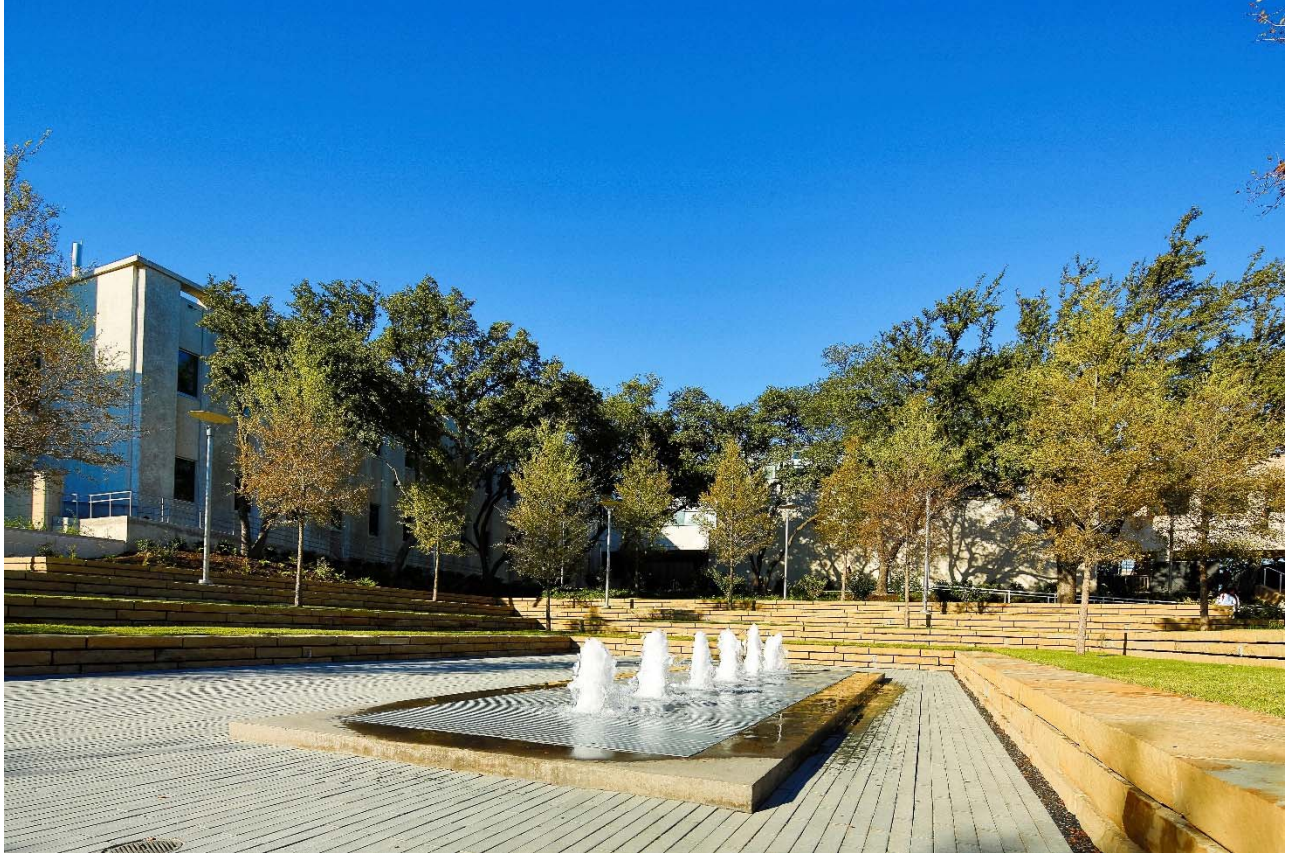2017-2018 ANNUAL REPORT

CENTER FOR TEACHING AND LEARNING

UNIVERSITY OF TEXAS-DALLAS

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Governance, Structure, and Personnel

The Center for Teaching and Learning (CTL) at the University of Texas-Dallas (UTD) was officially launched in January 2016 and reports to the Provost's Office. The directorship is a full-time administrative position, but the present holder of that position also has a tenured faculty appointment and an endowed research professorship. Accordingly, he is expected to carry out research, instructional, and service activities in support of CTL, his academic program, UTD, and the scholarly community writ large. He is assisted by a half-time Associate Director, who currently teaches half-time for one of UTD's schools; she also serves as Chair of the Faculty Senate Committee on Effective Teaching. Finally, there is a full-time Administrative Assistant II, who provides all clerical support for CTL. Funding for all salaries comes from the CTL budget.

Supplementing the core personnel are "teaching leaders," one from each of UTD's eight schools. These are selected by the individual school deans and the leaders are responsible for liaison with the Center and for organizing a minimum number of events or programs each semester within their school, assisted by the Center. The purpose is to expand the number of events and programs on campus and to direct such programming toward issues, concerns, and audiences specific to different schools and their instructional needs. An administrative supplement to each leader is provided by CTL.

CTL Personnel

Director: Dr. Paul F. Diehl, Associate Provost and Ashbel Smith Professor
Associate Director: Dr. Karen Huxtable-Jester, Senior Lecturer III
Administrative Assistant: Beverly Reed

Teaching Leaders

Prof. Shelby Hibbs, Clinical Assistant Professor (A&H)
Dr. Kristin Drogos, Assistant Professor (ATEC)
Dr. Noah Sasson, Associate Professor (BBS)
Dr. Randall Lehmann, Senior Lecturer III (ECS)
Dr. Galia Cohen, Senior Lecturer I (EPPS)
Dr. Rebekah Nix, Senior Lecturer I (IS)
Dr. McClain Watson, Clinical Associate Professor (JSOM)
Dr. Gregg Dieckmann, Associate Professor (NSM)

CTL Missions

- Provide campus-wide leadership and coordination of activities aimed at supporting excellence in teaching.
- Create a campus culture in which excellent teaching is recognized, respected, and rewarded.
- Enhance student learning through effective pedagogical approaches, assessments, and technologies.
- Support innovation in instructional practices and the scholarship of teaching and learning.
- Encourage and disseminate best practices in teaching that are evidence-based.
- Introduce effective teaching practices to instructors with limited experience.
- Encourage self-reflection, assessment, and improvement by instructors.

This report covers activities from 15 July 2017 through 19 July 2018.

Extant Programs and Activities

Teaching Certificates

CTL offers the Graduate Teaching Certificate (GTC) and the Advanced Graduate Teaching Certificate (AGTC). These are programs for graduate student teaching assistants (TAs) who complete a series of requirements attesting to their training and experience in pedagogy. This is in addition to the training received by all TAs at orientations conducted by the Office of Graduate Studies and by individual schools and programs. Objectives for the GTC are to (1) improve the instructional performance of TAs while at UTD; (2) encourage the use of evidence-based best practices in instruction; (3) improve instructional performance for those pursuing a teaching career in higher education; (4) encourage reflection and innovation in pedagogy for those new to teaching; and (5) enhance employment prospects by developing professional skills and strategies related to teaching. In addition, the AGTC is designed to (1) provide a structured process for the exploration of pedagogy from a discipline-based perspective; and (2) assist TAs in developing a deeper understanding of the scholarly duties required in an academic position. Similar certificate programs are offered for post-doctoral fellows who have instructional responsibilities.

"I respectfully inform you that I recently accepted a job offer from [university in California]. While I was on the job market since last August, I could see the value of the training ….. for the teaching certificates including, but not limited to, the statement of teaching philosophy - Some schools really liked my statement.

Again, thank you so much for your care. I hope many students can see the value of our teaching certificate program as I did - I believe I am already the ambassador of this program."

UTD Doctoral Student

The Graduate Teaching Certificate program began in January 2016. Students may request to be enrolled at any point as they make progress toward their degrees, and are not removed from the program until they leave the university. As of July 2018, 757 students are enrolled in the Graduate Teaching Certificate organization in eLearning. Of these, 614 have accessed the organization since January 2016, and 365 have accessed the organization since July 15, 2017. Of the 365, 137 have completed some of the requirements. From July 2017 through July 2018, 26 students completed all of the GTC requirements.

With regard to the Advanced Graduate Teaching Certificate, 37 students are currently working toward completing the requirements, and 7 students completed all requirements during this reporting year.

For the Postdoctoral Teaching Certificate, 19 postdocs have accessed the eLearning organization since July 15, 2017. Of these, 2 completed all requirements during this reporting year.

"I've always seen myself as a scientist and never really considered another career path. During a meeting to discuss my performance on the lecture as part of the teaching certification requirement, I told one of my mentors about an assistant professorship position that I had applied. He knew someone who worked there and thought I did a great job lecturing to his class, so he called them up and recommended me for an interview. I am happy to report that I have accepted the position and will start June 1st. I had to let you know that your course helped to change my life!

I've learned a lot and appreciate the time I've had to reflect about teaching overall. It has helped me form thoughts I hadn't yet fully formed and in doing so I was prepared for my interview. "

UTD Post-Doc

Major Workshops and Associated Events

CTL is committed to sponsoring several major events involving external speakers over the course of the academic year. In September 2017, Dr. Robert Duke, Morton H. Meyerson Centennial Professor of Music and University Distinguished Teaching Professor at University of Texas at Austin, addressed the interface of teaching strategies and student learning. In November 2017, Dr. Linda Hodges, Director of Faculty Development at University of Maryland-Baltimore, met with faculty and staff on strategies for student learning and in particular teaching undergraduate science. For the fourth annual all campus workshop on teaching in February 2018, Dr. Jay Howard, Dean of the College of Liberal Arts and Sciences at Butler University, presented some of the latest research and associated recommendations on class discussions. Finally, in April 2018, Dr. Therese Huston, Consultant for Faculty Development at Seattle University, presented on the challenges of teaching at the edge of one's scholarly expertise. A summary of their presentations and events is given in Table 1. In addition to these events, there were reading groups (see below) associated with three of the speakers; faculty members read and discussed books written by the external speakers and then met with the author during his/her visit.

Robert Duke

Linda Hodges

Therese Huston

Jay Howard

External Speaker	Title	Audience	Audience Size
Robert A. Duke	If They Learn Like That, Why Do We Teach Like This?	Campus Faculty & Graduate TAs	70
Robert A. Duke	Small Group Discussion with Peer Led Teaching Leaders	A&H Faculty PLTL	14
Linda Hodges	Transforming Students into Learners: Helping Students Learn on Their Own	Campus Faculty & Graduate TAs	78

Linda Hodges	Small Group Discussion with Peer Led Teaching Leaders and Science Faculty	PLTL & NSM Faculty	10
Jay Howard	Why Won't They Talk? Using Discussion to Facilitate Learning – TA Session	Campus Graduate TAs	41
Jay Howard	Why Won't They Talk? Using Discussion to Facilitate Learning – Faculty Session	Campus Faculty	53
Therese Huston	Teaching on the Edge	Campus Faculty & Graduate TAs	60
Therese Huston	Small Group Discussion	Campus Faculty & Graduate TAs	12

Table 1: Major Workshops and Associated Events, 2017-18

For the 2018-19 academic year, there are four major workshops scheduled, as listed below:

- 19 September 2018, "TBA" with Dr. Michael Starbird, Professor of Mathematics and University of Texas Distinguished Teaching Professor at the University of Texas-Austin as well as a member of the University of Texas System Academy of Distinguished Teachers.
- 31 October 2018, "A Positive Approach to the Serious Problem of Academic Dishonesty" with Dr. David Rettinger, Associate Professor of Psychological Sciences and Executive Director of the Center for Honor, Leadership, and Service, University of Mary Washington.
- 7-8 February 2019, "Creating the Path to Success in the Classroom" with Dr. Kathleen Gabriel, Associate Professor of Education, California State University-Chico.
- April, 2018, TBA

Other Campus Workshops and Events

CTL also offered a series of 19 specialized events and workshops for both faculty and graduate TAs; these are summarized in Table 2.

Workshop/Event	Audience	Audience Size
Simulations in Teaching Cosponsored by the Center for US-Latin Initiatives with Dr. Jonathan Truitt	Campus Faculty, Post-Doctoral & Graduate TAs	79
Teaching at a Community College – Co-sponsored with Office of Graduate Studies for Graduate Professionalism Week with Dr. Scott Cheney	Campus Faculty, Post-Doctoral & Graduate TAs	84
Meeting the Needs of Diverse Learners, Co-sponsored with Office of AccessAbility with Kerry Tate	Campus Faculty, Post-Doctoral & Graduate TAs	30

Academic Integrity and Student Misconduct with Susan McKee and Megan Schaedel	Campus Faculty, Post-Doctoral & Graduate TAs	35
Writing a Statement of Teaching Philosophy with Dr. Paul Diehl	Campus Faculty	67
Writing a Statement of Teaching Philosophy with Dr. Karen Huxtable-Jester	Graduate TAs	36
Creating a Diverse and Inclusive Learning Environment, Co-Sponsored with Office of Diversity and Community Engagement	Campus Faculty, Post-Doctoral & Graduate TAs	43
Self-Reflection for Teaching Success, Co-sponsored with the Office of Assessment	Campus Faculty, Post-Doctoral & Graduate TAs	25
Assessing Learning Outcomes, Co-sponsored with the Office of Assessment	Campus Faculty, Post-Doctoral & Graduate TAs	34
Rubrics, Co-sponsored with the Office of Assessment	Campus Faculty, Post-Doctoral & Graduate TAs	12
Using Collected Assessment Data, Co-sponsored with the Office of Assessment	Campus Faculty, Post-Doctoral & Graduate TAs	4
Flipped Classrooms and Peer Teaching, Co-sponsored with the Office of Assessment	Campus Faculty, Post-Doctoral & Graduate TAs	18
Diversity Education: Lunch and Learn, Co-sponsored with Multicultural Center	Campus Faculty, Post-Doctoral & Graduate TAs	45
Interpreting Student Teaching Evaluations	Campus Faculty, Post-Doctoral & Graduate TAs	38
Implicit Bias in the Classroom, Co-Sponsored with Office of Diversity and Community Engagement	Campus Faculty, Post-Doctoral & Graduate TAs	30
Making the Most of Office Hours	Campus Faculty, Post-Doctoral & Graduate TAs	45
Documenting Teaching Effectiveness	Campus Faculty, Post-Doctoral & Graduate TAs	58
Over the Line? Sexual Harassment in the Classroom	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	38
Outside Pressures on Student Success	Campus Faculty, Post-Doctoral, Graduate TAs & Staff	88

Table 2: Other Campus Workshops and Events, 2017-2018

"A student told me that she had been hesitant to take a class with a particular science professor who had a reputation as a not very effective teacher. She decided to take a chance on the class anyway, and the professor told the students that he would be making changes to the course based on ideas he learned by attending CTL workshops. The student said that the changes must have worked, because she found the course beneficial, she enjoyed learning in that course, and she appreciated the professor's efforts to improve his teaching."

- Karen Huxtable-Jester

For the 2018-19 academic year, CTL will sponsor at least 12 regular workshops for faculty, post-doctoral associates, and TAs, including many around the central theme for the academic year – Helping Struggling Students. Those already scheduled for fall include:

- Transitional Needs and Integration of International Students, co-sponsored with the International Center
- Workshop for Graduate Professionalization Week, co-sponsored with OGS
- Teaching to Close the Achievement Gap, co-sponsored with the Office of Undergraduate Education
- Designing Courses to Promote Intrinsic Motivation, facilitated by Karen Huxtable
- Course Policies: Implications and Consequences, facilitated by Karen Huxtable
- Teaching and Reaching All Students, facilitated by Paul Diehl, co-sponsored with the Office of Undergraduate Education
- Intercultural Competence in the Classroom, co-sponsored with the International Center
- Teaching Philosophy Workshop for Faculty, facilitated by Paul Diehl

School Workshops and Events

Teaching Leaders in each of the eight schools organized events geared to the particular interests and concerns of the faculty and graduate student TAs in those schools. These events are listed in Table 3 below.

Workshop/Event	School	Audience Size
EPPS Expert Panel: How to be a Great Teaching Assistant	EPPS	13
Elements of Good Writing	EPPS	23
Guest Speaker Series- Rick Taylor, US Marshall	EPPS	50
Teaching Assistant Open Forum on Teaching	EPPS	3
Guest Speaker Series-Joanna Gentsch	EPPS	8
Public Speaking Workshop-Part 1	EPPS	5
Public Speaking Workshop-Part 2	EPPS	50
ATEC Pedagogy Workshop (5 sessions)	ATEC	20
First-Time TA Check-In	ATEC	9
Engaging Difficult Discussions	ATEC	10
Myths about Learning Styles-Dr. Karen Huxtable	ATEC	10
Applying for TA positions in 2018-2019 academic year- Dr. Kim Knight	ATEC	9
Crafting a Lecture-Dr. Kristin Drogos	ATEC	12
Feminist Pedagogy-Dr. Wendy Sung & Dr. Josef Nguyen	ATEC	12
Theories of Learning-Dr. Ann Wu	ATEC	12
Prepping for FA2018	ATEC	20

Teaching Assistant Arts & Humanities Training	A&H	40
Breakfast with Robert Duke	A&H	9
Small Teaching Book Reading Group-three meeting through October and November, 2017	A&H	12
Utilizing Improv Techniques in the Classroom	A&H	9
Teaching Assistant Reflection Lunch	A&H	75
Round Robin Reflection on Effective Teaching	A&H	15
Teaching Assistant Training & Orientation – Fall Session	ECS	37
CTL Instructional Improvement Award Summary Presentation by Dr. Nick Gans	ECS	74
CLT Reading Group-Teaching Undergraduate Science by Linda Hodges (Group met twice)	ECS	9
Communications Workshop for Computer Science PhD students	ECS	30
Graduate Student Mentoring Workshop	ECS	111
Teaching Assistant Training-Spring Session	ECS	28
Communications Workshop for Graduate Engineering students	ECS	NA
Developing a Teaching Portfolio as a Graduate Student Workshop	BBS	25
Being a Great Teaching Assistant Workshop	BBS	26
Improving the Statistics and Methods Sequence in BBS	BBS	9
Mentorship Models in Laboratory Research	BBS	7
Student Disability Rights-Kerry Tate	BBS	15
Tips and Suggestions when Preparing Your First Course	BBS	NA
Developing Classroom and Research Opportunities for Students in Clinical Neuroscience and Psychopathology	BBS	NA
Dealing with Challenging Student Behaviors-Part 1	JSOM	16
Enhancing Classroom Engagement of Asian-Language Students	JSOM	11
Dealing with Challenging Student Behaviors-Part 2	JSOM	11
Teaching Development Book Club-"I Love Learning: I Hate School"-met twice	JSOM	7
Green Zone Primer	JSOM	67
eTeaching Organization	IS	40
Distance Education	IS	8
"App a Day" for Teacher Development Center	IS	40

Assignment Calculator	IS	10
Character Day	IS	65
Strategies and Logistics for Teaching Large Section Classes	NSM	20
Basic Math Skills (for Veterans and Non-Traditional Students)	NSM	11

Table 3: School Events, 2017-18

With CTL encouragement and some financial subsidies, several schools and units have undertaken programs to provide specialized training for new TAs. ATEC has a fully developed program that is closely integrated with the GTC certificate program. ECS and NSM as a whole have a full day training session for TAs. EPPS has a nascent program. A&H has developed an enhanced program and Math is continuing its classroom protocol and associated training sessions for TAs in the instruction in introductory calculus courses. CTL hopes that such efforts will continue to spread to all schools and relevant programs. The CTL Director and Associate Director gave presentations at some of these sessions. Doctoral students in JSOM and EPPS are required by their programs to complete the Epigeum training modules on teaching.

Instructional Improvement Awards

CTL conducted a competition for Instructional Improvement Awards (IIAs) now in its third year and awarded to faculty with the goals to (1) support the continuous improvement of instructors on campus, (2) support the implementation of teaching innovations and enhancements (not including equipment), (3) encourage the development of multiple, discipline-appropriate assessment alternatives and the dissemination of successful models to other units for use in support of teaching improvement, and (4) increase visibility of teaching excellence, enhancement, and innovation across and beyond the campus community.

IIAs enable recipients to design, implement, and assess instructional innovation projects that enhance teaching and learning at UTD. Projects and activities that may be supported by IIA grants include, but are not limited to (1) projects that improve existing courses, with the expectation that viable improvements include the incorporation of innovative educational technologies or the development of community-engagement opportunities, and (2) research that examines the effectiveness of some aspect of instructional practice or that develops methods to measure instructional effectiveness.

CTL received 20 proposals from faculty and 7 were selected for funding at an average level of approximately $4,550 per project; these are summarized in Table 4.

Principal Investigator(s)	Unit	Project Title
Monica Brussolo	JSOM-Management	Understanding the Central Limit Theorem the Easy Way: A Simulation Experiment
Rabin Dahal and John Zweck	NSM-Mathematical Sciences	Extension of Active Learning from Calculus to Linear Algebra
Warren J. Goux	NSM-Chemistry	Streamlining an Upper Division Required Laboratory Course in Chemistry and Biochemistry
Randall E. Lehmann	ECS-Electrical and Computer Engineering	ECE Undergraduate Lab Transformation
John Sibert	NSM-Chemistry	Research Pods: A Model To Increase the Scale and Quality of the Undergraduate Research Experience
Jason Slinker	NSM-Physics	Developing and Instituting Optics Laboratories at the University of Texas at Dallas
M. Kate York	NSM-Science and Mathematics Education – UTeach Dallas	Innovative Teaching Practices: A Partnership Exploring an Effective Model of Active, Inquiry-Based Stem Teaching and Learning

Table 4: Instructional Improvement Awards, 2018

Faculty Support

CTL revised a handbook for new faculty that contains orientation materials concerning UTD procedures and instructional resources. A further revision is planned before fall 2018, along with a new distribution plan working with the Office of Human Resources.

In the coming year, CTL will also construct and distribute a handbook for faculty to assist them in supervising graduate teaching assistants.

Survey of Non Tenure System Faculty

In the spring semester, with the support of the Committee on Effective Teaching, CTL administered a needs survey. We obtained a list of non-tenure-system faculty members from Human Resources, which included clinical faculty of all ranks, plus every level of Lecturers and Senior Lecturers, for a total of 658. The anonymous survey was designed to gather information about the professional development needs of anyone teaching in a non-tenure-system position. We received 155 responses.

Just over half (58%) of the responses came from 100% or 75% time NTS faculty members, 42% from faculty employed at 25% or 50% time. Most respondents indicated that their greatest challenges are related to workload (e.g., class sizes, number of courses, number of new preparations), but about half in each group indicated that availability of resources poses a challenge (e.g., contacts in school, teaching assistants, support staff, office space, photocopies or other materials). Challenges related to terms of employment (e.g., stability, pay) were reported by 60% of those employed 25-50%, and 46% of those employed 75-100%.

Full time NTS faculty preferred faculty development opportunities in the middle of the day, but part-timers prefer evenings. Just over 60% (59% PT and 67% FT) would like to see professional development opportunities targeted to their NTS needs. Nearly half (44%) of both groups would like to have opportunities for informal gatherings and would like to meet regularly with small learning communities, not necessarily specific only to their own schools or programs.

A summary of the survey findings appears in Appendix A.

Reflective Teaching Seminars

CTL offered the Senior Reflective Teaching Seminar (SRTS) for the first time during this academic year. The SRTS is based on the philosophy that even award-winning instructors can improve their teaching through innovation and experimentation. Senior faculty members are also in a unique position to influence the quality of instruction in their own units and across campus through modeling good practices, encouraging experimentation and innovation, and by systematic evaluation of colleagues' instruction.

The goals of the SRTS are to have participants: (1) Diversify instructional methods, activities, assignments, and assessments to create an optimal learning environment for students, (2) Create and use technology and media innovations both for presenting course content and requiring their use by students, (3) Assess their own teaching performance and identify needs, opportunities, and resources for improvement. This can involve scholarship of teaching and learning as well as responding to student performance in real time to improve learning outcomes, (4) Utilize the knowledge and skills necessary to give helpful feedback to colleagues on their teaching performance or "teacher artifacts" (materials or resources used in teaching, e.g., syllabi, exams, assignments, websites, etc.), and (5) Align curriculum, instruction, and assessment in existing courses and in planning new courses or units of instruction. Identify how assessment data can be used to improve learning at the course level and program level.

Eleven faculty members from 7 different UTD schools participated in the seminar, which involved 16 meetings over the course of the academic year. The CTL Director and Associate Director served as seminar facilitators and participating faculty discussed issues such as capstone courses and specifications grading.

"I've been meaning to write to you to say "Thank You" for conducting the Senior Reflective Teaching Seminar. I thoroughly enjoyed and benefited from it. It truly was a highlight of my academic year. .. [For example], the discussion on journaling and

how to reflect on progress was helpful not only to our students but our professors and administrator. For instance, at a JSOM Women's Faculty Meeting, I presented information on the benefits of journaling for them and for their students. It was well received. As for my students, I used several reflection techniques including journaling on assignments this semester and I think they also well received.

I could probably go through our syllabus and provide you with more examples but I hope you are getting the idea that your seminar was provocative for me. Thank you for your time and dedication to our university, faculty and students. You all are doing really good work!"

UTD Senior Lecturer and Administrator

During the academic year, some of the members of the original RTS, involving junior faculty members, met on an ad hoc basis to stay in touch and discuss teaching issues of common interest.

The plan is to rotate the RTS and SRTS with each offered on a biennial basis. Thus, RTS will return for the 2018-19 academic year and 21 faculty members have agreed to participate.

During the 2018-19 academic year, CTL will launch the Graduate Reflective Teaching Seminar (GRTS). The 10 week seminar will be dedicated to furthering the instructional development of graduate teaching assistants, especially those aspiring to an academic career.

Orientation and Faculty Mentoring

During the 2017-18 academic year, a junior tenure-track faculty mentoring program was run jointly by the Provost's Office (under the direction of an Associate Provost) and the Academic Senate's Committee on Faculty Mentoring (CFM). The Provost Office organized a new faculty orientation in August (for all new faculty – tenure-line and contingent), and worked with CFM to match new tenure-track faculty with mentors and to offer faculty development workshops on a range of topics. The Center for Teaching and Learning (CTL) led the workshops dealing with pedagogy and provided space for all workshop meetings.

CTL continued its Teaching Observation Program (TOP*)* for new junior faculty on the tenure track in which an award-winning teacher from a different school visits the new faculty member's class. The pair meets to share confidential feedback about teaching effectiveness, methods, and the like. The junior faculty member also visits the senior member's class.

The major problem with the present programs was very limited participation by the junior faculty members. Workshop meetings were sparsely attended by mentees and mentors (in some cases, no one attended) and only 8 of 27 new tenure-track faculty members chose to participate in the TOPs program. There appeared to be few expectations established about junior faculty participation and little encouragement given by deans and program heads concerning the value of participation.

Major changes are in process for the 2018-19 academic year. The Provost has approved CTL and CFM to jointly operate the new faculty orientation and junior faculty mentoring program. A multistage faculty development strategy has been developed, with the initial stage dedicated to "just in time" assistance followed by longer term faculty development initiatives. The new faculty orientation will be shifted away from a purely informational event to one dedicated to interaction, community development, and faculty development. This will be supplemented by a new faculty handbook, online compliance modules (e.g., FERPA), and a faculty resource website. Longer term faculty development will be facilitate by a revised mentoring program, a series of mentoring workshops, and regular CTL workshops and events (see Appendix B).

Teaching Awards

President's Teaching Excellence Award recipients with President Richard C. Benson

During the previous academic year, CTL began to oversee the nominations and selections of all University teaching awards, and the nominations for state and University of Texas System awards. These honors included the President's Teaching Excellence Awards as well as the UT System Regents' Outstanding Teaching Awards (ROTA), membership into the UT System Academy of Distinguished Teachers, and Piper Professorships. The selection processes were run jointly with the Committee on Effective Teaching.

In the UT System competitions, a UTD faculty member (Alex Piquero) was selected to join the Academy of Distinguished Teachers, and two other UTD faculty members (Gregg Dieckmann and

Amandeep Sra) each earned a ROTA. In addition, a UTD faculty member (Theresa Towner) was named a Piper Professor, one of 10 recognized in the state and only the second ever from UTD.

CTL also continued to encourage schools and programs to honor excellence in teaching. The purpose is to recognize more excellent instructors and provide qualified nominees for future University and System competitions. All eight schools at UTD now have such honors, a significant step forward even though some challenges remain with synchronizing timing with the University awards processes.

In April 2018, CTL sponsored its second annual reception celebrating excellence in instruction. Winners of System, University and school teaching awards, as well as SRTS participants and graduate teaching certificate recipients, were recognized after opening remarks by President Richard C. Benson. The reception was attended by over 100 people from around campus.

Provost Task Force on Teaching Evaluations by Students

For the third year, CTL facilitated a task force dedicated to examining instructional issues on campus (previous ones addressed part-time faculty support and increasing enrollment respectively). This past year, the subject was course and instructor evaluations by students. Student evaluations of instruction play important roles in yearly performance ratings, promotion and tenure decisions, and instructional awards selections. Nevertheless, there are two problems that undermine their utility in these processes. First, low response rates and aspects of how and when the evaluations are administered raise serious questions about the validity of the ratings. Second, even given valid ratings, the ways that such evaluations are used by decision makers reflect misunderstandings about their limitations in making judgments about instructional effectiveness.

Within the parameters of the University of Texas system, and relying on the empirically-based scholarship collected and synthesized by the Center for Teaching and Learning, the task force was charged with (1) Reviewing the format, questions, and conditions of administration for student teaching evaluations and making recommendations for any changes therein, and (2) Constructing a short set of guidelines to assist decision makers in interpreting and using student teaching evaluations.

The task force issued a report that contained a series of recommendations on how to improve the administration, distribution, and interpretation of instructor evaluations by students. See Appendix C for a copy of the report.

The subject of a 2018-19 academic year task force has not been determined.

Reading Groups

CTL sponsored three sets of reading groups in which faculty members read and met to discuss books on pedagogy. During this reporting year, each of the books was authored by one of the external speakers.

Book: Jay Howard, ***Discussions in the College Classroom: Getting Your Students Engaged and Participating in Person and Online*** – 3 groups with 22 total participants (self-selected)

Book: Linda Hodges, ***Teaching Undergraduate Science*** – 1 group with 6 total participants (CTL selected)

Book: Theresa Huston, ***Teaching What You Don't Know*** – 3 groups with 18 total participants (self-selected, restricted to non-tenure-system faculty)

In the coming academic year, CTL will sponsor at least three such groups. These will be centered on academic dishonesty, struggling students, and another theme to be determined.

Professional Presentations and Publications

The CTL Director, Paul Diehl, provided the following professional service:

- Presentation, "Turning Good Teaching on Its Head: A Thought Experiment" Texas Tech University, January 2018.
- Publication, "Turning Good Teaching on Its Head – Parts I and II" ***Inside Higher Ed***. March 14 and March 20, 2018.
- Chair, International Studies Association-Midwest, Excellence in Teaching and Mentoring Award Committee, 2018.
- Member, International Studies Association Inaugural Pedagogy Conference Committee, 2018.
- Presentation, "To Orientation and Beyond: Integrating Junior Faculty Orientation, Mentoring, and Teaching Observation Programs." Big 12 Teaching and Learning Conference, 2018.

The CTL Associate Director, Karen Huxtable, provided the following professional service:

- Presentation, "To Orientation and Beyond: Integrating Junior Faculty Orientation, Mentoring, and Teaching Observation Programs." Big 12 Teaching and Learning Conference, 2018.
- Presentation, "Transformation of Self as Learner to Achieve Student Success." Transformative Learning Conference, 2018.
- Expert Discussant, UT-Southwestern Graduate Student Teaching Group, 2017.
- Mentor, Teaching of Psychology Mentoring Group (national), 2017-2018.
- Presentation, "Motivation is Not Enough: Supporting Students in Developing the Skills for Success." SACSCOC Annual Meeting, 2017.
- Lead External Evaluator, site visit to St. Petersburg College, Florida, SACSCOC, 2017.
- Attendee, SACSCOC Summer Institute, 2017.
- Attendee, Community Works Institute, 2017.
- Attendee, UT System Student Success Summit, 2017.
- Attendee, Professional and Organizational Developers (POD) Network Annual Conference, 2017.
- Attendee, Lilly Conference on Evidence-Based Teaching and Learning, 2018.

Media and Communications

A monthly newsletter from the Center is distributed directly to those on CTL listservs and indirectly to all faculty through school deans; the newsletter contains regular features including a message from the director, upcoming events, a teaching tip, a summary and citation to recent pedagogical research, and section that reports student perceptions on teaching ("What the Students Say"). The CTL website became updated and better organized with assistance from a student intern.

CTL distributed the first two issues of "Spotlight," a one page feature on innovative teaching practices and courses at UTD. The first issues were drawn from faculty who had previously received IIA awards from UTD.

A Facebook page with weekly postings of interest from the newsletter and scholarly news and articles was active throughout the year.

Other Contributions

CTL revised its framework and series of suggestions for documenting teaching effectiveness. This set of guidelines is helpful for award nominees and other faculty in preparing materials for review of teaching effectiveness as well as for faculty members who are involved in making award decisions or those associated with third and promotion/tenure reviews. This document can be found in Appendix D.

CTL provided a series of presentations on its programs and teaching-related topics, and otherwise provided services to UTD constituencies:

- Gave three presentations to undergraduate mentors and PLTL leaders
- Gave five presentations at training sessions for TAs in four schools
- Gave presentations at two OGS new TA orientations

Strategic Planning

In April 2018, CTL underwent a strategic planning exercise to assess its progress over the 28 months of its existence, evaluate its current programs and offerings, and decide on future initiatives. Teaching leaders, representatives from undergraduate and graduate studies deans' offices, and various campus stakeholders participated. Focus was on three issues: (1) the current school teaching leaders structure, (2) communication, management, and participation in CTL activities, and (3) future programming,

With respect to school teacher leaders, consultations with each dean and the Provost are underway, likely resulting in changes to the current system. Strategies, structures, and financing might be unique to each school. September 2018 is the target date to implement any changes.

In terms of organization, CTL will move its IIA competition from the spring semester to the fall and design a Qualtrics based system for proposal submissions. A similar system will be

used for teaching award nominations. Both changes are designed to lessen the administrative burdens on CTL personnel. CTL also decided to adopt different strategies for lunch orders to cut down on waste and different strategies for reminding registrants for workshops in order to cut down on the number of "no-shows." In addition, CTL will have two Graduate Student Affiliates, volunteers who will assist staff in programming and website construction.

In terms of future initiatives, and as noted above, CTL will now be co-facilitator of the new faculty orientation and junior faculty mentoring program. The Graduate Reflective Teaching Seminar (GRTS) will also be offered for the first time in spring 2019, and if successful will become a yearly offering.

Beyond these additions, the strategic planning exercise produced three additional recommendations: (1) the creation of a campus-level Academy of Distinguished Teachers, responding to UT System encouragement, (2) the sponsoring of a campus wide lecture from a distinguished national/international leader in education, and (3) the placement of a senior faculty member on the Committee on Qualifications (CQ) to provide advice on teaching evaluation. Specific proposals on these items will be presented to the Provost and President this fall.

Physical Space

CTL moved into permanent space located on the main floor of the McDermott Library (MC 2.402 and 2.404) in late June 2017. This includes office space for the administrative assistant, a small meeting and reception area, and a large room suitable for larger meetings, workshops with less than 50 participants, and other CTL programs. CTL permitted approximately 15-20 other units to use the larger seminar room for events, provided that the programming was related to or had implications for teaching. During the reporting year, CTL hosted a total of 145 events in its space, both its own exclusive programs, those it co-sponsored, and those conducted by other units.

CTL continued to have privileged access for three days a week during select hours to the 100-seat auditorium directly across from the new office space and this was used for events with anticipated attendance of greater than 50 participants.

Appendices

Appendix A: Survey of Non-Tenure System Faculty

Responses of Non-Tenure-System (NTS) faculty members by Part-time (25-50%) and Full-time (75-100%) status:

	Part-time NTS	Full-time NTS
Which of the following pose challenges for you?	N=50	N=70
Workload (e.g., class sizes, number of courses, number of new preparations)	58%	70%
School/program culture (e.g., respect, recognition, communication, inclusion)	40%	40%
Resources (e.g., contacts in school, teaching assistants, support staff, office space, photocopies or other materials)	52%	49%
Level of student engagement	44%	54%
Terms of employment (e.g., stability, pay)	60%	46%
Professional development (e.g., training, information about policies and procedures)	22%	40%
Academic freedom	16%	20%
Other	13%	13%
Which of the following types of support would be of interest to you?	N=51	N=69
Consultation services	27%	28%
Interactive webinars	41%	25%
Online video tutorials	35%	28%
Workshops targeted specifically toward lecturer needs	59%	67%
Weekend availability of resources and services	16%	4%
Evening availability of resources and services	33%	6%
Learning community specifically for lecturers	43%	45%
Informal gatherings for lecturers	43%	43%
School- or program-specific support	25%	23%
Other	10%	14%

Appendix B: Draft New Faculty Orientation and Development Plan (as of 7/31/18)

Overview

Phases	Method of Delivery	Audiences
"Just in Time"		
	New Faculty Orientation	Tenure-System and NonTenure-System
	Online Modules	Tenure-System, NonTenure-System, and Part-Time Faculty
	CTL Instructor Handbook	Tenure-System, NonTenure-System, and Part-Time Faculty
	Faculty Resource Website in eLearning	Tenure-System, NonTenure-System, and Part-Time Faculty
Longer-Term Development		
	Mentoring Program	Tenure-System Assistant Professors and Associates without Tenure
	Mentoring Workshops	Tenure-System Assistant Professors, Associates without Tenure, and Junior NonTenure-System (for some events)
	CTL Workshops and Programs	Tenure-System, NonTenure-System, and Part-Time Faculty

JUST IN TIME ACTIVITIES

I.   Orientation Schedule

Date	Time	Topic	Presenters	Title	Audience
Monday 13 August					
	7:45-9:00	Breakfast			all
	8:15-8:30	Overview	Paul F. Diehl Nadine Connell	Director, Center for Teaching and Learning Chair, Senate	all

				Committee on Faculty Mentoring	
	8:30-9:00	Welcome	Richard Benson Inga Musselman	President Provost	all
	9:00-9:30	UTD Structures, Committees, and Language	L. Douglas Kiel	Professor of Public Affairs and Administration	all
	9:30-10:00	The Evolution of UTD	Calvin Jamison	Vice-President for Administration	all
	10:00-10:30	Profiles of UTD Students ("test" and debrief)	Amanda Smith Jessica Murphy Varghese Jacob	Dean of Students Dean of Undergraduate Education Interim Dean of Graduate Studies	all
	10:30-11:15	Be Explicit: Syllabi, Learning Outcomes, and Assessment (active learning exercise)	Gloria Shenoy	Director of Assessment	all
	11:15 – 11:45	Technology in the Classroom	Darren Crone	eLearning Director	all
	11:45-12:45	Lunch			all plus deans and selected other guests
	12:15-12:45	Texas History and Politics	Anthony Champagne	Professor Emeritus of Political Science	all
	12:45-1:15	Challenging Student Behaviors (videos and group activity)	Karen Huxtable-Jester	Associate Director, Center for Teaching and Learning	all
	1:15-2:45	Resources for Student Success (scenarios and discussion)	Paul F. Diehl Susan McKee Kerry Tate Laura Smith Ne'Shaun Jones and Julie Murphy	Director, Center for Teaching and Learning Judicial Affairs Officer Director, Student AccessAbility Student Affairs Health and Wellness Student Success Center	all

	2:45-3:45	Human Resources	Colleen Dutton	Chief Human Resources Officer	all
	3:45-4:00	Closing Day Remarks	Hobson Wildenthal	Executive Vice-President	all
Tuesday, 14 August					
	8:00-9:30	Breakfast			all
	9:00-9:30	Student Speaker	Archie Nettles	UTD graduate and current UTD MPA student	all
	9:30-10:00	Research	Joseph Pancrazio	Vice-President for Research	Tenure-System faculty
	9:30-10:00	Promotion and Evaluation Process	Inga Musselman	Provost	NonTenure-System faculty
	10:00-11:00	Teaching Concerns (from lecturer survey)	Karen Huxtable-Jester	Associate Director, Center for Teaching and Learning	NonTenure-System Faculty
	10:00-10:30	Tenure and Promotion Process	Inga Musselman M. Ali Hooshyar	Provost Professor of Mathematical Sciences and Chair, CQ	Tenure-System faculty
	10:30-11:00	Mentoring Program	Paul F. Diehl Nadine Connell	Director, Center for Teaching and Learning Chair, Senate Committee on Faculty Mentoring	Tenure-System Assistant Professors and Associates without Tenure

II.   Online Modules

When a new faculty member completes the "NEO" (New Employee Orientation) through HR, they automatically get an email with instructions for the compliance modules in eLearning. Below are the modules that most faculty will be asked to complete. The orientation will not duplicate the information contained in these training modules.

Conflict of Interest
Consensual Relations
Drug Free Work Place
Ethics & Standards
Equal Employment Opportunity
FERPA
Title IX
Emergency Preparedness
Information Security
Academic Dishonesty
Student Accessibility

III.   CTL New Instructor Handbook

Originally conceived as a reference for new Part-Time faculty in 2016, the handbook was revised in 2017 and contains relevant information for all new faculty members on campus. The handbook is currently under further revision and will be distributed to all new faculty at orientation as well as to all Part-Time faculty members.

IV.   Faculty Website in eLearning

A new section in eLearning will be created for all new faculty members. This will be designed for "one-stop" shopping for new faculty on a range of topics. The website will include:

- CTL Faculty Handbook (searchable)
- CTL Handbook on Working with TAs and RAs (in preparation)
- Online Modules (see above)
- Slides and Files from New Faculty Orientation Presentations
- Slides and Files on Topics Presented in Past New Faculty Orientations, but not in 2018 (e.g., Library)
- Links to Key Resources on Campus (e.g., Judicial Affairs, CTL)

LONGER TERM FACULTY DEVELOPMENT

I.   Mentoring Program

There will be a mentoring program for new assistant professors and associate professors without tenure in Tenure-System positions. The program will have the following characteristics:

- All programs and orientation jointly organized and operated by CTL and the Senate Committee on Faculty Mentoring
- Workshops (see below) focused on new junior tenure-track faculty, with option to include new Non-Tenure-System faculty in selected workshops or general CTL events.
- Mentoring program for both teaching and research (combining previously separate programs).
- New junior tenure-line faculty matched by CTL and CFM (after consultation with deans and program heads) with senior faculty members for both research and teaching guidance. Mentors could be from inside or outside the new faculty member's program.
- Recognition of mentors at a campus event, most likely the campus teaching awards reception.
- Certificate program for junior faculty who complete specified elements of the mentoring program
- Targeted invitations for mentors and mentees to all CTL events

II.   Mentoring Workshops

Mentors and mentees will be invited to a series of lunchtime workshops. For some topics, new Non-Tenure-System faculty members will also be invited. Planned workshops are:

- How to Get a "Quick Start"
- Working with TAs and RAs
- Early Feedback on Teaching
- Research and Publication Strategies
- Grantsmanship
- Tenure and Promotion Strategies
- Ethics in a Public University
- Work-Life Balance
- Grading and Feedback
- New Faculty Choice of Topic

III.   CTL Events

All new faculty members will receive special invitations to all the workshops and speakers sponsored by the Center for Teaching and Learning.

Appendix C: Report of the Provost Task Force on Teaching Evaluations by Students

THE UNIVERSITY OF TEXAS AT DALLAS

Recommendation of the Provost's Task Force on Student Teaching Evaluations (STEs)
Task Force: Larry Overzet (chair), Abhijit Biswas, Gail Breen, Harold Clarke, Peter Ingrao, Simon Kāne, Kim Knight, Angela McNulty, Sai Nikitha Prattipati (student), Paul Diehl (ex officio), Karen Huxtable-Jester (ex officio)

Task Force Charges:
1. *Review the format, questions, and conditions of administration for student teaching evaluations and make recommendations for any changes therein.*
2. *Construct a short set of guidelines to assist decision makers in interpreting and using student teaching evaluations.*

Recommendation 1: Rebrand the Experience
Reframe and rebrand the "evaluation" process and method to emphasize "Assessment of Student Learning Experience (ASLE)" (instead of "course evaluations", "instructor evaluations", "end-of-term evaluations", etc.).

Overview & Reasoning
Remove the negative association with the term "evaluations" for both faculty and students. Faculty have frequently expressed concern that students are not qualified to "evaluate" their performance and therefore may avoid evaluations and do not promote or support the process.

Students may be unclear about what they are evaluating or may have misconceptions about what "evaluation" means. Reframing the process as an "assessment" of the learning experience from the "student" perspective could allow the university to emphasize the positive aspects of the process, increase participation, and improve the quality of responses.

Recommendation 2: Standardize the Assessment Timing
Standardize the period of ASLE availability to the *last two weeks of class* (i.e. two full weeks before final exams). Although not all classes will be able to conform to this schedule, the majority should use the allocated time window to perform assessments.

Overview & Reasoning
Improve the validity of quantitative responses by minimizing (as much as possible) variations in timing. Increase participation rates by developing a customary and expected window of time when assessments take place.

Recommendation 3: Standardize the Assessment Procedure
Develop and adopt a standardized and documented procedure for all schools/departments/units to use. Designate a specific 15-minute window of class time to present and execute the procedure.

Standardized Procedure:
• The class syllabus will detail the assessment process and timeframes. Specific dates included in the required class calendar are strongly recommended.
• Instructor reminds class of forthcoming assessments one class session prior to execution.

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- On assessment day – Instructor explains the process and the reason for the assessment. Evidence has clearly demonstrated that the most effective method to gain both strong response rates AND quality results is for the instructor to perform this step. 70-80% response rates are typical within 10 minutes of this happening.
- Provide students specific instructions on how to access the assessment system. Use the *CourseBook UES Monitoring Page* to provide students the URL and information related to the class.
- Instructor leaves the class during the assessment period.
- Make instructions available in print and electronic form which the instructor can provide (and read) to the class.
-

Overview & Reasoning
Experiments at UT Dallas have demonstrated that when the suggested steps are followed, both the quantity and quality of responses increase dramatically (i.e. 5-10% response rates can be improved to 70-80% response rates).

This procedure is currently suggested to schools, departments, and instructors;   however, there is no requirement that it be followed. Formalizing the procedure as preferred and/or required is the most effective way to improve ASLE response rates.

Recommendation 4: Keep the Assessment Procedure Exclusively Online
Continue to perform the assessment process exclusively online.

Overview & Reasoning
The UT Dallas community has experienced some debate regarding impact of the *mode* of assessment (electronic vs. paper) on both the quantity and quality of results. Some faculty members have proposed a return to a paper based system, while students prefer to use an online system.

Although not mandated by the UT System's *Recommendations for Incorporating Student and Peer Reviews in the Faculty Evaluation Process (https://dox.utdallas.edu/policy1214)* – the 2012 task force "strongly recommended" that we "utilize an online system for course evaluations." They reasoned that an "online system is more economical and sustainable than a paper-based system, providing quicker results and offering greater ability to perform data analytics." The committee agrees with this characterization of the benefits of an online system. It is recommended that UT Dallas continue to use an online system exclusively.

Recommendation 5: Add Guidance Information to ASLE Results
Include both a *cautionary statement* ("black box warning") and *comparative information* with all assessment reports and data extracts. In addition, develop a   more detailed set of guidelines on the proper use of ASLE data. This can cover the material at further depth - include a link to this information with every report.

Cautionary Statement: The cautionary statement is intended to *briefly explain* the limitations of the information presented in ASLE results and how to interpret the information effectively. Include a link to detailed guidelines.

Comparative Information: Comparative information should be designed to provide guidance on how the data relates to similarly assessed items (i.e. a yard stick to understand what the numbers

might mean). For example, the assessment numbers from a calculus section would include statistical information about other similar sections - this might show that a score of 3.6/5 for a calculus course is average whereas a score of 3.6/5 for an algebra course might be lower than the average.

Guidelines for Interpreting ASLE Results:
- ASLE results are more a reflection of the 'student experience' than a direct indicator of 'instructor effectiveness'.
- ASLE reports should not be the primary (or only) method to determine teaching effectiveness - other data points are critical to gaining a better measure of teaching effectiveness.
- ASLE scores and metrics may not be statistically valid and inferences made from these may be subject to large margins of error.
- ASLE results are subject to errors due to small samples, low response rates, and self-selection biases (only students who choose themselves to respond).
- All student comments should be carefully read and general holistic and summative trends should be qualitatively identified.
- ASLE results should be viewed in the larger context of the instructor's historical results (where available) over a period of time and over multiple courses.

Overview & Reasoning
Historically, evaluation reports and data have been used in processes ranging from performance reviews, award allocation and university/ school administration without understanding the limits of the information presented.

Providing some way to compare similar groups of data along with a better understanding of the limits of such comparisons could improve the quality of the decisions made using ASLE data. Including a cautionary statement with reports and data-extracts increases awareness of the limitations of working with assessment/ evaluation data. A separate detailed set of guidelines provides the supporting material and justification for the warnings without clouding the core message.

Recommendation 6: Promote Understanding of Teaching Effectiveness
Update university practices and policies to adopt a more comprehensive and complete definition of teaching effectiveness.

Student assessments of faculty and courses should never be the exclusive or even primary method for evaluating faculty instructional performance. They should be considered as one element of one dimension (classroom performance) among many dimensions of instructional performance.

Consistent with this, the university should encourage a holistic review of teaching using the following guidelines:
- Promote the idea that instructor evaluation should broadly consider multiple pieces of evidence of performance. UT Dallas' Center for Teaching and Learning (CTL) has produced the "*Evidence of Teaching Effectiveness*" manual which outlines best practices for evaluating teaching performance using multiple sources. (https://dox.utdallas.edu/manual1076)
- Provide reviewers involved in annual, probationary, tenure, promotion, award, and related reviews of instructional performance with the "Evidence of Teaching Effectiveness" manual during every review process.

- Provide reviewees with the "*Evidence of Teaching Effectiveness*" manual so they can better prepare review materials and not place too much emphasis on the wrong evidence.
- Review and update university documentation and policies to align with the ASLE procedure and broader methods of measuring teaching effectiveness.
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Potentially Impacted UT Dallas Policies:
- UTDPP1077: General Standards and Procedures Faculty Promotion Reappointment and Tenure
- UTDPP1089: Annual Review of Faculty
- UTDPP1062: General Standards and Procedures for Review of Nontenure-System Faculty
- UTDPP1064: Procedures Governing Periodic Performance Evaluation of Tenured Faculty

Overview & Reasoning

The task force agreed that the university's most significant problem with the existing evaluation procedure is *how the results are used*. Changes to the evaluation instrument and survey process were reviewed (and improvements identified), however no change was found which would produce data sufficiently accurate and valid as to be good enough to be the primary or sole measure of teaching effectiveness.

Approaching the problem from the opposite side has the potential to produce better measures of teaching effectiveness, which is the primary way that the university uses existing evaluation data. This recommendation is intended to improve the way teaching effectiveness is measured by integrating better practices into the university culture.

Appendix D: Revised Guidelines for Evaluating Teaching Effectiveness

revised March 2018

CENTER FOR TEACHING AND LEARNING
University of Texas-Dallas

Evidence of Teaching Effectiveness

Regardless of the program/school in which they work, faculty members are contractually obligated to fulfill certain teaching responsibilities. These usually fall into four broad areas: curriculum, classroom instruction, extra-classroom instruction, and teaching-related service. In addition, faculty members are increasingly making important contributions to instruction through the scholarship of teaching and learning.

The contributions of individual faculty members along these dimensions will vary according to a number of factors including departmental norms, assigned responsibilities, and rank. Few, if any, members will make all of the contributions listed.

Listed below are indicators that have been found applicable in different disciplines as evidence of teaching effectiveness. These most typically are found in teaching portfolios compiled by the instructor. These can be used as documentation for effectiveness for awards consideration as well as for periodic faculty evaluations. In almost all cases, however, judgement as to quality is required by the evaluators.

General Documents: these provide the context under which instruction can be evaluated

- List of courses taught and enrollment in the designated review period
- Teaching philosophy statement

I. Curriculum: the development of course and curriculum content

Evidence/Indicators
- Syllabi with course goals and learning objectives
- Writing assignments, examinations, rubrics, and other evaluation instruments
- Peer evaluations of course content from colleagues
- Comparison of course materials between sections of the same course
- Importance of instructor's courses for the departmental curriculum or disciplinary core
- Development of new courses or significant modification of existing courses
- Development of online courses and materials in traditional formats
- Revision or development of new degree programs, curriculum, and the like
- Content suitability for and student performance in follow-on courses
- Incorporation of service learning components to courses
- Awards for course or curriculum development
- Grants related to curriculum development

II. Classroom and Online Instruction: teaching specific courses in classroom and online settings

Evidence/Indicators
- Lesson plans, PowerPoint presentations of lectures, and Websites for courses
- Online course materials (e.g., recorded lectures)
- Student course evaluations (quantitative), written student comments, letters from current and former students, surveys of students, and other student input
- Multiple peer evaluations from colleagues over time
- Incorporation of technology and other non-traditional approaches into instruction, including videos, podcasts, and other approaches
- Development of new teaching techniques, materials, or exercises (e.g., simulations, case study materials)
- Guest lectures in other courses
- Written materials and guidelines for teaching assistants
- Awards for instruction
- Student portfolios and samples of student work from classes

III. Extra-Classroom Instruction: teaching and instructional impact outside of standard classroom settings

Evidence/Indicators
- Direction of independent studies (graduate and undergraduate)
- Direction of senior honors theses, master's theses, and doctoral dissertations
- Membership on graduate review, qualifying examination, prospectus, and dissertation/theses committees
- Supervision of internships
- Presentations before student organizations
- Co-authorship of papers and publications with undergraduate and graduate students
- Mentoring undergraduate students in research (e.g., McNair program)
- Mentoring students (undergraduate and graduates) for employment, scholarship, and post-graduate education opportunities
- Grants related to instructional innovation
- Accomplishments of former graduate students

IV. Administration/Service Related to Teaching: at program, school, campus, profession, and community levels

Evidence/Indicators
- Student advisement and service as a faculty advisor to student organizations
- Service on instruction-related program, school, and university committees
- Service on education-related local, state, national, and international committees
- Service on an editorial board of an education journal or as a reviewer of educational grants applications and/or publications

- Leadership roles and presentations at instructional workshops at the school, campus, or beyond the campus levels
- Service as a teaching mentor for an undergraduate student, a graduate student, or another faculty member
- Supervision of large, multi-section courses

V. Contributions to and Dissemination of the Scholarship of Teaching and Learning Except for those faculty specifically hired for such duties, contributions in this area are not a substitute for discipline-based scholarship. Contributions in this area should therefore be rewarded under teaching and not research.

Evidence/Indicators
- Authorship of textbooks
- Adoption of one's textbooks by other institutions
- Grants related to the scholarship of teaching
- Technology and software development related to instruction
- Instruction-related publications, papers, and reports
- Participation in teaching seminars (e.g., Reflective Teaching Seminar), courses, short-courses, reading groups, and other teaching improvement programs.
- Invited talks on teaching-related topics