



Teaching Effectiveness Taskforce

Launch Meeting
September 17, 2020

Introductions



Name	College/School and Department	Title
Nancy Singer, Chair	College of Education	Associate Professor
Kim Baldus	Pierre Laclède Honors College	Teaching Professor
Sanjiv Bhatia	College of Arts & Sciences, Computer Science	Professor
Baorong Guo	School of Social Work	Associate Professor
Keeta Holmes	Center for Teaching and Learning	Director, CTL & Assistant Vice Provost
Shea Kerkhoff	College of Education	Assistant Professor
Vanessa Loyd	College of Nursing	Associate Teaching Professor
Jennifer Reynolds Moehrle	College of Business Administration, Accounting	Professor
Tareq Nabhan	College of Optometry	Assistant Clinical Professor
Kurt Schreyer	College of Arts & Sciences, English	Associate Professor
Jeffrey Sippel	College of Arts & Sciences, Art & Design	Professor
Ann Steffen	College of Arts & Sciences, Psychological Sciences	Professor
Hiroko Yoshii	College of Arts & Sciences, Language and Cultural Studies	Assistant Teaching Professor



History of the Project

- 2017-2018 Intercampus Faculty Council [resulting in white paper](#)
- 2018 UMSL Colleges and schools considering multiple measures as another data point
- 2018-2019 Analysis of Student Course Evaluation Survey instrument
- 2019-2020 [Mizzou TFEELT](#) led system toward definition of teaching effectiveness
- [2019 Board of Curators Meeting](#) - Focus on measuring teaching effectiveness
- 2019-2020 UMSL Senate Recommendation to Constitute UMSL Teaching Effectiveness Taskforce

TEACHING EFFECTIVENESS SUBCOMMITTEE

I. Who should make-up the task force?

- Determine which groups
 - 10-14 people dependent on maximum variation
 - In communication with Subcommittee of Joint AAC and AEO
- Keeta, Beth and Marie appoint according to criteria below
- Criteria
 - Task force will listen to campus voices
 - Credibility to peers
 - Passionate scholars of teaching and learning
 - Intentionally diverse
 - Appointment/ track position (teaching NTT, TT, tenured, admin),
 - Methods (clinical, laboratory, creative, performance, professional)
 - Size (large lecture, seminar, one-on-one)
 - Gender, race, and sociocultural diversity
 - From 7 academic units (CoE, CAS, CoB, Nursing, Opt, SSW, Honors)

2. Design a process

- Create a timetable for the process and communication with faculty and administration
- Ask campus-wide faculty to send PDFs or UMSL library permalinks of your most influential article/scholarship of teaching and learning
- Ask departments or colleges to submit their effective teaching criteria (if available)
- Task force creates document based on literature, Mizzou document, and expertise of team
- Report to senate process and progress, invite open discussion, senate report to departments
- Open forums for feedback and then revision (perhaps campus-wide discussions as to not get too specialized in the dept.)
- Bring final report to Joint committee AAC and AEO for endorsement

3. Consider how to communicate to faculty

- Communicate timeline to show this started before Covid and there is an urgency bc of a deadline
- Open forums for feedback
- Ongoing communication with sub-committee
- Bring final report to Joint committee AAC and AEO for endorsement



Goals for the Project

Goal 1: Craft a comprehensive definition of teaching effectiveness

Goal 2: Recommend a campus-wide, multi-measure approach for the evaluation of teaching

Goal 3: Propose a system to support, recognize and incentivize teaching excellence

Goal 4: Establish a plan to measure the long-term impacts of these changes on student learning and success

Towards Defining Teaching Effectiveness

At the University of Missouri, inclusive, effective teaching fosters student learning through evidence-based, relevant, organized, and engaging instruction. Effective educators promote diversity by creating inclusive and equitable learning environments with instruction that is student-focused. Sustained teaching effectiveness requires continual refinement through deliberative reflection and professional development, and it is supported by institutional resources and programs.

definition approved by TFEELT, December 2019



evolving draft, August 2020



Students, write your response!



What's Missing?

Consider Colorado State University's
Teaching Effectiveness
Framework



Students, write your response!



Towards UMSL's Definition of Teaching Effectiveness

[Draft to update](#)

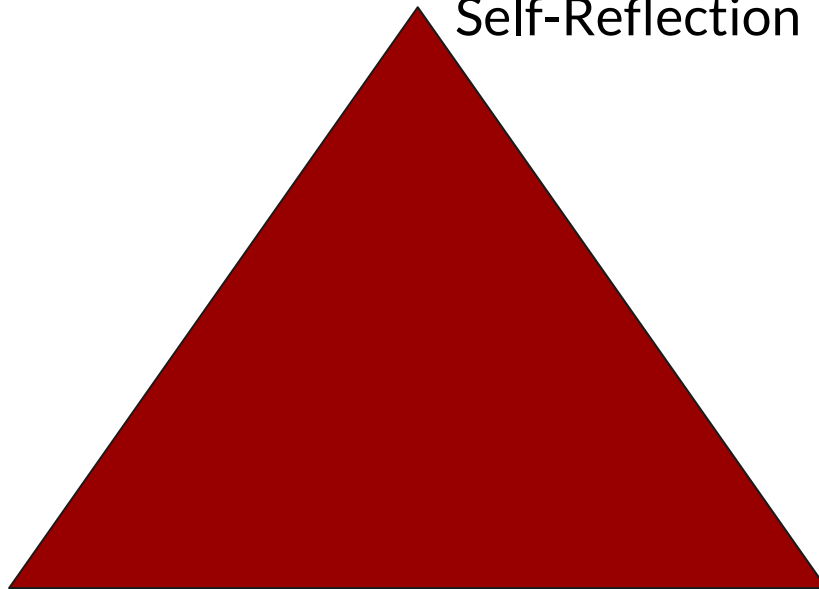
Discussion about how to solicit campus feedback

What's your preference?
<http://bit.ly/umsl-teaching>



Subcommittee Assignments

Student
Feedback



Self-Reflection

Peer Observation/
Feedback



Representing the Work of the Taskforce

- Campus-wide email about the Taskforce goals, membership, and process
- Email to your department and/or college to let them know you are a representative so their voices are heard
- Emails to the campus from Nancy/Keeta about the progress of the committee at regular intervals
- Taskforce website with meeting notes, progress updates