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# Talking with your unit about teaching quality

New Unit Head Training Series | May 1 2019

Office of the Provost



UNIVERSITY OF  
OREGON

# Introductions

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# Objective

Provide you with the tools to support your unit's teaching culture, resulting in teaching quality which is:

1. Defined
2. Developed
3. Evaluated
4. Rewarded



# Where do you place your unit on a continuum from:

A. We have a well-developed teaching culture—we care about it, we talk about it, we work together to improve.

to

B. We have room for growth regarding the teaching culture—we don't have a sense of shared purpose about teaching; we rarely talk about it.



# 1. Define

Does your unit have an agreed upon definition of teaching quality or teaching excellence?

Talk at your tables and be prepared to share out



How might you lead your department through a process that resulted in a shared definition of quality teaching?

Yellow Handout: *Departmental Teaching Profile*



## 2. Develop



Write down all the things your unit does to support a faculty member with limited teaching experience or expertise.

Talk at your tables and be prepared to share out



# Developing teaching quality

- Teaching buddy (co-teach, formative peer review, mentor)
- In-house workshops (i.e.: HPHY Teaching Academy)
- Subscription to TEP and/or SLP listserv
- Attendance at TEP workshop or SLP journal club
- UO Summer Teaching Institute
- Have formative conversations with new or inexperienced teachers:

*Green Handout: Conversation Starters for Specific, Supportive, Formative Teaching Talks*



# 3. Evaluate

# Teaching Evaluations

Multi-year effort led by the Senate and Office of the Provost to make teaching evaluation:

**fair and  
transparent,**

**conducted against  
a clear definition  
of teaching  
excellence and  
criteria that include  
units' expectations,**

**informed by data  
collected  
from peers,  
students & faculty  
themselves.**

# UO Senate legislated in Spring 2018:

Create Continuous Improvement and Evaluation of Teaching senate committee – CIET

Warning and Guidance Document on Student Evaluations of Teaching

Student surveys will be anonymous (per Oregon state law)

Midway Student Experience Survey – Campus wide Fall 2019

End-of-term Instructor Reflection – Campus wide Fall 2019



# Spring 2019 Legislation

*White Handout: Phase out Current Student 'Course Evaluations' and Replace with Learning-Focused 'Student Experience Surveys'*



Student voice:  
**Student Experience Survey**



# Peer voice: **Peer Review of Teaching**

Orange Handout: *How Well Is Peer Review Working in Your Unit?*





# Instructors own voice: **End-of-term Instructor Reflection**

Purple Handout: *Instructor Reflection*



# 4. Reward



How is good teaching rewarded in your unit?

Is there a culture of nominating faculty for Teaching awards such as the Williams Fellows or Distinguished Teaching Awards?

Are excellent teachers celebrated and recognized for their hard work?

Table talk and then share out



What tangible step will you take in your unit based on what you heard today?

Please write on index card with your name and leave on table

