Measuring Excellence:
A Programmatic Approach to Building and Rewarding Quality Teaching

Cynda R. Clary, Associate Dean

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Defining the Problem

- What is teaching excellence
- How is it measured
- Who measures it
- What is good enough
- Why does it matter

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Developing Capacity

- More than a set of steps
- Interrelated issues
- Individual and group capacity

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Delivering Results

- What is success?
- Annual reviews, tenure/promotion
- External funding
- Culture/community

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PETE's Program

- Provide training
- Build community
- Recognize excellence
- Focus on synergy

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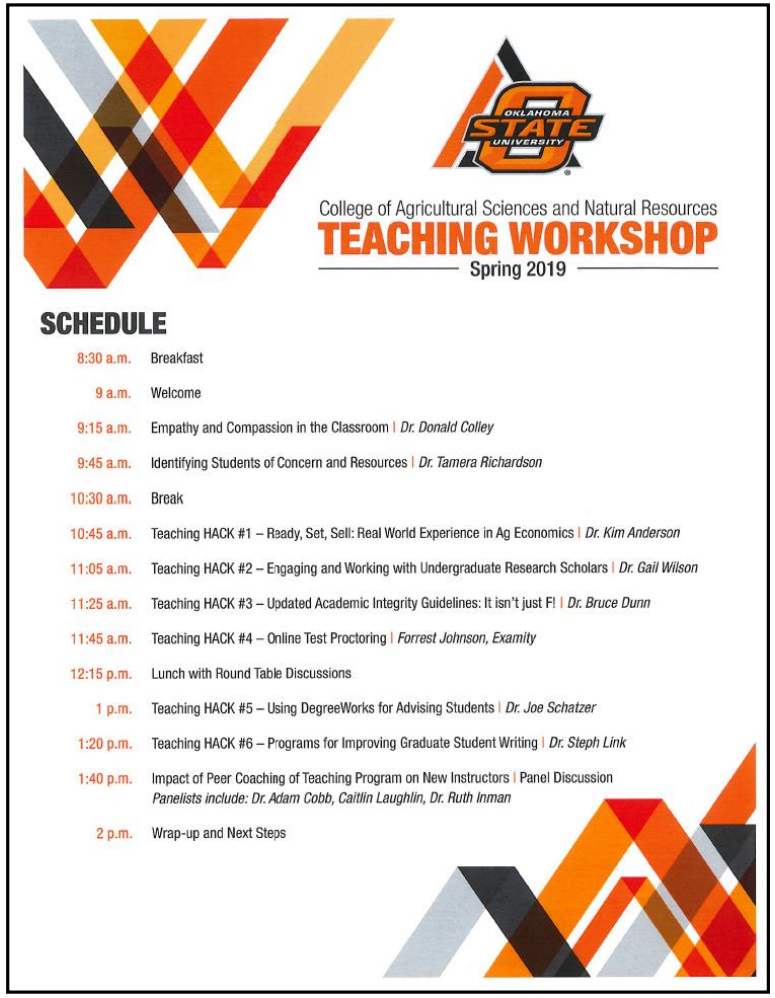
Provide Training



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TEACHING WORKSHOP

Spring 2019

SCHEDULE

8:30 a.m.	Breakfast
9 a.m.	Welcome
9:15 a.m.	Empathy and Compassion in the Classroom | *Dr. Donald Colley*
9:45 a.m.	Identifying Students of Concern and Resources | *Dr. Tamera Richardson*
10:30 a.m.	Break
10:45 a.m.	Teaching HACK #1 – Ready, Set, Sell: Real World Experience in Ag Economics | *Dr. Kim Anderson*
11:05 a.m.	Teaching HACK #2 – Engaging and Working with Undergraduate Research Scholars | *Dr. Gail Wilson*
11:25 a.m.	Teaching HACK #3 – Updated Academic Integrity Guidelines: It isn't just F! | *Dr. Bruce Dunn*
11:45 a.m.	Teaching HACK #4 – Online Test Proctoring | *Forrest Johnson, Examity*
12:15 p.m.	Lunch with Round Table Discussions
1 p.m.	Teaching HACK #5 – Using DegreeWorks for Advising Students | *Dr. Joe Schatzer*
1:20 p.m.	Teaching HACK #6 – Programs for Improving Graduate Student Writing | *Dr. Steph Link*
1:40 p.m.	Impact of Peer Coaching of Teaching Program on New Instructors | Panel Discussion *Panelists include: Dr. Adam Cobb, Caitlin Laughlin, Dr. Ruth Inman*
2 p.m.	Wrap-up and Next Steps

- Be Strategic and Relevant
- Be Inclusive - Teaching HACKs
- Control the Environment
- Make it Fun

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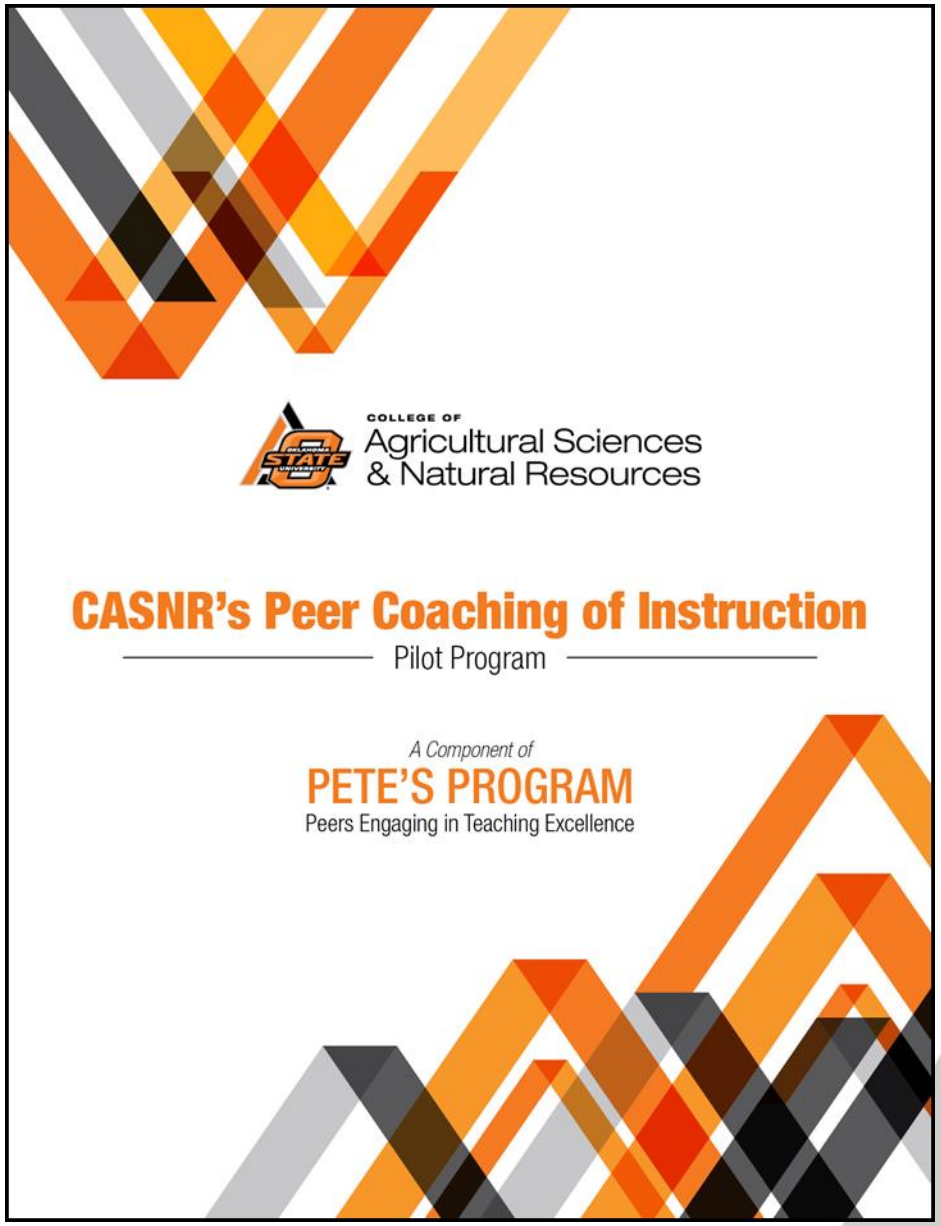
Build Community



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Peer Coaching of Instruction

- Program goals:
  - Develop an *encouraging* culture
  - Develop collaboration throughout the college
  - Utilize the program as a way to share ideas, techniques and best practices

- ***Not*** a peer evaluation for annual appraisal or promotion

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Conducted the program for three semesters (current is third) – 44 unique participants, 16 have repeated the program, 5 of which have participated all three times.

	AVG PRE	% 4 or 5	AVG POST	% 4 or 5
collegiality and familiarity with CASNR teaching faculty	2.7	24	4	76
effectiveness at self-assessment concerning teaching	3.5	65	3.9	76
effectiveness of teaching your discipline	3.75	71	4.3	100

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Reward Excellence

College of Agricultural Sciences & Natural Resources
Award for Excellence in Teaching, Early Career

Submission: Nominations to be submitted to Academic Programs by February 8, 2019. Please submit nominations electronically as **one PDF document** to maryellen.givens@okstate.edu.

Objective: To recognize and promote exceptional teaching by faculty in the early years of their academic careers.

Eligibility: The nominee must have no more than seven years of experience in higher education teaching with at least two completed years at Oklahoma State University. This experience is limited to ranked faculty positions and does not include teaching assistant or temporary instructor/lecturer positions. Nominee must not have received a CASNR teaching award in the previous two years.

Criteria: The nominee must teach at least one undergraduate or graduate course in the academic year in which he or she is nominated. Beyond this, however, no minimum teaching percentage is required.

Each academic departments may submit one nominee.

Nominators/supporters may be students, faculty, staff, and/or alumni.

Departments are asked to give preference to faculty nominated by students.

Nominees must have been DASNR faculty for a minimum of two years.

Materials: ***Letter of Support from Department Head (limit 1500 words)***
Letter from the nominee's department head or designee who has had the opportunity to observe or otherwise evaluate the nominee's teaching efforts. Letter should include evidence of excellence in teaching, with a clear, positive impact on student learning. The letter may include, but is not limited to, the following:

- Evidence of innovative approaches to teaching
- Evidence of effort to improve teaching
- Development of undergraduate and/or graduate curriculum/programs
- Mentoring and supervision of graduate student assistants that facilitates teaching (if available for larger/laboratory classes)
- Successes and indications of excellence associated with the nominee's teaching activities
- Description of student evaluations, exit interviews, or other indications from students regarding the nominee's effectiveness as an instructor
- Seminars, workshops, and other professional development activities attended and or conducted by nominee regarding teaching
- Scholarship by nominee regarding teaching

Letters of Support from Students/Alumni/Academic Staff/Faculty (1500 word limit each). Two to four letters may be submitted, at least one letter from a student or alumnus that has completed a course under the nominee within the past three years. All letters should address the impact of the nominee in and outside the classroom.

Statement of Nominee's Teaching Philosophy and Methods (1500 word limit). Nominee's personal statement of the philosophy that guides his/her teaching including the motivations, goals, means, and methods for/of teaching.

Summary of courses taught including the number of students in each class

Summary of student evaluations for up to 5 years

Syllabus (maximum three syllabi) of nominee's courses

One additional supporting item. The nomination may include one additional supporting item. This can be any item of evidence relevant to the nominee's teaching efforts, such as a peer review of the nominee's teaching, a lesson plan demonstrating an innovation of the nominee's teaching, etc.

Nominee's current curriculum vitae.

Evaluation: A panel composed of the chair (or designee) of the Effective Teaching Committee, a previous award winner, and two CASNR students (could be graduate and/or undergraduates) will evaluate the applications and provide recommendations to the Associate Dean for Academic Programs.

The nominee's efforts should be considered in relationship to teaching percentage, with special note to those who have gone above and beyond normal duties.

Number of Awards: A maximum of one award made annually.

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Synergy is Key

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Deliver Results

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