the regular January meeting of the Faculty Senate, a reception for Senators and members of the Higher Administration will take place on January 13, 2020 at 3:30 p.m. in Jacobson Hall, Room 102.

The Faculty Senate sent out the call for proposals for the Ed Cline Faculty Development Awards on October 8, 2019. Proposals are due to the Faculty Senate by December 16, 2019 and up to \$2,500 may be awarded per proposal. Further information is available at <http://facultysenate.ou.edu/facdev.html>.

The Faculty Senate is sad to report the death of retired faculty members Paul Tharp, Jr. (Political Science) on November 14, 2019 and Kenneth Starling (Chemical Engineering and Materials Science) on November 26, 2019.

The OU Global team invites faculty senators and executive committee members to meet next week with a consultant, the StapleGun agency (<https://staplegun.us/>), on Tuesday, December 17, from 11:00 am to 12:00 pm. Those senators that would like to attend should let the Faculty Senate office know by the afternoon of Wednesday, December 12 by email to facsen@ou.edu. Since lunch will be provided, please also let us know about any dietary restrictions.

SENATE CHAIR'S REPORT, by Prof. Joshua Nelson

The Senate Chair's Report was distributed to all regular faculty members prior to this meeting along with the meeting agenda; it is attached. Prof. Nelson asked if there were questions or comments about any of the items in the report. Prof. Teodoriu asked about the reference in the Chair's Report to multi-disciplinary Centers of Excellence. Prof. Nelson replied that the Vice President for Research and Partnerships (VPRP) is still working on this issue, but that Prof. Nelson would be attending a meeting tomorrow morning about the issue. He added that the Senate would also be discussing Centers of Excellence later in today's meeting. Prof. Burns complimented the Information Technology Council (ITC) and OUIT on their response to retired faculty concerns about email addresses.

Prof. Miller asked about conversations with the Staff Senate regarding faculty/staff tuition waivers. Prof. Nelson said that this is a benefit that could be expanded with reasonable cost and would be especially helpful for staff who have limited professional development opportunities. Prof. Butler said that the tuition is waived for the children of faculty, but not the fees and asked if this is something that could be addressed also. She also asked to be kept up to date regarding Human Resources' suggestion to pay all 9-month faculty over 12 months. Prof. Nelson asked senators to pass on any concerns from their colleagues about this issue to Prof. Susan Hahn, Chair of the Faculty Compensation Committee (FCC). There were no further questions.

UPDATE FROM THE TEACHING EVALUATION WORKING GROUP

Prof. Nelson introduced Prof. Keri Kornelson to speak to the Senate about the Teaching Evaluation Working Group (TEWG). She listed the members of the TEWG: Aaron Biggs (Provost's Office), Amy Bradshaw (Educational Psychology), Hong Lin (Center for Faculty Excellence), Megan Elwood Madden

(Geosciences), Keri Kornelson (Mathematics), Ulli Nollert (Chemical, Biological, and Materials Engineering), Wayne Riggs (Philosophy), and Lori Snyder (Psychology).

Prof. Kornelson said that the TEWG was created to address the following issues:

- Teaching is important, but hard to evaluate.
- There are requests for change from faculty and students.
- Evaluation of teaching activities should align with OUs strategic framework.
- This effort puts OU in line with our AAU public peers and aspirational peers.

The goal of the TEWG is to create resources and tools needed to help foster an environment where effective teaching, involving evidence-backed practices and continuous improvement, is valued and rewarded.

Resources that the TEWG will provide regarding teaching evaluations include:

- Draft of Inputs for Teaching Evaluation (attached).
- Student Experience Survey – coming soon.
- Effective Teaching Practices Resource Website – coming soon.

Faculty members can help by providing feedback to the TEWG about what they are missing as they create resources and may also assist with pilot testing.

Prof. Kornelson asked for questions. Prof. Teodoriu asked how this work on teaching evaluations coordinates with accreditation standards, especially those for his college, Engineering, which falls under ABET (Accreditation Board for Engineering and Technology). Prof. Kornelson said that the working group is providing resources and best practices, not dictating to the departments and colleges how to evaluate teaching. Prof. Miller said that there is a significant problem with sampling requirements on student evaluations of faculty. He added that a significant percentage of the students need to participate for the results to be valid. Prof. Kornelson replied that the members of the working group see the instrument more as feedback for the faculty member than as a quantitative evaluation tool. Prof. Snyder said that the working group has determined that students are the best source of developmental feedback for faculty. Prof. Shehata noted that Prof. Miller's concern seems to be mainly on response rate and said that there are several ways to increase student response rate. Prof. Riggs said that the committee is trying to keep an open mind about whether there are reliable, valid measures for the factors OU wants to evaluate. He is not opposed to measurement, but we need to be very clear about what we care about and what we want to incentivize.

Prof. Muller asked what the intended product and audience will be for the faculty evaluation data. Prof. Kornelson plans to have a website where the information about teaching evaluations would be available to Committee A members. Prof. Lamothe said there are concerns in his department about the use of teaching evaluations in a future were there are merit-based raises. He said that the understanding in his department is that Committee A must use the results from the current student assessments of faculty in assigning a value for teaching on the annual evaluation. There were no additional questions and Prof. Nelson thanked the working group members for presenting to the Senate.

REMARKS BY PAPBAC CO-CHAIR SARAH ELLIS REGARDING THE PAPBAC UPDATE AND THE STRATEGIC FRAMEWORK

Prof. Nelson introduced Prof. Sarah Ellis, Co-Chair of the President's Academic Program and Budget Advisory Committee (PAPBAC). PAPBAC is in the process of developing a strategic framework for OU. She said that the strategic framework will be a top-level vision for what kind of university we want OU to be that is derived from our values and informed by honesty about the competitive landscape. The result of this process will be a 5-7-page document presented as a draft to the Board of Regents (BoR) in February 2020.

Prof. Sarah Ellis presented the timeline:

- Summer 2019: BoR commissions the President to develop a strategic framework for the University.
- August 2019: Interim President Harroz and Faculty Senate commission PABAC to guide process.
- September-November 2019: PABAC interacts with faculty leadership, staff leadership, student leadership, and other groups.
- October-November 2019: PABAC survey administered and analyzed; 5000+ responses.
- December 2019: Town Halls; President interacts with alumni, student, faculty, and staff leadership.
- February 2020: Final revisions and submission to BoR.

Prof. Sarah Ellis said that OU aspires to be “the home of unlimited opportunity for all students to prepare for lives of meaning and impact through discovery and creativity.” The chart below describes our aspirations, goals, focus, and the pathways to success.

The home of unlimited opportunity for all students to prepare for lives of meaning and impact through discovery and creativity			
Who Do We Aspire To Be	What Are Our Goals	Where We Focus	How We Succeed
A TOP-TIER PUBLIC RESEARCH INSTITUTION	Achieve Public AAU-Quality Benchmarks	Recruiting, Developing, and Retaining Outstanding Faculty, Staff, and Graduate Students	Focus Resources Invest in Excellence
A PLACE OF BELONGING	Culture of Inclusion Known As a Strength	Recruit/Retain Historically Underrepresented Students, Faculty, and Staff	Expect and Reward Cultural Competence across the Institution Resource Necessary Infrastructure
A LIFE-CHANGING EXPERIENCE FOR STUDENTS	Student Success Rates in College and Beyond	The Complete On-Campus Experience (curricular, extracurricular, social)	A Culture of Student Success An Education that Integrates Liberal Arts, Innovation, and Engagement
IMPACTING OKLAHOMA AND THE WORLD	Research and Creative Activity Outcomes and Recognition at Public AAU-Quality Benchmarks	Multidisciplinary Centers of Excellence around Grand Challenges	A Culture of Performance Environment of Success Infrastructure to Compete
THE HOME OF UNLIMITED OPPORTUNITY	Remain Affordable and Grow Enrollments in Person and Online	All Academically Excellent Students in Person and Online	Focus on Need-Based Aid Use Technology to Meet Market Demand

Prof. Sarah Ellis provided a link for senators to submit written (anonymous or signed) feedback about the framework at https://ousurvey.qualtrics.com/jfe/form/SV_4MhRFv43FwXmiQR

Prof. Nelson opened the floor to questions. Prof. Moore-Russo asked why we are using AAU benchmarks, but not aspiring to be a member of AAU. Prof. Sarah Ellis replied that there are political issues with becoming a part of AAU and that admission is invitation-only. She added that we are aspiring to be AAU-quality. Prof. Golomb said that in creating a diverse university community, she would like to see diversity in the university’s administration as well. Prof. Lamothe said that increasing academic standards could make attending OU unattainable for some students. Prof. Sarah Ellis said the primary roadblocks to attending OU that PABAC would like addressed for students are the financial ones.

Prof. Miller said that graduate students are the lifeblood of a top-tier public research institution, however, the tuition/fee structure at OU makes us non-competitive. He would like the stipend and tuition/fee structure changed swiftly to allow us to attract the best graduate students. Prof. Teodoriu

said that departments would need financial support from the university to make large improvements to graduate student stipends and tuition/fees. Prof. Moore-Russo said that growing enrollments is different from growing enrollments of academically-prepared students. Prof. Sarah Ellis said that they are slowly growing the undergraduate population while maintaining standards. Prof. Randall asked if there have been discussions about how increasing the number of graduate students is playing into the problem of recent doctoral graduates being unable to find academic jobs. Prof. Sarah Ellis said that is the case in some areas, but not in all. Prof. Miller said that faculty are more concerned about quality than quantity in terms of graduate students.

Prof. Kornelson also asked about what financial resources would be provided to departments to increase the number of graduate students and also the stipends provided to them. Prof. Sarah Ellis said that there are a variety of sources for that funding. Prof. Riggs asked if the committee has addressed the issue of post-doctoral fellows and added that his field is one where there may be limited opportunity to increase the number of their graduate students, but perhaps adding post-docs would be a good alternative. Prof. Sarah Ellis said that post-docs are a part of the framework. She added that to achieve the AAU-guidelines we would need to increase the number of post-docs. She added that she has heard from faculty who have post-docs that OU must improve the infrastructure for hosting post-docs. Prof. Ashby said that since this framework also is for the Health Sciences Center (HSC), we need to also incorporate their issues regarding graduate students and post-docs. There were no additional questions and Prof. Nelson thanked Prof. Sarah Ellis for speaking to the Senate.

RETIRED FACULTY EMAIL POLICY

Prof. Nelson said that there has been a concern about recent changes that may result in retired faculty not being able to maintain their OU email addresses as well as their library privileges. He said that all emeritus faculty would be able to keep their OU email addresses for their lifetime. However, because some of the data in the PeopleSoft system had not been updated to reflect emeritus status, some emeritus faculty erroneously received the OUIT email about the new retiree email policy. He stated that Human Resources and the staff of the colleges have worked to update that information in Peoplesoft. Prof. Nelson added that retired faculty members who are not emeritus may petition their department to be able to keep their email addresses and library access, as was negotiated by the Information Technology Council (ITC). There were no questions.

CENTERS OF EXCELLENCE

Prof. Nelson said that faculty would like input into the creation and development of proposed multi-disciplinary Centers of Excellence at OU. While there are some fields where OU is already well-known, there are other areas that we should consider pursuing. He said that the VPRP would foster some of these conversations about a competitive process for creating Centers of Excellence. Prof. Nelson said that faculty should look at ways they can communicate with faculty outside of their department of college about these collaborations and asked for thoughts about this from senators.

Prof. Nollert expressed concerns about the process for evaluating bids for Centers of Excellence. Prof. Nelson said that he does not have the details about the VPRP's plans in terms of the evaluation of proposals. Prof. Ashby said that the real task is looking at the longer-range challenges that could be addressed by Centers of Excellence. Prof. Teodoriu said that the university culture needs to be designed to foster faculty collaboration. Prof. Natalie Ellis said that prior to the reorganization of the VPRP's office, the staff were developing a database to encourage collaboration between faculty in different departments and colleges. Prof. Randall said that the Anthropocene working group, spearheaded by

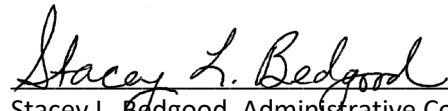
Prof. Zev Trachtenberg has been successful in bringing together diverse faculty to work together. There were no further questions or discussion.

NEW BUSINESS – CONTRIBUTIONS TO SUPPORT THE OU DAILY

Prof. Schmeltzer announced that the advertising revenue has not been sufficient to support the *OU Daily* student newspaper and that there is now a donation button available on their website.

ADJOURNMENT

The meeting adjourned at 4:57 p.m. The next regular session of the Faculty Senate will be held at 3:30 p.m. on Monday, February 10, 2020, in Jacobson Faculty Hall, Room 102. However, there will be a reception hosted by the Faculty Senate on January 13, 2020 for senators and members of administration.



Stacey L. Bedgood, Administrative Coordinator



Amy Cerato, Faculty Senate Secretary

***SENATE CHAIR'S REPORT, by Prof. Joshua Nelson
December 9, 2019***

On November 11 at a meeting of chairs and directors, the co-chairs of President's Academic Program and Budget Advisory Committee (PAPBAC), Provost Kyle Harper and Prof. Sarah Ellis, presented from their ongoing work on the strategic framework for the university. OU Global featured prominently in the presentation, although Provost Harper also emphasized the need to demonstrate the value of OU as a place-based, face-to-face university. PAPBAC continues to solicit and incorporate suggestions from various constituencies across campus. At the regular meeting of the Faculty Senate later that day, we heard from Graduate College Dean Randy Hewes about changes to the Graduate College and Graduate Faculty charters and from College of Education Dean Gregg Garn about the opportunities and challenges arising with OU Global. During new business, the Senate took up the topic of pathways to leadership for faculty on campus and discussed expectations around the advertisement and filling of various administrative posts for which faculty might be eligible (if at times unaware). The Senate voted to commit the topic for further discussion and review to the Faculty Welfare Committee (FWC).

Vice Provost Mark Morvant and I met on November 12 and discussed a few matters faculty have expressed some concern about, including possible changes to degree hours requirements and student notification of degree-requirement satisfaction. VP Morvant relayed that while the administration is investigating various ways to improve graduation rates, such changes need clear benchmarking against best practices, would require significant software accommodations, and that no changes are imminent in either area.

The Faculty Senate Executive Committee (FSEC) met with Interim President Joseph Harroz on November 14, when we revisited the topic of pathways to leadership and the frustration many faculty members have voiced to members of the FSEC when leadership postings appear as foregone conclusions. IP Harroz noted that such appointments must be subject to some degree of autonomous team-building by unit heads but that he would consult with his team about appropriate processes and opportunities. We continued our conversation around the strategic framework, learned about the plan for town hall meetings, the format of the framework document, and urged IP Harroz to incorporate shared governance strategies akin to PAPBAC for the next tactical steps coming out of the framework, being especially cognizant of the contributions of staff and administrative leaders in collaboration with faculty.

Throughout this month, members of the FSEC met with two candidates for the dean of the College of Engineering and three candidates for the College of International Studies. Our impressions have been or imminently will be communicated to the chairs of the search committees.

On November 19, FSEC officers met with officers from the Staff Senate, and we visited about possible matters where we might collaborate to broadly improve working conditions. The main points were around improved childcare options and expanding the scope of tuition and fee waivers; we also scratched the surface of xeriscaping or other more sustainable landscaping approaches. The officers will connect members of working committees from both Senates to explore paths forward.

On November 20, Senior Vice Provost Jill Irvine and I discussed the cap on renewable term faculty and the possibility of committing the question to an existing or ad hoc committee to investigate best practices vis-à-vis college allocation, pay increases, benchmarking with peer institutions, and general limits on contingent labor. That afternoon, I met with Associate Provost Susannah Livingood, VP Morvant, Prof. Nancy LaGreca, FS Chair-Elect Amy Bradshaw, and Immediate Past-FS Chair Megan

Elwood Madden to discuss an intermediate Higher Learning Commission accreditation project, the exact shape of which is still being considered in light of the requirements. Potential broad options include matters relating to diversity, equity and inclusion, and surveying and implementing best practices for the evaluation of office function, administration, and faculty performance.

Provost Harper and I met on November 26, when I reiterated the need for widespread consultation among faculty, students, and staff on the actions we anticipate will follow from the strategic framework; and we touched on plans to institute a mentoring program, which SVP Irvine said she is studying.

I attended the Board of Regents meeting on December 2. Upon the regents' return from executive session for its deliberative committee meetings, which the Board has recently opened to the public, I took advantage of an invitation from Chair Leslie Rainbolt-Forbes to offer some comments on behalf of the Faculty Senate, which included nods to Prof. Misha Klein for her recent Oklahoma Universal Human Rights award, to Prof.'s Jennifer Cline Davis and Sandi Holguin for bringing the Journal of Women's History to the History department, and FS Chair-Elect Amy Bradshaw for her Leadership and Citizenship award, along with the professional society recognitions she recently received for best journal article and best book chapter. I remembered the faculty to the Board in this, the season of invisible labor, when recommendation letter writing and search-committee service contend with paper and exam grading for time on the calendar. The resolute service on the strategic framework rendered by the faculty members of PAPBAC, especially Co-Chair Prof. Sarah Ellis, particularly merit recognition (I said). I also commended the Board, IP Harroz, and Provost Harper for their efforts to solicit faculty and other constituents' perspectives on this guiding document and encouraged them to replicate this approach in extrapolating a strategic plan and attendant tactics from it, in the belief that by democratizing the stage on which initiative is demonstrated, we set that stage for a revelatory vision of the institution.

Having exhausted my grandiloquence, I left early for the FSEC meeting that afternoon, secure in the knowledge that IPC Elwood Madden was monitoring the remainder of the Regents meeting, which she reported mainly handled routine matters. At the FSEC meeting, FWC Chair Keri Kornelson provided an update from the Teaching Evaluation Working Group, about which we will hear more at the regular Senate meeting. IT Council Chair Andy Fagg clarified the policy on email and library access for retired faculty, which has been at times clouded by misinformation and un-updated personnel records, which are being seen to. Emeriti faculty will retain their email accounts and library access for their lifetimes; other retired faculty may petition their departments to sponsor ongoing email and library access. These accounts need to be kept active on a yearly basis to continue.

Later in the meeting, Marcy Fleming and Colin Fonda from Human Resources, in a very preliminary conversation, asked us to weigh in on possible ramifications of moving all faculty on nine-month contracts to a twelve-month pay schedule, beginning in the fall term of 2020. This change would affect around 800 hundred faculty members and is being considered at the cusp of a new system-wide reimplementation of PeopleSoft software in order to lessen the degree of labor-intensive, manual adjustments that HR must make for nine-month pay schedules that increase the chances for pay errors. With this PeopleSoft reimplementation, which will happen across campus in January 2021, HR was asked to review all related processes. The FSEC identified several concerns, including a significant decrease in monthly take-home pay on the order of around 25% that some faculty might have serious difficulty absorbing; possible increased withholding in summer months, which can be mitigated by adjustments through Self Service on the HR website that can be made at any time; ambiguity around external compensation vis-à-vis compensation caps and the revised Conflict of Interest policy; and the potential for decreased motivation to seek external grants in summer months. Ms. Fleming and Mr. Fonda

welcomed our comments, and they emphasized that this is very much an early look into the possibility and that they intend to talk further with the Senate's Faculty Compensation Committee (FCC) and the full Senate before rolling anything out. They invite faculty to point out other potential problem areas with such a change. (Please forward comments to FCC Chair Susan Hahn at shahn@ou.edu).

Next, PAPBAC Co-Chair Sarah Ellis provided an update on the strategic framework, which has undergone several revisions and will likely see several more in the wake of anticipated feedback at town hall meetings with the colleges. She urged the FSEC to consider next steps once the framework is in place and argued that staff members will be integral participants on several pieces.

At the Deans Council on December 4, Dean Garn fielded questions about OU Global that resonated with several raised during the Faculty Senate meeting, particularly around the need for quality and rigor in the programs, clear and effective funding structures, and consideration of faculty's teaching labor relative to our research mission. The ensuing discussion explored several non-exclusive options that might be included in OU's structure to address the points raised. Provost Harper provided an update and took suggestions on the strategic framework. I echoed my hope that as the university looks into multidisciplinary centers of excellence, the faculty might be inclusively invited to participate in that conversation.

Vice President for Research and Partnerships Tomás Díaz de la Rubia met with the FSEC on December 4 to offer an update on what he's learned in his time on campus. He noted some lack of systematic processes for administering and adjudicating commitments, which in conversation with college deans he is looking to develop and put in place on competitive, merit-based principles. FSEC members discussed our hope that in staffing internal faculty leadership positions and selecting candidates for limited-submission grants, his office will fill them, too, through transparent, competitive processes, and that the VPRP's office might avail itself of the erstwhile faculty advisory committee. The processes he looks to implement also include financial structures that will allow for more judicious funding allocation, service-office evaluation, and disciplinary diversity. VPRP Díaz de la Rubia mentioned that he will soon be helping coordinate conversations about the multidisciplinary centers of excellence referenced in the strategic framework, and I again urged an open, democratic process that might for instance include coordination with chairs and directors, of which he was supportive, cognizant of university resources and initiatives for which OU can be competitive.

Input Sources for Evaluating Faculty Teaching Practices

The OU Teaching Evaluation Working Group (TEWG) has created this document to describe the types of information related to teaching that may be used for purposes of annual evaluation, tenure and promotion, or award nomination. We give examples of how the input from each perspective might be obtained. Naturally, evaluations cannot include every item on this list.

We advise that input be sought - at a minimum - from students and from the faculty member being evaluated.

Input from Instructor:

Self-Reflection:

- Report on effective teaching practices used in the course, selected from a department-established menu built from the list of evidence-backed effective practices. (Resources for this will be coming in the future from the TEWG.)
- Report on effective teaching practices in an open format where “effective practices” are determined by the faculty member
- Innovation in teaching, assessment of the new practice
- Description of how teaching or course practices have evolved as a result of past feedback from students, peers, or others
- Description of how teaching or course practices have evolved as a result of student performance or other data
- Use of techniques to foster an inclusive environment in the classroom

Materials and Data:

- Information about courses taught, breadth of teaching, class size, etc.
- Student performance data, compared to departmental norms, both in the current semester and in follow-on courses, when appropriate
- Coordinating a multi-section course that involves multiple instructors/TAs
- Syllabus, Canvas page
- Other materials - project descriptions, feedback systems, digital materials
- Samples of graded student work (this could demonstrate student learning and/or instructor’s feedback style)
- Advising graduate students
- Research or reading courses with undergraduate students
- Awards or honors for teaching
- Developing new course, new syllabus/materials for existing course
- Team teaching, interdisciplinary teaching
- Developing online course, teaching online (if not already included in an earlier section)

Input from Students:

- Student Experience Survey (coming soon!), offered at midterm, end of term, or both.
- Student surveys 1-2 semesters after the end of the course, describing how the course prepared them for the later courses in their degree
- Interviews with students (undergraduate/graduate/advisee/TA) or recommendation letters from students
- Focus group discussions with students

Input from Peers:

- Peer observation with feedback given on established form or with an established rubric (one such form is available from CFE) and following an agreed-upon system
- Coordinator observation
- Committee A/ Chair observation

External Input:

- Observation from Center for Faculty Excellence
- Student performance on national assessments (when appropriate)
- External letters regarding a faculty member's teaching dossier, possibly during tenure/promotion
- External review of teaching materials

Other activities in support of teaching:

- Seeking out information and opportunities for improving one's teaching
 - Participation in training on inclusive teaching strategies
 - Attendance at teaching workshops, conferences
 - Receive mentoring or a consultation about teaching
- Providing information or opportunities to help others improve their teaching
 - Mentoring or advising faculty peers, graduate students, or undergraduate students to improve their teaching through peer observations, student interviews, consultations, or focus groups.
 - Leading seminars, giving talks, or teaching courses regarding teaching
 - Community engagement activities
- Implementing new information and practices in your teaching
 - Description of how teaching or course practices have evolved as a result of a workshop, mentoring, or other professional development with regard to teaching

Good Teaching Practices * SAMPLES *****

The Teaching Evaluation Working Group (TEWG) will create a resource website that describes elements of teaching practice that have evidence for being effective in student learning. This list can be used to determine the behaviors and practices that a unit uses to evaluate teaching. We envision this resource page to have entries like this:

Course Design Essentials (*Examples*)

Conditions of Learning / 9 Events of Instruction
(Brief annotation with pulldown menu including summary, links, and references to more info.)

First Principles
(Brief annotation with pulldown menu including summary, links, and references to more info.)

4C/ID (Cultural Competence in Teaching)

Strategies (*Examples*)

Teaching Practices Inventory – Weiman & Gilbert. (List of practices/references in the inventory)

Inclusive Teaching Strategies – (Link to U. Michigan’s website, for example, listing strategies)