Teaching Excellence at DU

**Teaching Task Force Report**

Teaching Task Force comprised of 19 faculty members across all divisions, 2005

**Teaching Excellence Initiative**

Academic Planning Committee of Faculty Senate, 2010-11

**Positioning DU as a Leader in Teaching Excellence for the 21st Century**

Renew DU University Teaching and Academic Technology Incubators, 2012

All three efforts have pointed to three areas necessary for teaching excellence at DU:

**Articulating Teaching Expectations**

Define: What does teaching excellence at DU look like?

Teaching behaviors that foster significant learning

Creating campus-wide expectations/criteria/ competencies for teaching

Departments can add their own as needed

**Formative Feedback on Teaching**

Expected within annual reviews of teaching

Faculty members choose from a menu of options to demonstrate ongoing teaching enrichment

Professional enrichment opportunities/expectations

Peer review of teaching

Formative feedback from students

**Multi-modal Evaluation of Teaching**

Annual review and “enhanced” review at specific intervals

Based on an articulated breakdown of sources of evidence (pie chart)

**Articulating Teaching Expectations - EXAMPLES**

**What is Teaching Excellence at DU?** To be defined as a series of competencies or teaching behaviors that are related to significant student learning(each can be broken down further with various ways to obtain competency and ongoing development). To be used for formative professional enrichment.

Content Knowledge

* Determined within each dept

Awareness and appropriate use of DU resources that support teaching

* Knowledge of general DU policies and procedures
* Awareness of DU departments that support teaching and learning goals

Course design that fosters significant learning

* I have acquired knowledge of how people learn and how to teach consistent with these principles of learning (depth vs. breadth, transfer, prior knowledge, motivation, etc.)
* I use a variety of teaching techniques appropriate for the discipline, level, and learning context
* I consistently set and communicate learning goals and expectations, both for individual class sessions and the overall course
* My teaching methods clearly align and support my learning outcomes
* I use evidence-based pedagogical approaches specific to the discipline and which facilitate student learning of disciplinary content
* I attempt to identify the prior knowledge and misconceptions that students bring to my classes
* I teach students the underlying knowledge structure of my content
* My teaching methods are designed to actively engage students in their learning
* My teaching focuses on getting students to apply concepts/transfer or use knowledge appropriately in new scenarios

Effective use of educational technology to individualize and enhance learning

* Basic level of Bb competency
* Incorporate educational technologies that are appropriate and support learning goals
* library/information retrieval - information literacy skills

Creation of a classroom environment that supports the learning of all students

* I teach with attention to diversity, inclusion of multiple perspectives, and demographics so that every student has the opportunity to learn
* I incorporate principles of universal design in my classes
* I use teaching methods or make accommodations that support international students
* I have policies in place for students who may need special accommodations

Use of assessment methods that provide timely, specific information to students about their learning

* I assess student learning responsibly, equitably, and in alignment with learning goals, and use the results to enhance student learning
* mediation of academic integrity issues (I know how to detect and manage an issue of plagiarism or cheating. I know the DU Honor Code. I use teaching methods that minimize the possibility of academic dishonesty)

Evidence of ongoing development

* I reflect, assess, and improve their own teaching performance through inquiry-based practice informed by a community of scholarly teachers

**Formative Feedback on Teaching**

Faculty members choose from a menu of options to demonstrate ongoing teaching enrichment

Professional Enrichment

* participation in workshops
* redesigning courses
* trying out new technologies/teaching methods
* participating in an OTL teaching consultation/course observation/video recording
* writing about teaching journal articles, books
* facilitating a teaching workshop
* attending teaching-related conference
* conducting a scholarship of teaching and learning project
* taking a course or other learning experience and reflecting on teaching practice
* participating in a teaching-oriented discussion group/faculty learning community
* mentoring a colleague regarding teaching
* team teaching
* others

Peer review of teaching

* different formats currently exist at DU (Law, TWC, DCB)

Formative feedback from students

* Anonymous feedback surveys or focus groups
* Mid-course student feedback sessions (Small Group Instructional Diagnosis – anonymous formative feedback process conducted by OTL)
* Use of CATs (Classroom Assessment Techniques that make visible student learning of concepts, misconceptions, knowledge)

**Multi-modal Evaluation of Teaching**

Annual review and “enhanced” review at specific intervals (see TTF Figure 1)

Based on an articulated breakdown of sources of evidence (pie chart to be developed by each unit/dept)

Options:

**Self Review**

* Self‐analysis, including written reflection on course goals, strengths and areas for further development (based on Teaching Excellence Expectations)
* Evidence of innovative approaches to teaching (in method or content), as well as extra efforts in developing new courses or laboratories
* Evidence of efforts to improve teaching effectiveness, plans for ongoing development
* Evidence of formative feedback on teaching

**Peer/Chair/Dean Review**

* Review of artifacts reflecting course organization (e.g., course syllabi, outlines, reading lists, online course materials)
* Descriptive letter written by a colleague, reflecting upon a class visit or review of course materials.
* Class observations by peers, program chairs

**Student Ratings**

* Student end-of-course rating forms (consider adding questions/revision)
* Narrative comments from student end-of-course rating forms
* Written feedback by students and/or alumni

**Evidence of student learning (?)**

* Review of scholarly and/or creative work produced by students
* Evidence of learning collected based on one or two key course outcomes (direct - end-of-course artifacts; indirect - perceptions of learning gains/knowledge surveys; gold standard = pre & post measures)
* Program assessment, certification exams, alumni surveys

Self review Peer review

Student Evidence ratings of learning

\*IDEA recommends no more than 30-50% of teaching evaluation based on student ratings of instruction

From DU Teaching Task Force Report:

