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*This message has been sent on behalf of UMSL's Teaching Effectiveness Taskforce and the Office of Academic Affairs to all UMSL Faculty.*

Dear Faculty Colleagues,

In November 2020, we reached out to the UMSL community for feedback on the Teaching Effectiveness Taskforce's definition of teaching effectiveness. The Teaching Effectiveness Taskforce took the constructive suggestions from that feedback and incorporated it into a new working definition. Now, we invite you once again for campus input for the final working draft of the definition.

**We need your input on the latest draft: Definition of Teaching Effectiveness ([provide feedback on this brief form by Feb 3](#))**

Campus feedback is vital to helping the Taskforce meet an early foundational goal to craft a carefully considered definition of teaching effectiveness. When drafting this definition, the Taskforce reviewed definitions of teaching effectiveness at peer and aspirational institutions, leveraging teaching and learning scholarship as our foundation and incorporating campus feedback. We seek your input one final time on our working draft of a definition of teaching effectiveness. **Please provide feedback to the committee by responding to the questions on this brief form by Wednesday, February 3rd:** <https://forms.gle/SvQr8i3wMKEXjG8x6> Your feedback is essential in helping us know we are on the right track and in ensuring that the definition reflects your values and UMSL's mission.

**Working Draft**

*Effective teaching at the University of Missouri-St. Louis fosters relevant, organized, inspiring, and engaging instruction. It creates a student-focused learning environment valuing a diverse community that is inclusive and equitable.*

*Effective educators use disciplinary or professional expertise to design research-informed, carefully constructed courses. They employ a variety of teaching strategies and assessment measures that leverage appropriate technology and provide timely, constructive feedback to promote student learning and achievement. They promote high standards and accountability that foster lifelong, self-directed learning.*

*Sustained teaching effectiveness requires continual refinement through deliberative reflection and professional development. Strengthened by institutional resources and programs that promote a culture of support, teaching effectiveness is documented and assessed by measurable outcomes as established by departments and instructors.*

**Other Updates from the Teaching Effectiveness Taskforce**

The Taskforce centers its ongoing work around three areas: student feedback, peer feedback, and self-reflection. The Taskforce is committed to developing and recommending a comprehensive, clear, equitable, and meaningful process for evaluating teaching as it pertains to faculty's own professional development goals and opportunities for continuous improvement, tenure, promotion, merit,

recognition, and other outcomes.

- The **Student Feedback** group is examining the instruments and processes for collecting meaningful student feedback at mid-semester and end-of-term more closely tied to the campus definition of teaching effectiveness.
- The **Peer Feedback** group is examining the instruments, processes, and training for implementing a collaborative peer observation and feedback system that provides guided, confidential feedback from a trained faculty observer in a way that promotes continual improvement.
- The **Self-reflection** group is examining the instruments and process for implementing a faculty-centered, goal-driven approach that encourages faculty to review peer and student feedback when reflecting on one's goals.

These three areas will dovetail together to provide a more transparent, balanced approach to documenting teaching effectiveness at UMSL. The Taskforce will seek an external review of the recommended instruments and implementation and training plans for feedback on improving the recommendations to ensure the process is equitable and inclusive.

## Taskforce Members

Name	College/School and Department
<b>Nancy Singer, Taskforce Chair</b> Associate Professor <a href="mailto:singerna@umsl.edu">singerna@umsl.edu</a>	College of Education
<b>Kim Baldus</b> Teaching Professor and Associate Dean <a href="mailto:balduski@umsl.edu">balduski@umsl.edu</a>	Pierre Laclede Honors College
<b>Sanjiv Bhatia</b> Professor <a href="mailto:sanjiv@umsl.edu">sanjiv@umsl.edu</a>	College of Arts & Sciences, Computer Science
<b>Baorong Guo</b> Associate Professor <a href="mailto:guob@umsl.edu">guob@umsl.edu</a>	School of Social Work
<b>Keeta Holmes</b> Director, CTL & Assistant Vice Provost for Academic Innovation <a href="mailto:holmeskm@umsl.edu">holmeskm@umsl.edu</a>	Center for Teaching and Learning
<b>Shea Kerkhoff</b> Assistant Professor <a href="mailto:kerkhoffs@umsl.edu">kerkhoffs@umsl.edu</a>	College of Education
<b>Vanessa Loyd</b> Associate Teaching Professor <a href="mailto:loydv@umsl.edu">loydv@umsl.edu</a>	College of Nursing
<b>Jennifer McCanry</b> Assistant Director, CTL <a href="mailto:mccanryj@umsl.edu">mccanryj@umsl.edu</a>	Center for Teaching and Learning
<b>Jennifer Reynolds Moehrle</b> Professor <a href="mailto:Jreynolds.moehrle@umsl.edu">Jreynolds.moehrle@umsl.edu</a>	College of Business Administration, Accounting
<b>Tareq Nabhan</b> Assistant Clinical Professor <a href="mailto:nabhant@umsl.edu">nabhant@umsl.edu</a>	College of Optometry
<b>Mary Painter</b>	

Learning Analytics Coordinator, CTL <a href="mailto:mapxvc@umsystem.edu">mapxvc@umsystem.edu</a>	Center for Teaching and Learning
<b>Kurt Schreyer</b> Associate Professor <a href="mailto:schreyerk@umsl.edu">schreyerk@umsl.edu</a>	College of Arts & Sciences, English
<b>Jeffrey Sippel</b> Professor <a href="mailto:sippelj@umsl.edu">sippelj@umsl.edu</a>	College of Arts & Sciences, Art & Design
<b>Ann Steffen</b> Professor <a href="mailto:ann_steffen@umsl.edu">ann_steffen@umsl.edu</a>	College of Arts & Sciences, Psychological Sciences
<b>Erin Whitteck</b> Assistant Director, CTL Assistant Teaching Professor <a href="mailto:erin.l.whitteck@umsl.edu">erin.l.whitteck@umsl.edu</a>	Center for Teaching and Learning College of Arts & Sciences, Chemistry & Biochemistry
<b>Hiroko Yoshii</b> Assistant Teaching Professor <a href="mailto:yoshiih@umsl.edu">yoshiih@umsl.edu</a>	College of Arts & Sciences, Language and Cultural Studies

We encourage you to visit the [Teaching Effective Taskforce website](#) for more information about the taskforce, subcommittees, and the work we are doing. On the website, we have past meeting agendas, as well as other resources stemming from the Taskforce's work. The Taskforce will provide regular updates to the UMSL Senate, Office of Academic Affairs, UMSL Academic Leaders, and the greater UMSL Community before submitting its final report to the UMSL Senate Academic Advisory Committee.

If you have any questions about the goals of the Taskforce or would like to share additional comments or ideas, please reach out to any member of the Taskforce.

Thank you,  
Keeta

Keeta Holmes  
Assistant Vice Provost for Academic Innovation  
Director, Center for Teaching and Learning  
517 Lucas Hall  
University of Missouri St. Louis  
1 University Boulevard  
St. Louis, MO. 63121  
[holmeskm@umsl.edu](mailto:holmeskm@umsl.edu)  
314-516-7134  
Zoom: <https://UMSLCanvas.zoom.us/j/3145167134>  
**University of Missouri St. Louis: WE TRANSFORM LIVES**  
*My pronouns: she, her, hers*