



Undergraduate Mission Study  
Committee  
*Final Report*

October 7, 2019



## Table of Contents

Committee Members .....	3
Message from the Co-Chairs .....	4
Findings of the Committee	
Requirement 1 .....	5
Requirement 2 .....	6
Requirements 3 & 4 .....	9
Requirement 5 .....	11
Requirement 6 .....	12
Appendix A: Inter-University Council Undergraduate Mission and Faculty Composition Spreadsheet	
Appendix B: Ohio Faculty Council Whitepaper: Teaching Effectiveness Initiatives	
Appendix C: Inter-University Council Teaching Effectiveness Initiatives Study	
Appendix D: Higher Learning Commission Accreditation Criteria	
Appendix E: American Council on Education’s “A Center for Teaching and Learning Matrix”	
Appendix F: Inter-University Council Tenure Review Spreadsheet	



## Committee Members

### **As Required by House Bill 66 (132<sup>nd</sup> General Assembly)**

- Chancellor Randy Gardner - Ohio Department of Higher Education
  - Senior Vice-Chancellor Mike Duffey (as the Chancellor's Designee)
- Bruce Johnson – President, Inter-University Council of Ohio
- Dan Krane - Chair, Ohio Faculty Council

### **Senate Appointments**

- Sen. Stephanie Kunze – Co-Chair (R-Hilliard)
- Sen. Theresa Gavarone (R-Bowling Green)
- Sen. Vernon Sykes (D-Akron)
- Dr. Ben Givens - Faculty, The Ohio State University
- Dr. Joe Whitehead - Provost, Bowling Green State University
- Adrian Williams – Student, Wright State University

### **House Appointments**

- Rep. Rick Carfagna – Co-Chair (R-Genoa Township)
- Rep. Candice Keller (R-Middletown)
- Rep. Catherine Ingram (D-Cincinnati)
- Dr. Lauren McMills – Faculty, Ohio University
- Dr. Bruce McPheron – Provost, The Ohio State University
- Daniel Palmer – Student, University of Toledo College of Law

# Undergraduate Mission Study Committee *Final Report*

Ohio Legislature, 133<sup>rd</sup> General Assembly

Senator Stephanie Kunze & Representative Rick Carfagna, Co-Chairs



## Message from the Co-Chairs

*President Obhof, Speaker Householder, and Members of the Ohio General Assembly:*

*We are pleased to present the official report from the Undergraduate Mission Study Committee, which met during August and September 2019.*

*The Undergraduate Mission Study Committee (UMSC) was established by House Bill 66 from the 132<sup>nd</sup> General Assembly, sponsored by Representative Ron Young (R-Leroy Township). The stated purpose of the UMSC was to “evaluate each state university’s contribution to the undergraduate mission, including, but not limited to, its efforts to ensure tenured faculty members participate in the undergraduate mission through face-to-face interaction with undergraduate students.”*



*This report will attempt to achieve this purpose by sharing information and issuing recommendations to satisfy the six charges of the committee, set forth by House Bill 66:*

1. A detailed summary of each state university's undergraduate mission and that university's efforts in encouraging tenured faculty to contribute to the undergraduate mission;
2. Recommendations for further participation by each state university in contributing to the undergraduate mission through state-sponsored incentive programs, monetary faculty awards, legislation, or other methods;
3. A recommendation of at least one entity that could conduct an external review of each state university and grade each state university as "exceeds expectations," "meets expectations," or "needs improvement" with respect to the university's efforts in encouraging tenured faculty to contribute to the undergraduate mission;
4. Recommendations for the criteria under which a state university would be reviewed and graded by the entity selected under division (C)(3) of this section;
5. Recommendations for how each state university could incorporate contribution to the undergraduate mission into its existing annual review process for tenured faculty or its post-tenure review process, or both;
6. Review of the faculty composition at each institution based on employment status, including tenured faculty, full-time tenure track faculty, full-time non-tenure track faculty, and part-time faculty.

*The State of Ohio is fortunate to have 14 public universities that employ hundreds of brilliant faculty and staff. These institutions educate some of the brightest minds this world has to offer, helping to prepare them to excel in their chosen field. We hope that the information and recommendations contained within this report will help to enlighten policy makers and university leaders as they work to advance policies that will help to empower our current university faculty and draw talented educators from around the globe to teach in Ohio.*

*We are grateful to the members of the committee for the time and effort they expended to participate in the UMSC’s deliberations. This report would not be possible without their input, dedication, and sharing of their expertise and thoughts. We are also grateful to President Obhof and Speaker Householder for entrusting us with the opportunity to lead the committee.*

*Therefore, it is with great honor that we present the final report of the Undergraduate Mission Study Committee.*

*Sincerely,*

Senator Stephanie Kunze  
16<sup>th</sup> Ohio Senate District

Representative Rick Carfagna  
Ohio House District 68



### Committee Requirement 1

**Provide a detailed summary of each state university's undergraduate mission and that university's efforts in encouraging tenured faculty to contribute to the undergraduate mission.**

#### Committee Findings:

After the organization of the Undergraduate Mission Study Committee, the Inter-University Council (IUC) surveyed its 14 member institutions with regard to their stated undergraduate mission and efforts to encourage tenured faculty to contribute to the undergraduate mission. All 14 institutions provided answers to these questions, which were organized into a spreadsheet by the IUC. This spreadsheet is included in its entirety in this report as "Appendix A". The committee believes that this spreadsheet effectively satisfies Committee Requirement 1.



## Committee Requirement 2

**Provide recommendations for further participation by each state university in contributing to the undergraduate mission through state-sponsored incentive programs, monetary faculty awards, legislation, or other methods.**

### Committee Findings:

The members of the UMSC believe that a major factor contributing to the success of our state's higher education institutions is the ability to develop, retain, and attract talented faculty and staff. While each individual institution has a variety of methods aimed at achieving these goals, the committee believes that the implementation of state-level development, recruitment, and retention strategies could position Ohio as an even more attractive state for high-performing faculty. The UMSC believes that a high-quality undergraduate education, particularly at a research institution, can be highly dependent upon frequent interaction with nationally-recognized faculty. If Ohio cannot attract the best and brightest faculty in the estimation of their peers nationally, then undergraduate students cannot learn from them. We know students choose institutions based on faculty and associated program reputation. Consequently, Ohio's ability to attract the best and brightest students is dependent on attracting the best and brightest faculty nationally.

### **Faculty Development**

The committee's discussion on the topic of faculty development largely revolved around a whitepaper produced by the Ohio Faculty Council (Appendix B), as well as a subsequent document compiled by the Inter-University Council (Appendix C). Both of these documents summarize ongoing efforts at Ohio's public universities aimed at enhancing faculty effectiveness. The committee would like to highlight a few of these efforts that were discussed amongst the committee, and may be worthy of emulation at other institutions, or even as a statewide initiative:

- **The Ohio State University's University Institute for Teaching and Learning (UTIL)**
  - At Ohio State, UTIL provides a variety of professional development programs for faculty. The most significant initiative among UTIL's offerings is its Teaching Support Program. The program provides an opportunity for faculty to assess and improve their teaching methods and learn best practices from their peers. Instructors who complete the Teaching Support Program receive a base salary increase for their participation.
- **Ohio University's Bruning Teaching Academy (BTA)**
  - At Ohio University, the Bruning Teaching Academy matches untenured professors with tenured professors known for their excellence in teaching. The members of the cohort work with their mentors to establish achievable goals they hope to accomplish each semester, helping them take meaningful steps towards enhancing their teaching skills and improving learning outcomes.
- **Miami University's Faculty Learning Communities**
  - Miami University's Faculty Learning Communities are cross-disciplinary faculty and staff groups of 8-12 members, organized around various themes of teaching and learning. Each cohort participates in frequent seminars and activities throughout the year that provide opportunities for faculty growth and training, as well as network-building across many campus departments.



## Teaching Symposium

In addition to the three examples listed above, the committee recognizes that each institution has programmatic offerings that are tailored to their specific campus culture and provide meaningful opportunities for faculty improvement. The committee also believes that further collaboration between institutions, in an effort to share both successes and failures relating to faculty development programs, could help to improve these programs across the state. Thus, the committee recommends that a regular symposium of university administrators and representatives from the Ohio Faculty Council and Ohio Department of Higher Education be convened on an annual basis to identify and share best practices between institutions.

## Faculty Recruitment & Retention

The committee believes that the faculty development strategies discussed above can play a part in enticing faculty to come to Ohio and remain in the state. However, the committee also recommends that the state consider creating or re-instating programs aimed at recognizing and rewarding outstanding faculty, to attract the caliber of faculty that will be necessary to draw undergraduate students to our institutions. College enrollment nationally has declined for eight consecutive years according to the National Student Clearinghouse Research Center. Ohio's enrollment from Spring 2018 to Spring 2019, for example, declined 1.9% following a 1.6% decline the prior year. As college enrollment declines nationally, much of this due to declining birth rates in the United States, increased competition is expected to place additional financial pressure on institutions, particularly in rural areas. Institutions with regional and/or national strength of reputation are more likely to remain successful in this declining enrollment environment.

One example of such a program is the Ohio Eminent Scholars Program. The Eminent Scholars Program was established by the Ohio General Assembly in 1983 and was intended to enhance the national eminence of selected academic programs at Ohio universities by attracting nationally recognized scholars. Under the program, grants were awarded with the purpose of recruiting or retaining faculty based on their ability to successfully engage in research that addressed a significant challenge facing the state. While other states have followed Ohio's lead in the development of such programs, Ohio's program no longer receives funding from the General Assembly. The committee believes that the reestablishment of the program would be an effective tool for faculty recruitment and retention as well as an opportunity to align faculty resources with State priorities.

Positive recognition of faculty achievements is a low cost but high value means to support awareness, emulation and innovation in instructional or research practices. Along these lines, the committee suggested the potential for a Faculty of the Year award, jointly presented by the Ohio Faculty Council and the Ohio Department of Higher Education. Such an award could also recognize a small group of faculty for a variety of accomplishments (e.g. technology commercialization, pedagogical innovation, reducing student costs and/or time to degree completion) as University Faculty of the Year. Such awards would provide distinction and perhaps a small financial reward for faculty that set themselves apart from their peers around the state.

Another significant recruitment and retention tool is the Ohio IP Promise program, launched September 6, 2019 by InnovateOhio, at the direction of Lieutenant Governor Jon Husted. The committee believes that the Ohio IP Promise program enables Ohio universities to become more attractive to faculty by providing a simplified, expedited and more transparent process for the commercialization of faculty research. The program establishes a uniform set of guiding principles

# Undergraduate Mission Study Committee *Final Report*

Ohio Legislature, 133<sup>rd</sup> General Assembly

Senator Stephanie Kunze & Representative Rick Carfagna, Co-Chairs



so that faculty know more clearly how they might commercialize research or an invention. This certainty and uniformity can represent a major incentive for faculty considering whether to conduct research and instruction in Ohio. The committee recognizes the entrepreneurial and economic benefits that can be derived from the IP Promise program, and supports continued implementation efforts.





## Committee Requirement 3

**Provide a recommendation of at least one entity that could conduct an external review of each state university and grade each state university as "exceeds expectations," "meets expectations," or "needs improvement" with respect to the university's efforts in encouraging tenured faculty to contribute to the undergraduate mission.**

## Committee Requirement 4

**Provide recommendations for the criteria under which a state university would be reviewed and graded by the entity selected under division (C)(3) of this section (Requirement 3).**

### Committee Findings:

With regard to requirements three and four, the committee reached unanimous agreement that the Higher Learning Commission (HLC) already satisfies these requirements through its accreditation of the state's institutions of higher education.

The HLC is an independent corporation that serves as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming. According to the HLC website,

“The commission relies on a cadre of carefully selected and trained professionals who serve the Commission in its accreditation processes. This group of more than a thousand individuals is called the Peer Corps. These volunteers share their knowledge of and direct experience with higher education, their dedication to educational excellence, and their commitment to the principles underlying voluntary accreditation.”

The HLC evaluates institutions of higher education approximately every five years, grading them on a variety of criteria that evaluate the overall quality of the institution. The committee examined and discussed the HLC's evaluation criteria (Appendix D) and determined that because the HLC is an outside entity, and because many of its criteria evaluate the quality of instruction and instructors, it would satisfy the third and fourth committee requirements.

Specifically, the committee found that HLC Criterion 3, “Teaching and Learning: Quality, Resources, and Support”, provides an excellent evaluation of the extent and effectiveness of institutions' efforts to ensure that students are interacting with outstanding faculty.

The committee also concluded that, in addition to the HLC criteria, the American Council on Education's “Center for Teaching and Learning Matrix” (Appendix E) should also be included as a resource in the committee's findings for these two requirements.

The American Council on Education (ACE) is a membership organization representing over 1,700 colleges and universities in America and abroad. ACE works to be a resource for its member institutions by providing a variety of programs, services, and tools for colleges and universities to utilize.

## Undergraduate Mission Study Committee *Final Report*

Ohio Legislature, 133<sup>rd</sup> General Assembly

Senator Stephanie Kunze & Representative Rick Carfagna, Co-Chairs



ACE’s “Center for Teaching and Learning Matrix”, released in 2018, provides colleges and universities with a detailed roadmap for evaluating the quality and effectiveness of an institution’s Center for Teaching and Learning. While it may have a different title at different institutions, a Center for Teaching and Learning is generally understood as the primary body responsible for faculty development on campus.

The ACE matrix provides an extremely thorough template for evaluating the extent to which an institution is attempting to better equip its faculty to positively contribute to the undergraduate mission. Therefore, the committee believes that it is worthy of inclusion in this report as a potential resource for institutions around the state, should an institution desire a more robust framework for evaluating its faculty training efforts. While the committee believes that a state-level review of Centers for Teaching and Learning is currently unnecessary, should the State of Ohio desire to institute such a review process, the matrix represents the committee’s recommendation as a potential model.



## Committee Requirement 5

**Provide recommendations for how each state university could incorporate contribution to the undergraduate mission into its existing annual review process for tenured faculty or its post-tenure review process, or both.**

### Committee Findings:

The Inter-University Council conducted a survey of their members to collect information on the elements of the tenure and annual review process at each of their member institutions. The results of this survey are included in this report (Appendix F), and indicate that all public universities in the state already evaluate the extent to which their faculty participate in the activities listed below.

The committee believes that there is a variety of ways that tenured and non-tenured faculty can contribute to the undergraduate mission, including but not limited to:

- Direct student instruction
- Conducting research
- Managing undergraduate research
- Student mentorship
- Provision of professional development and/or networking opportunities for students

Because undergraduate teaching is a factor in promotion and tenure decisions, and is included in annual reviews and/or post-tenure review at every state university in Ohio, the committee believes this requirement is satisfied. The committee would support additional efforts to emphasize undergraduate teaching where appropriate.



## Committee Requirement 6

**Provide a review of the faculty composition at each institution based on employment status, including tenured faculty, full-time tenure track faculty, full-time non-tenure track faculty, and part-time faculty.**

### Committee Findings:

After the organization of the Undergraduate Mission Study Committee, the Inter-University Council surveyed its 14 member institutions with regard to the faculty composition at each institution based on employment status. All 14 institutions provided answers to this question, which were organized into a spreadsheet by the IUC. This spreadsheet is included in its entirety in this report as “Appendix A”. The committee believes that this spreadsheet effectively satisfies Committee Requirement 6.

Per the IUC survey (Appendix A); most Ohio public universities had an increase in non-tenure-eligible faculty, while full-time tenured and tenure-track faculty numbers remained relatively stagnant. The committee recognizes that both tenured and non-tenured faculty play an integral role in fulfilling the undergraduate mission at our state universities, and supports efforts to ensure that faculty, regardless of classification, are provided with the support and tools required to operate effectively.



## Appendix A

# IUC Undergraduate Mission and Faculty Composition Spreadsheet

	What is the current undergraduate mission for each state university?	What are the current efforts being undertaken at each state university to encourage tenured faculty to contribute to the stated undergraduate mission?	Question 2 Answers Continued	What is the current faculty composition of each state university based on employment status, including tenured faculty, full-time tenure track faculty, full-time nontenure track faculty, and part-time faculty?	
<p><b>Institution</b> University of Akron</p>	<p>The University of Akron, a publicly assisted metropolitan institution, strives to develop enlightened members of society. It offers comprehensive programs of instruction from associate through doctoral levels; pursues a vigorous agenda of research in the arts, sciences, and professions; and provides service to the community. The University pursues excellence in undergraduate education and distinction in selected areas of graduate instruction, inquiry, and creative activity.</p>	<ul style="list-style-type: none"> <li>The University is currently undergoing a comprehensive review and revision of faculty workload policies in every academic unit.</li> <li>Faculty proposed policies as a result of Spring 2019 deliberations. The Administration is consulting with each Dean at a series of meetings during Summer 2019 to refine counter proposals.</li> <li>Proposals will be shared with the faculty in Fall 2019, followed by discussion and final policy implementation in Spring 2020.</li> </ul>	<p><b>2018 Faculty Data</b></p> <p>Category/Count</p> <ul style="list-style-type: none"> <li>Tenured Administrative Faculty - *60</li> <li>Other Tenured Faculty - 374</li> <li>Tenure Track Faculty - 76</li> <li>Non-Tenure Track Faculty - 168</li> <li>Full-Time Visiting Faculty - 48</li> <li>Part-Time Faculty - 816</li> <li>Grand Total - 1,542</li> </ul> <p>*Tenured Administrative Faculty is defined by any tenured full-time faculty with an administrative appointment of Director, Department Chair, Associate Dean, Dean, or higher status.</p>	<p><b>2013 Faculty Data</b></p> <p>Category/Count</p> <ul style="list-style-type: none"> <li>Tenured Administrative Faculty - *79</li> <li>Other Tenured Faculty - 434</li> <li>Tenure Track Faculty - 177</li> <li>Non-Tenure Track Faculty - 119</li> <li>Full-Time Visiting Faculty - 60</li> <li>Part-Time Faculty - 1023</li> <li>Grand Total - 1,892</li> </ul>	
<p><b>Ohio University</b></p>	<p>Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.</p>	<ul style="list-style-type: none"> <li>OHIO students present their work—from musical instruments to robots—at the research and creativity expo every year with a faculty judge.</li> <li>Science Cafes and Café Conversations are venues for students to informally share their interests with faculty presenters, staff, and the community in a friendly setting.</li> <li>OHIO is listed among the top producers in the country of Fulbright Award-winning students by The Chronicle of Higher Education. Currently, Ohio University ranks among the top in the state of Ohio for nationally competitive awards won by its students. Faculty are an integral part of the application processes.</li> <li>Best practice in career development calls for infusing professional training into every aspect of a student's education. Faculty host workshops and employers in the classroom and incorporate course projects.</li> <li>The 1804 Fund, fosters faculty innovation and collaboration across disciplines and supports the University's core mission of "maintaining, strengthening, and enhancing a learning-centered community."</li> <li>The 1804 Fund supports the University's pledge of providing the best student-centered learning experience in America by focusing on excellence in undergraduate education, faculty research and graduate studies through pedagogy that connects service and learning, integration of students in the teaching-research-service university mission, and providing competitiveness for external funding and attracting students.</li> </ul>	<p><b>2018 Faculty Data</b></p> <p>Tenured (All Campuses) - 693</p> <ul style="list-style-type: none"> <li>Full-time tenure-track</li> <li>Athens - 674; Medical - 54; Regional - 101</li> <li>Total - 829</li> </ul> <p>Part-time tenure track</p> <ul style="list-style-type: none"> <li>Athens - 2; Medical - 0; Regional - 0</li> <li>Total - 2</li> </ul> <p>Full-time non tenure track</p> <ul style="list-style-type: none"> <li>Athens - 277; Medical - 19; Regional - 50</li> <li>Total - 346</li> </ul> <p>Part-time non tenure track</p> <ul style="list-style-type: none"> <li>Athens - 31; Medical - 40; Regional - 27; Other - 1</li> <li>Total - 99</li> </ul> <p>Sub Total - 1,276</p> <ul style="list-style-type: none"> <li>Other (Semester/Visiting/Early Retiree)</li> <li>Athens - 266; Medical - 16; Regional - 344; Other - 0</li> <li>Total - 626</li> <li>Grand Total - 1,902</li> </ul>	<p><b>2013 Faculty Data</b></p> <p>Tenured (All Campuses) - 638</p> <ul style="list-style-type: none"> <li>Part-time tenure-track</li> <li>Athens - 660; Medical - 58; Regional - 122</li> <li>Total - 840</li> </ul> <p>Part-time tenure track</p> <ul style="list-style-type: none"> <li>Athens - 6; Medical - 0; Regional - 0</li> <li>Total - 6</li> </ul> <p>Full-time non tenure track</p> <ul style="list-style-type: none"> <li>Athens - 151; Medical - 3; Regional 26</li> <li>Total - 180</li> </ul> <p>Part-time non tenure track</p> <ul style="list-style-type: none"> <li>Athens - 73; Medical - 39; Regional - 50;</li> <li>Other - 2</li> <li>Total - 164</li> </ul> <p>Sub Total - 1,190</p> <ul style="list-style-type: none"> <li>Other (Semester/Visiting/Early Retiree)</li> <li>Athens - 399; Medical - 14; Regional 435;</li> <li>Other - 35</li> <li>Total - 883</li> <li>Grand Total - 2,073</li> </ul>	
<p><b>Cleveland State University</b></p>	<p>Empowering Students. Creating Knowledge. Engaging Communities. Shaping Our World. Under graduate education is an essential part of the CSU mission. We are doing everything we can to enhance our student success and career readiness</p>	<p>CSU encourages tenured faculty to play a leading role in enhancing undergraduate curriculum, involving undergraduate students in research, and serving as mentors to undergraduate students to guide them to successful career.</p>	<p><b>2018 Faculty Data (Fall)</b></p> <ul style="list-style-type: none"> <li>Full-time Tenured Faculty - 298</li> <li>Full-time Tenure Track Faculty - 110</li> <li>Full-time Non-Tenure Track Faculty - 134</li> <li>Total Full-time Faculty - 542</li> <li>Total Part-time Faculty - 613</li> <li>Grand Total - 1,155</li> </ul>	<p><b>2013 Faculty Data (Fall)</b></p> <ul style="list-style-type: none"> <li>Full-time Tenured Faculty - 330</li> <li>Full-time Tenure Track Faculty - 82</li> <li>Full-time Non-Tenure Track Faculty - 99</li> <li>Total Full-time Faculty - 511</li> <li>Total Part-time Faculty - 558</li> <li>Grand Total - 1,069</li> </ul>	

House Bill 66 (132nd GA)  
 Tenured Faculty - Undergraduate Mission Study Committee  
 Baseline Questions and Answers

<p><b>Shawnee State University</b></p>	<p>We prepare today's students to succeed in tomorrow's world.</p>	<p>Full-time and tenured faculty teaching load is 24 contract hours/year (contract hour is generally equal to a credit hour), all of which is dedicated to the university's undergraduate education and mission with few exceptions. The university has several graduate programs but these constitute a small portion of faculty load for less than 10% of full-time faculty. Award of tenure is based primarily on performance in classroom instruction.</p> <p>Shawnee State University supports faculty efforts toward the undergraduate teaching mission through:</p> <ul style="list-style-type: none"> <li>• Provision of faculty credit for mentoring and advising of students who are engaged in internships, clinicals, and other professional experiences;</li> <li>• Sponsorship of faculty-student research experiences and creative exhibitions, including an annual Celebration of Scholarship conference that features and awards faculty and student projects;</li> <li>• sponsorship of undergraduate scientific research in biomedical fields and recognizing faculty through participation in regional conferences like Tri-beta;</li> </ul>	<ul style="list-style-type: none"> <li>• Sponsorship of programs like Model Arab League that allow students and faculty to develop practical skills in diplomacy and IR; in pedagogy;</li> <li>• Guaranteed grants for faculty travel and professional development</li> <li>• A Teaching and Learning Center that provides faculty workshops, seminars, and panel discussions about best practices in engaging students, handling classroom issues, and new approaches to teaching; and</li> <li>• Sponsorship of annual peer-chosen faculty awards that recognize outstanding undergraduate teaching with a ceremony and stipend.</li> </ul>	<p>2018 Faculty Data (2018-2019 AY)</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 80</li> <li>• Full-time Non-Tenured Faculty - 62</li> <li>• Total Full-time Faculty - 142</li> <li>• Part-time Faculty - 115</li> <li>• Grand Total - 257</li> </ul>	<p>2013 Faculty Data (2013-2014 AY)</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 82</li> <li>• Full-time Non-Tenured Faculty - 65</li> <li>• Total Full-time Faculty - 147</li> <li>• Part-time Faculty - 236</li> <li>• Grand Total - 383</li> </ul>
<p><b>Central State University</b></p>	<p>Central State University, an 1890 Land-Grant institution, prepares students with diverse backgrounds and experiences for leadership, research and service. The University fosters academic excellence within a nurturing environment and provides a strong liberal arts foundation leading to professional careers and advanced studies.</p>	<ul style="list-style-type: none"> <li>• Provide faculty the opportunity to attend workshops and conferences on Pedagogy and experimental Learning.</li> <li>• Involving faculty in retention and graduation efforts.</li> <li>• Provide faculty with technological tools to monitor their students' class performance.</li> <li>• Involving faculty in students' research especially in STEM Programs.</li> </ul>		<p>2018 Faculty Data (Fall)</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 59</li> <li>• Full-time Tenure Track Faculty - 29</li> <li>• Full-time Non-Tenure Track Faculty - 15</li> <li>• Total Full-time Faculty - 103</li> <li>• Part-time Faculty - 59</li> <li>• Grand Total - 162</li> </ul>	<p>2013 Faculty Data (Fall)</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 40</li> <li>• Full-time Tenure Track Faculty - 51</li> <li>• Full-time Non-Tenure Track Faculty - 14</li> <li>• Total Full-time Faculty - 105</li> <li>• Part-time Faculty - 91</li> <li>• Grand Total - 196</li> </ul>
<p><b>Northeast Ohio Medical University</b></p>	<p>Northeast Ohio Medical University, through education, research and service, improves the health, economy and quality of life of the diverse communities of Northeast Ohio.</p>	<p>NEOMED does not offer undergraduate programs. Tenured faculty are expected to continuously contribute to NEOMED's education, research and service activities in support of their respective college's and the university's mission as articulated in the Annual Faculty Performance Evaluation and Planning process. Such expectations and activities are also expressed in the Letter of Offer for all new faculty hires. Faculty contributions in education, research, and service, in support of college and university missions, are also defined in NEOMED's tenure track faculty bylaws and candidates for tenure and/or promotion must demonstrate appropriate achievements across all three areas of activity to receive tenure and/or promotion in rank.</p>		<p>2018 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 35</li> <li>• Full-time Tenure Track Faculty - 14</li> <li>• Full-time Non-Tenure Track Faculty - 33</li> <li>• Part-time Non-Tenure Track Faculty - 6</li> <li>• Grand Total - 88</li> </ul>	<p>2013 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 26</li> <li>• Full-time Tenure Track Faculty - 21</li> <li>• Full-time Non-Tenure Track Faculty - 30</li> <li>• Part-time Non-Tenure Track Faculty - 2</li> <li>• Grand Total - 79</li> </ul>

House Bill 66 (132nd GA)  
 Tenured Faculty - Undergraduate Mission Study Committee  
 Baseline Questions and Answers

<p><b>The Ohio State University</b></p>	<p>Ohio State's mission is broadly constructed to represent our vision to be the model 21st-century public, land grant, research, urban, community engaged institution. OSU's mission statement says the University is dedicated to:</p> <ul style="list-style-type: none"> <li>• Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;</li> <li>• Educating students through a comprehensive array of distinguished academic programs;</li> <li>• Preparing a diverse student body to be leaders and engaged citizens;</li> <li>• Fostering a culture of engagement and service.</li> </ul> <p>OSU understands that diversity and inclusion are essential components of its excellence.</p> <p>The university has four institution-wide goals: teaching and learning, outreach and engagement, research and innovation and resource stewardship. While all four have intersections with undergraduate education, the teaching and learning goal is: "To provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and staff, and enhanced by a globally diverse student body."</p>	<p>Ohio State's faculty are at the center of all of the university's efforts related to teaching and learning. To name three examples:</p> <ul style="list-style-type: none"> <li>• Ohio State is revising its undergraduate general education curriculum, which has been a faculty-led initiative to create a cohesive and integrated academic program that prepares students to be global citizens, with an emphasis on critical thinking. When the new GE curriculum launches in Autumn 2021, students will have increased flexibility to pursue electives, minors or second majors.</li> <li>• Thousands of faculty members are enhancing their approach to teaching through a professional development program run through Ohio State's University Institute for Teaching and Learning. The Teaching Support Program includes three components: an inventory of teaching practices, a series of online modules that focus on key elements of effective teaching, and opportunities for faculty to redesign their courses based on evidence-based instructional strategies.</li> </ul>	<p>The Digital Flagship, a university-wide digital learning initiative focused on student success, includes training for faculty on how to best integrate technology in the classroom. To date, 310 faculty members have participated, across all campuses.</p> <p>Beyond these examples of current initiatives, Ohio State continually places a focus on teaching and learning in the tenure and promotion process and other ongoing work to share best practices and offer professional development. Our faculty rules state "Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service."</p>	<p>2018 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 1,886</li> <li>• Full-time Tenure Track Faculty, Not Tenured - 605</li> <li>• Part-time Tenured Faculty - 229</li> <li>• Part-time Tenure Track Faculty, Not Tenured - 78</li> <li>• Total Tenure/Tenure-Track, Full-time - 2,491</li> <li>• Total Tenure/Tenure-Track, Part-time - 307</li> <li>• Total ALL Tenure/Tenure Track - 2,798</li> <li>• Non-Tenure Track Faculty, Full-time - 2,357</li> <li>• Non-Tenure Track Faculty, Part-time - 2,155</li> <li>• Total ALL Non-Tenure Track - 4,512</li> <li>• Grand Total - 7,310</li> </ul>	<p>2014 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 2,016</li> <li>• Full-time Tenure Track Faculty, Not Tenured - 578</li> <li>• Part-time Tenured Faculty - 178</li> <li>• Part-time Tenure Track Faculty, Not Tenured - 72</li> <li>• Total Tenure/Tenure-Track, Full-time - 2,594</li> <li>• Total Tenure/Tenure-Track, Part-time - 250</li> <li>• Total ALL Tenure/Tenure Track - 2,844</li> <li>• Non-Tenure Track Faculty, Full-time - 2,054</li> <li>• Non-Tenure Track Faculty, Part-time - 1,909</li> <li>• Total ALL Non-Tenure Track - 3,963</li> <li>• Grand Total - 6,807</li> </ul>
<p><b>University of Toledo</b></p>	<p>The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.</p>	<p>UToleado encourages and recognizes faculty engagement with undergraduate students. The University has a strong undergraduate research program that connects undergraduates with tenured faculty members to conduct research and scholarly activities, and provides funding to help support the students in this endeavor. UToleado provides professional development opportunities for faculty in teaching-related areas (among others), and support for course development, revision, and active learning approaches.</p>	<p>2013 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 372</li> <li>• Full-time Tenure Track Faculty - 117</li> <li>• Full-Time Not Tenure Eligible - 231</li> <li>• Total Full-time Faculty - 720</li> <li>• Part-time Faculty Tenure-Track - 0</li> <li>• Part-time Faculty Not-Tenure Eligible - 343</li> <li>• Total Part-time Faculty - 343</li> <li>• Grand Total - 1,063</li> </ul>	<p>2013 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 403</li> <li>• Full-time Tenure Track Faculty - 119</li> <li>• Full-Time Not Tenure Eligible - 191</li> <li>• Total Full-time Faculty - 713</li> <li>• Part-time Faculty Tenure-Track - 1</li> <li>• Part-time Faculty Not-Tenure Eligible - 233</li> <li>• Total Part-time Faculty - 234</li> <li>• Grand Total - 947</li> </ul>	
<p><b>Bowling Green State University</b></p>	<p>Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of its students, stakeholders, and the many publics BGSU serves. BGSU graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through BGSU's excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can benefit others in the region, the state of Ohio, the nation, and the world</p>	<p>Tenured faculty are involved in many activities supporting BGSU's undergraduate mission. Such activities include novel course development, high impact practices (i.e. learning communities), undergraduate research, experiential learning programs, and developing employment relevant degree programs.</p>	<p>2018 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 410</li> <li>• Full-time Tenure Track Faculty - 105</li> <li>• Full-time Non-Tenure Track Faculty - 270</li> <li>• Total Full-time Faculty - 785</li> <li>• Part-time Adjunct Faculty - 464</li> <li>• Total Part-time Faculty - 464</li> <li>• Grand Total - 1,249</li> </ul>	<p>2013 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 406</li> <li>• Full-time Tenure Track Faculty - 134</li> <li>• Full-time Non-Tenure Track Faculty - 265</li> <li>• Total Full-time Faculty - 805</li> <li>• Part-time Adjunct Faculty - 389</li> <li>• Total Part-time Faculty - 389</li> <li>• Grand Total - 1,194</li> </ul>	



House Bill 66 (132nd GA)  
Tenured Faculty - Undergraduate Mission Study Committee  
Baseline Questions and Answers

<p><b>Miami University</b></p>	<p>Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.</p>	<ul style="list-style-type: none"> <li>Teaching undergraduates - Tenured and tenure track faculty teach undergraduate courses every academic year as mandated under the University's faculty workload policy.</li> <li>Tenured and tenure track faculty teach both general education courses, courses in the major and elective courses.</li> <li>Assessing student learning - Tenure-track and other continuing faculty in each department are required to develop student learning outcomes and assessment reports and submit evidence (during academic program review) on the ways that its degree programs promote student inquiry. 100% of all undergraduate majors are assessed by faculty each year.</li> <li>Supervising internships, fieldwork or co-ops. In 2018, 69% of seniors reported that they have been involved in internships, fieldwork or internships, all of which must be under the supervision of faculty.</li> <li>Mentoring undergraduate research through multiple programs such as the Undergraduate Summer Scholars Program, First Year Research Experience, and Undergraduate Research Forum. Each year, over 2,000 undergraduates work with professors on funded research, and in graduation surveys, 39% of seniors report that they have worked on a research project.</li> <li>Promoting experiential learning. Hundreds of tenured and tenure-track faculty mentor students on internships, supervise students in research and laboratories, and teach service-learning courses each year.</li> </ul>	<ul style="list-style-type: none"> <li>Best practice in career development calls for infusing professional training into every aspect of a student's education. UNV 101, which is taught by faculty introduces entering undergraduate students to career counseling in the first year of college. Faculty host employers in the classroom and incorporate client-based projects. Faculty who engage in outstanding career development with their students are honored each year with a major University award.</li> <li>Advising students. Faculty are required to advise between 20 and 100 students on their academic plans and schedules each semester and must undergo comprehensive advisor training consisting of six online and on-ground modules (and totaling an average of 24-30 hours of training) every five years.</li> <li>Teaching and professional development: Faculty are required to incorporate writing intensively in their general education courses, and they receive development through the Howe Center for Writing Excellence. In the past year, over 124 faculty participated in at least one of these programs. The Center for Teaching Excellence provides frequent opportunities for faculty to enhance their teaching effectiveness. In 2018, 416 faculty participated in one of Miami's faculty learning communities, New Faculty Teaching Enhancement Program, or workshops. Over 50% of assistant professors completed one or more of these programs.</li> <li>Evaluation of Faculty: High quality teaching and advising are key promotion criteria for tenured and tenure-track faculty.</li> </ul>	<p>2018 Faculty Data (all campuses)</p> <ul style="list-style-type: none"> <li>Full-time Tenured Faculty - 495</li> <li>Full-time Tenure Track Faculty - 234</li> <li>Full-Time Not Tenure Eligible - 423</li> <li>Total Full-time Faculty - 1,152</li> <li>Part-time Faculty Tenure-Track - 0</li> <li>Part-time Faculty Not-Tenure Eligible - 452</li> <li>Total Part-time Faculty - 452</li> <li>Grand Total - 1,604</li> </ul>	<p>2013 Faculty Data (all campuses)</p> <ul style="list-style-type: none"> <li>Full-time Tenured Faculty - 519</li> <li>Full-time Tenure Track Faculty - 166</li> <li>Full-Time Not Tenure Eligible - 315</li> <li>Total Full-time Faculty - 1,000</li> <li>Part-time Faculty Tenure-Track - 0</li> <li>Part-time Faculty Not-Tenure Eligible - 477</li> <li>Total Part-time Faculty - 477</li> <li>Grand Total - 1,477</li> </ul>
<p><b>University of Cincinnati</b></p>	<p>The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research.</p>	<p>Tenured and tenure-track faculty generally provide leadership to a number of initiatives that are central to UC's UG mission including General Education reform and teaching, program assessment, curricular design, experiential learning, and textbook affordability. In addition, our tenure track faculty are deeply engaged in professional development as it relates to teaching and the fulfillment of our teaching mission. Presently nearly half of our tenure track faculty have since 2015 engaged in programming provided by our Center for the Enhancement of Teaching and Learning in support of evidence-based teaching practices and personal growth.</p>	<p>2018 Faculty Data</p> <ul style="list-style-type: none"> <li>Full-time Tenured Faculty - 999</li> <li>Full-time Tenure Track Faculty, Not Tenured - 331</li> <li>Part-time Tenured Faculty - 1</li> <li>Part-time Tenure Track Faculty, Not Tenured - 3</li> <li>Total Tenure/Tenure-Track, Full-time - 1,330</li> <li>Total Tenure/Tenure-Track, Part-time - 4</li> <li>Total ALL Tenure/Tenure Track - 1,334</li> <li>Non-Tenure Track Faculty, Full-time - 1,242</li> <li>Non-Tenure Track Faculty, Part-time - 3</li> <li>Total ALL Non-Tenure Track - 1,245</li> <li>Adjunct Faculty, Full-time - 98</li> <li>Adjunct Faculty, Part-time - 1,611</li> <li>Total Adjunct Faculty - 1,709</li> <li>Grand Total - 4,288</li> <li>Part-time based on FTE - 1,618</li> </ul>	<p>2014 Faculty Data</p> <ul style="list-style-type: none"> <li>Full-time Tenured Faculty - 944</li> <li>Full-time Tenure Track Faculty, Not Tenured - 409</li> <li>Part-time Tenured Faculty - 8</li> <li>Part-time Tenure Track Faculty, Not Tenured - 4</li> <li>Total Tenure/Tenure-Track, Full-time - 1,353</li> <li>Total Tenure/Tenure-Track, Part-time - 12</li> <li>Total ALL Tenure/Tenure Track - 1,365</li> <li>Non-Tenure Track Faculty, Full-time - 977</li> <li>Non-Tenure Track Faculty, Part-time - 55</li> <li>Total ALL Non-Tenure Track - 1,032</li> <li>Adjunct Faculty, Full-time - 5</li> <li>Adjunct Faculty, Part-time - 1,345</li> <li>Total Adjunct Faculty - 1,350</li> </ul>	

House Bill 66 (132nd GA)  
 Tenured Faculty - Undergraduate Mission Study Committee  
 Baseline Questions and Answers

<p><b>Youngstown State University</b></p>	<p>Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development, and fosters collaboration to enrich the region and the world.</p>	<p>The current tenured faculty are expected to be engaged in teaching, research and service as indicated in the YSU / Ohio Education Association (OEA) collective bargaining agreement 2017-2020.</p> <ul style="list-style-type: none"> <li>• Faculty have a teaching load of 24 credit hours per academic year. During that time, they engage students in the classroom, outside of the classroom in capstone courses, as well as take on the role of academic advisor.</li> <li>• Together with the provost, dean, and department chairs, faculty are moving forward to enhance their teaching skills, improve of the DFW rates (grades of D, F or withdraws) in courses, inclusion and use of educational technology.</li> <li>• engagement of undergraduate students in interdisciplinary activities, as well as engagement of students in capstone courses that work closely with local industry.</li> <li>• Faculty have a teaching load of 24 credit hours per academic year. During that time, they engage undergraduate students in research/scholar activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty have a teaching load of 24 credit hours per academic year. During that time, they engage undergraduate students in service and outreach.</li> <li>• Tenured faculty are engaged with the undergraduate students in their service and outreach activities.</li> <li>• Tenured faculty are engaged with undergraduate students in their research/scholar activity by allowing students to work on their projects, present their work at conferences, and feature the undergraduate students as co-authors on peer-reviewed papers or even on patents. Most of the research is interdisciplinary across colleges and engages local companies or partners such as the Youngstown Business Incubator and America Makes.</li> </ul>	<p>2018 Faculty Data</p> <ul style="list-style-type: none"> <li>• Tenured Faculty - 267</li> <li>• Non-Tenure Track Faculty - 71</li> <li>• Total, Full-time - 409</li> <li>• Part-Time Faculty - 568</li> <li>• Total, Part-time - 568</li> <li>• Part-Time FTE - 252,775</li> </ul>	<p>2013 Faculty Data</p> <ul style="list-style-type: none"> <li>• Tenured Faculty - 269</li> <li>• Non-Tenure Track Faculty - 108</li> <li>• Total, Full-time - 421</li> <li>• Part-Time Faculty - 629</li> <li>• Total, Part-time - 629</li> <li>• Part-Time FTE - 252,775</li> </ul>
<p><b>Wright State University</b></p>	<p>Wright State University transforms the lives of our students and the communities we serve. We provide undergraduates the ability to build a solid foundation for student success at all levels through high-quality, innovative programs; conduct scholarly research and creative endeavors that impact quality of life; engage in meaningful community service; drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.</p>	<p>Tenured faculty engage in the following activities to transform the lives of undergraduate students by providing a solid foundation for student success through high-quality, innovative programs, conduct scholarly research and creative endeavors that impact quality of life, engage in meaningful service; drive the economic revitalization of the region and state and empower students to develop professionally, intellectually, personally.</p> <ul style="list-style-type: none"> <li>• Teaching courses within WSU's General Education called Core and participating in a year-long discussion of improving Core.</li> <li>• Aligning Transfer Assurance Guide (TAG) and Career Technical Assurance Guide (CTAG) courses with ODHE learning outcomes to provide seamless transfer to and from other Ohio schools.</li> <li>• Teaching different pedagogical approaches to meet the needs of different types of learners: online, hybrid, "flipped classrooms", and active learning classrooms.</li> <li>• Serving as academic mentors for departmental research required for students in the Honors program and teaching interdisciplinary courses in the Honors program.</li> <li>• Serving as liaison for the over 200 student organizations on campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating service learning and internship experiences into the courses and programs of study.</li> <li>• Providing opportunities for undergraduate and graduate students to work together on faculty research.</li> <li>• Serving as mentors and advisors to students completing required creative works in the Performing Arts.</li> <li>• Tenured faculty serve on the following three undergraduate committees that directly impact undergraduate curriculum and instruction: Undergraduate Academic Policy Committee (approves policies on admissions, transfer, and student success), Undergraduate Curriculum Committee (approve modifications and new courses and programs), and Undergraduate Core Oversight Committee (implements the assessment of learning outcomes for each of the 6 Core Element areas). These committees report directly to the Faculty Senate, which consists of tenured faculty.</li> <li>• Tenured faculty teach service abroad courses.</li> <li>• Tenured faculty have worked with students who presented research at past Undergraduate Research forums.</li> <li>• Tenured faculty participate in curriculum improvement by engaging with the Center for Teaching and Learning either as presenters or consumers of the workshops and technical assistance.</li> </ul>	<p>2018 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 363</li> <li>• Full-time Tenure Track Faculty - 70</li> <li>• Full-time Non Tenure Track Faculty - 275</li> <li>• Total Full-time Faculty - 714</li> <li>• Part-Time Faculty - 469</li> <li>• Grand Total - 1,183</li> </ul>	<p>2013 Faculty Data</p> <ul style="list-style-type: none"> <li>• Full-time Tenured Faculty - 360</li> <li>• Full-time Tenure Track Faculty - 108</li> <li>• Full-time Non Tenure Track Faculty - 391</li> <li>• Total Full-time Faculty - 861</li> <li>• Part-Time Faculty - 229</li> <li>• Grand Total - 1,090</li> </ul>

Tenured Faculty - Undergraduate Mission Study Committee  
Baseline Questions and Answers

<p><b>KSU</b></p>	<p>Kent State University provides an inclusive and engaged living-learning environment where all students thrive and graduate as informed citizens committed to a life of impact. Our top priority is to ensure that students have the education, experiences and support they need to graduate and to live successful, satisfying lives in their work and in their commitment to become engaged citizens. Attention to academic quality and student success is a cornerstone of a students-first environment. This focus begins with the strategic recruitment of talented and diverse students and continues with the commitment to support students as they learn to thrive in an academically challenging environment.</p>	<ul style="list-style-type: none"> <li>All Faculty are central to the undergraduate mission and contribute to the "students first" priority. In Academic Year 2019, tenure track faculty taught approximately 47% of all undergraduate credit hours. Examples of current initiatives include:             <ul style="list-style-type: none"> <li>Summer Undergraduate Research Program (SURE) - The SURE program is sponsored by the Division of Research and Sponsored Programs and the Office of the President. It funds promising undergraduate researchers for eight weeks over the summer to engage in faculty-supervised research. The program supports students with a \$2,800 stipend and on-campus housing, if needed.</li> <li>Faculty mentors are almost exclusively tenured and tenure-track faculty. They receive \$400 to offset the cost of materials and supplies.</li> <li>Students benefits include: learning critical thinking skills and creative and problem-solving skills valued by employers; preparing for graduate school or employment and standing out from the competition; gaining valuable experience to clarify career and educational goals; and enhancing research skills and academic insight.</li> <li>147 tenure-track faculty have mentored 208 students. Dozens of tenure-track faculty hire undergraduate students in order to give them research experience. Having tenure-track faculty participate in such activities is highly beneficial to the faculty themselves as they receive support for their research, potentially see increased productivity, grant applications and presentations, and enhanced teaching skills.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Academic Affairs Retreat and Becoming a Student-Ready College - Each year, the Academic Affairs retreat is attended by all department chairs, deans, assistant and associate deans, assistant and associate provosts, and the provost. The theme this year is "Becoming a Student-Ready College", with a heavy focus on our undergraduate students. While this retreat is attended by administrators, the majority are from faculty backgrounds and oversee all faculty. All participants are charged with looking for ways to make their departments more student-oriented, with the goal of improving student outcomes. By default, all faculty (tenure track and non tenure track) will be working on these collective goals.</li> <li>Faculty Orientation - Faculty orientation is revised this year to continue to provide faculty with the tools they need to do their jobs, but also to prepare them to better understand who our students are, specifically undergraduates, and what their needs are. This is aligned with the theme of "Becoming a Student-ready College" as described above.</li> <li>Distinguished Teaching Award (DTA) - Sponsored by the Kent State Alumni Association, the DTA is the university's most prestigious honor in teaching. The award is presented annually to three full-time tenure-track faculty members who demonstrate extraordinary teaching in the classroom and a devotion to touching the lives of students.</li> </ul>	<p>2018 Faculty Data</p> <ul style="list-style-type: none"> <li>Full-time Tenured Faculty - 568</li> <li>Full-time Tenure Track Faculty - 201</li> <li>Full-time Non Tenure Track Faculty - 544</li> <li>Total Full-time Faculty - 1,313</li> <li>Part-Time Faculty - 1,266</li> <li>Grand Total - 2,579</li> </ul>	<p>2013 Faculty Data</p> <ul style="list-style-type: none"> <li>Full-time Tenured Faculty - 595</li> <li>Full-time Tenure Track Faculty - 217</li> <li>Full-time Non Tenure Track Faculty - 497</li> <li>Total Full-time Faculty - 1,309</li> <li>Part-Time Faculty - 1,364</li> <li>Grand Total - 2,673</li> </ul>
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## Appendix B

# OFC Whitepaper: Teaching Effectiveness Initiatives

## Teaching Effectiveness Initiatives at Ohio Faculty Council Institutions

### Executive Summary

During the months of September and October, 2018 representatives of the Ohio Faculty Council were asked to describe initiatives undertaken by their institutions to enhance the effectiveness of their teaching faculty. Specifically, “Please provide a one paragraph description of two or three strategies your institution is employing to enhance teaching effectiveness that are particularly effective and/or innovative.” and “Is support for these initiatives equally available to and taken advantage of by full- and part-time faculty?”

The faculty at Ohio’s institutions of higher education and the institutions themselves are deeply committed to delivering a high quality education as efficiently and effectively as is possible. Each of Ohio’s fourteen public four-year universities makes significant investments in a very wide variety of programs that are intended to help faculty develop their teaching skills, create/improve course offerings, and explore new modes of delivery to better serve the needs of Ohio’s students. This white paper identifies high impact (and often low cost) best practices that are being employed by public institutions throughout Ohio.

The Ohio Faculty Council is also mindful of the nationwide trend for a decrease in the amount of instruction by full-time faculty relative to that by part-time. In that context we feel it is important to carefully consider what approaches are likely to be effective for both full- and part-time faculty.

Summaries of institution-specific answers to questions about teaching effectiveness initiatives:

#### **Akron**

The University of Akron’s The Institute for Teaching and Learning (ITL) supports faculty by focusing on improving teaching and enhancing student learning. It offers workshops, information sessions, and training related to professional development, general education, student learning assessment, course design and development, and implementation of technology to enhance teaching.

Akron’s ITL is currently offering two workshop series. The first is “Assessment Rx: Keeping Your Program Assessment Healthy” and the second is “HIT (High Impact Teaching) Wednesdays.” On HIT Wednesdays, UA faculty from across campus demonstrate new assignments, techniques, and applications that have had a positive impact on their teaching. Topics include “How to Engage Students for Inter-professional

Education with Technology and Simulation,” “Transitioning from Traditional to Hybrid Teaching,” and “Quoting Primary Sources: Building Better Student Papers.”

### **Bowling Green**

No response was received.

### **Central State**

No response was received.

### **Cleveland State**

Cleveland State University's Center for Faculty Excellence takes a multi-dimensional approach to the encouragement of excellence and diversity among faculty members seeking to enhance their teaching effectiveness. During academic year 2017-2018, for instance, the main activities of this Center included 141 seminars, all available for full and part-time faculty and staff as appropriate. The seminars included topics such as: New Faculty Orientation, Part Time Faculty Professional Development Day, New Department Chair Orientation, 45 Teaching Excellence seminars, and a year-long book discussion series that explored the teaching-and-learning-oriented book, *Engaging in the Scholarship of Teaching and Learning*. The Part Time Faculty Development Day program was attended by 67 part-time faculty members representing 8 colleges and 30 departments or programs.

The Center for Faculty Excellence awarded Teaching Enhancement Awards to promote the scholarship of teaching and learning at Cleveland State University, each aimed at revitalizing a lower division course. The provost also held a teaching summit that brought together 79 faculty and staff members representing 43 departments and 10 colleges for a period of learning, connecting, sharing experiences and appreciating those dedicated to the development of their and their colleagues' teaching skills.

During the 2018-2019 academic year, the Center for Faculty Excellence has started sponsoring a series of discussions focused upon Flipped Learning and Using Metacognition and Reflection to Improve Student Learning. A faculty learning community has been started with a focus on Using Psychological Science to Improve Student Learning.

The Faculty Senate at Cleveland State University has also recently established a "teaching council" charged with reviewing and advising the Faculty Senate regarding all proposals for policies concerning teaching activities; reviewing and advising the faculty, deans, and provost on all proposals for new programs designed to enhance teaching excellence and success; reviewing and recommending changes to the provost on internal funding programs for supporting and developing teaching; planning and implementing the annual provost's teaching summit; and developing and communicating best practices pertaining to teaching throughout the university community.

Opportunities for enhancing teaching effectiveness are equally available to full- and part-time-time faculty members, however the full-time faculty members tend to take more advantage of them.

### **Kent State**

Kent State's Center for Teaching and Learning has a primary mission to provide opportunities, leadership, and support for all faculty to grow in their scholarly and professional endeavors. The long-term aim is to support community members in the process of creating, transforming, and/or maintaining Kent State University's environments for learning as spaces where all students can succeed. The Center's four main areas of service are to: (1) connect, network, and support continuity in opportunities for faculty to explore, research, and support student learning; (2) serve as a portal of all information and services related to faculty at Kent State University; (3) offer expertise and consultation related to specific areas of scholarship and professional issues related to teaching and learning; and (4) provide peer review and guidance on teaching innovations and improvement.

In order to achieve this, the Kent State Center for Teaching and Learning provides the following specific services: (1) Career development, including consultation and resources for faculty at different stages of their academic career and access to the National Center for Faculty Development and Diversity (NCFDD), of which Kent State University has an Institutional Membership; (2) community building by organizing thematic communities of practice, for which the Center provides support for small groups of faculty to study particular issues related to faculty development; (3) conducting and disseminating research on student learning and providing faculty with suggestions and support for researching student learning within a course; (4) Innovation studio consultations which provide faculty with a place to try out tools, gain insight into methods to use the techniques and obtain support in implementing these tools in courses; (5) international guest speakers and presentations and facilitated workshops by faculty from Kent State University as well as other institutions with expertise in the area of teaching and student learning; (6) planning and implementing the New Faculty Orientation Workshop each Fall semester; (7) offering faculty peer observations of classroom teaching and online teaching with follow up consultation; (8) offering individual and/or department level teaching consultations where resources and researched best practices regarding teaching and learning issues relevant to individuals and/or departments are provided (e.g., intergenerational differences and similarities, active learning, flipping the classroom); (9) assisting with instructional design and educational technology integration; (10) supporting university initiatives promoting student success (e.g., Reducing DFW); and (11) providing technical and administrative support for the university-wide University Teaching Council.

Other programs that foster innovative teaching and leadership include the Teaching Scholars Program, which promotes shared scholarly inquiry into teaching and learning. Those interested in conducting scholarly examinations of strategies designed to enhance student learning are encouraged to apply. This program

continues to be built around collaborative relationships with interdisciplinary faculty colleagues engaging in the scholarly examination of learning. The primary goal of this program is to support faculty in the design, implementation, and assessment of scholarly projects that identify and create significant learning environments.

Another program offered is the Faculty Fellows Program, which is designed to give individual faculty members the opportunity to serve in a leadership role in a professional development area of her/his choosing. Such issues may include online teaching and learning, researching teaching and learning, effective techniques for large lecture classes, adjunct faculty support, peer review, teaching strategies for difficult courses, mid-career faculty development, etc.

The expectation of the program is that the selected fellows will serve as a mentor/support for other faculty within their chosen topic, create a university-wide workshop on their topic, create a deliverable (article, white paper, learning module) for future faculty use and participate, as much as possible, in the broader workings of the Center for Teaching and Learning.

In addition, the center also offers the Intercultural Faculty Scholars Program. Two of the goals of this program include: (1) Gaining a better understand the potential conflict between one's preferred teaching style and the range of learning styles and experiences international students may bring to the classroom and (2) An increased consideration of culturally responsive ways to modify and/or enhance teaching practices and assessment strategies. Faculty members who have completed this program are able to facilitate dialogue and discussion of critical intercultural issues faced by faculty at the individual and unit level in their respective colleges and programs.

### **Miami**

The Center for Teaching Excellence at Miami provides programming and services for all members of the faculty, irrespective of rank. The following are specific initiatives that are critical to maintaining Miami's position as a nationally top-ranked teaching institution. These three are examples of the types of programming available. More about the Center and its array of opportunities are described at <http://miamioh.edu/cte/>.

1. Faculty Learning Communities – A *faculty* learning community (FLC) is a cross-disciplinary faculty and staff group of 8 to 12 members engaging in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, interdisciplinarity, the scholarship of teaching and learning, and community building.
2. The Small-Group Instructional Diagnosis (SGID) involves the facilitation of student focus groups within a class to provide formative feedback to an instructor



concerning ways learning can be enhanced. A post-SGID consultation between facilitator and instructor is part of the procedure.

3. The CTE supports reflective and scholarly practice by instructors and students through the Scholarship of Teaching and Learning (SoTL). Our Lilly Conference on College Teaching and internationally peer-refereed journals inform the Miami community of best teaching practices and provide outlets for educators who choose to contribute to the scholarly literature on teaching and learning, thereby enhancing their scholarly credentials and Miami's reputation within the broader SoTL community. Miami also published two peer-reviewed journals, *Journal of Excellence in College Teaching*, and the *Learning Communities Journal*.

### **NEOMED**

Northeast Ohio Medical University efforts toward enhancing faculty effectiveness reside mostly with the Office of Faculty Relations and Professional Development and activities of the Master Teacher Guild. Programming includes faculty development sessions, subscription to IAMSE (International Association of Medical Science Educators) webinar series (group viewing and discussions), and individual faculty development consultations with faculty. Efforts are tracked through course/faculty evaluation trends, course shores, and benchmarking with national examinations such as the NBME.

Full and part-time faculty take advantage of faculty development opportunities. NEOMED has clinical and community faculty who access in-person and webinar activities.

### **Ohio State**

The Ohio State University has several offices that support teaching broadly with a full array of events and workshops as well as consultation services. These offices include the University Center for the Advancement of Teaching (UCAT) and the University Institute of Teaching and Learning (UITL).

A ground-breaking initiative to enhance teaching effectiveness was initiated in Autumn semester 2018. The new UITL Teaching Support Program is a three-part professional learning opportunity, is financially incentivized, and is available to all tenure-track and non-tenure-track instructional faculty. Part one is a Teaching Practices Inventory (TPI) that asks faculty to assess their current teaching methods. Part two is an online series of five modules that focus on the key elements of effective teaching. Following the completion of these modules, faculty provide reflective evaluations of a book and three scholarly articles on teaching. The third part is a course re-design process. What is so exceptional about this initiative is its scale as nearly all teaching faculty are expected to engage in this training opportunity, which will result in an increase in base salary.

## **Ohio University**

### **Bruning Teaching Academy**

The Bruning Teaching Academy (BTA) provides a developmental, peer-to-peer approach for continuous improvement and implementation of evidence-based best practices. The program matches untenured professors with tenured professors known for their excellence in teaching, with the goal of stimulating inspired teaching dedicated to students' academic success. Participants come together throughout the academic year to discuss instructional strategies, provide constructive feedback, and work toward one common goal—improving teaching.

BTA participants set goals they hope to accomplish each semester, following a backward design model for instruction that emphasizes the importance of planning the desired outcomes before deciding the teaching and assessment methods to use. Current goals are as follows:

1. Write clear learning goals that are student-centered, use active verbs, and are measurable.
2. Align learning activities with the learning goals.
3. Create assessment tools that are aligned with the learning activities and accurately assess achievement of the learning goal.
4. Employ techniques that encourage student participation in the learning activities and engagement with the learning goals.
5. Share ideas and garner feedback related to teaching and learning with a network of colleagues across campus.
6. Observe a colleague teach, review his/her materials, and provide feedback that would help improve his/her teaching.

## **Shawnee State**

Shawnee State University provides faculty development through the Teaching and Learning Center (TLC) which offers six to ten sessions per semester about topics such as learner-centered college classrooms, leading discussions, creating assignments, writing program learning objectives, aligning classroom assessment tools, video conferencing with students, facilitating small group work in the classroom, using social media with students, Title IX in the classroom, etc. Faculty fill out an interest survey and propose these sessions. The TLC also provides weekly emails about pedagogy, a small library about teaching and learning, and individual consultation/ drop-in services.

One particularly interesting and well-received activity is a week-long event, *The Faculty Festival of Achievement*, hosted by the TLC, which has grown in recent years. During this event, faculty present their individual research to colleagues, the public and students. The first year began with six faculty participants and four years later as many as thirty faculty presented with approximately 200-300 attendees. About half of these presentations are about the scholarship of teaching and learning. Topics, for example, have included “Empirically Based Evidence for Optimal Skill Learning,” “Assistive

Technology to Support Students with Dyslexia and Dysgraphia,” and a panel presentation titled “Assessment, pure and Simple” among others. During these sessions, faculty have reported discovering collaborative interests and projects, informing committees decisions about online learning, changing teaching strategies, and creating stronger assignments and assessments. Shawnee State’s TLC organizes the Faculty Festival annually and both adjunct and full-time faculty are invited to participate.

### **University of Cincinnati**

University of Cincinnati provides resources to support teaching effectiveness across the institution and within colleges. (1) Current central support includes the Center for the Enhancement of Teaching & Learning (CET&L) which offers programming such as workshops, week-long course design institutes, and Faculty Learning Communities. Within CET&L, the Great Gateways program leverages programming with capital investment to infuse courses and structures with sustainable, evidence-based practices to promote continuous improvement. Investments and in-kind support are developed through annual Great Gateways grants applications. Institutional memberships at national professional organizations such as the National Center for Faculty Development and Diversity promote independent self-paced learning opportunities for faculty such as live webinars hosted by experts in a variety of fields. (2) Colleges, including regional campuses, offer support such as on-site conferences, speaker series, and workshops on recent developments and best practices within the disciplines. Roughly \$600,000 in faculty development funding is available under the university collective bargaining agreement on a competitive, grant-funded basis to universal providers (such as UC Libraries, CET&L, and Enterprise Academic Technologies) in direct support of individual and group teaching effectiveness efforts. In addition, bargaining unit faculty can apply within their colleges for funding of local, state, and national conference presentations and participation opportunities as well as hardware and software support to enhance teaching. (3) Set to open in September of 2019 is the Faculty Enrichment Center, a major initiative of the President’s office to provide a comprehensive physical and virtual support center for faculty. Emphases are on enhancing mentoring of faculty, cross-disciplinary community-building, and professional and personal development of faculty at each stage of their career. Future planning includes augmenting the centrally-located physical center with satellite offices at the medical and regional campuses.

Unless otherwise noted, faculty development opportunities are available to faculty of all ranks and titles. For CET&L alone, aggregate instructor participation in programs, including graduate assistants, adjunct, educator, and tenure track faculty, stands at roughly 6,000+ instructor visits between 2015-18.

### **University of Toledo**

The University of Toledo’s Teaching Center offers a Course Design Institute that is a one-week intensive workshop to guide the integration of best practices in teaching and evaluation into course design. Other workshops and one-on-one assistance in writing

learning outcomes and syllabi are also available. Course assessment workshops are conducted around knowing if students met learning outcomes and teaching effectiveness.

Innovation in Teaching Awards are given to incorporate high-impact practices into courses and assessment pieces are requested for each grant.

A Monday Morning Mentor series of online presentations developed by Magna Publications is distributed weekly to all faculty.

Fulltime faculty are given first priority for initiatives that provide extra compensation but programs, services and resources are open to all faculty (both full- and part-time). Data is not available regarding difference in utilization by different types of faculty.

### **Wright State**

Wright State University's the Center for Teaching and Learning (CTL) has a four-pronged approach to enhance overall teaching effectiveness on campus. Available to all full and part time employees with instructional duties, core services include instructional design consultation, active learning instruction, university learning management system support, and distance learning course design/development. Quality and timely faculty development is the underlying foundation to all services. The CTL supports faculty through the assistance of five instructional designers, a distance learning course development team, digital technology analysts, and a teaching innovation coordinator. The teaching innovation coordinator specifically concentrates on programming, resources, and consultation for our adjuncts, instructors, lecturers and GTAs.

With the recent statewide Classroom Modernization Project and the relatively new construction of our Student Success Center building, Wright State University has demonstrated a strong commitment to creating active/collaborative learning spaces that now includes 20 classrooms of varying sizes. In coordination with the construction of these classrooms, CTL created a multi-week, active learning cohort training sessions to assist faculty with effectively teaching in these spaces. CTL also hosts a bi-annual, full day conference called, "The Teaching for Student Success Symposium" where teaching approaches/strategies are learned and shared. In addition, WSU's CTL has facilitated the university Teaching Innovation Grants awarding faculty funding to explore and incorporate modern, innovative teaching practices. The CTL distance learning development team works closely with faculty to design highly interactive and effective online courses that can include the use of recording studios, an in-house developed team-based learning app, a presentation lightboard, and/or interactive simulation design.

All services and trainings at WSU are available to any personnel with instructional responsibilities. It is not clear to what extent full-time faculty, adjunct faculty, staff, and teaching assistants take advantage of offered services.

### **Youngstown State**

No response was received.



## Appendix C

# IUC Teaching Effectiveness Initiatives Study



## **Effective/Innovative Undergraduate Research Opportunities**

### **Executive Summary**

Provosts of Ohio's public universities were asked by the Inter-University Council of Ohio on August 15, 2019 to "provide a one paragraph description of two or three strategies your institution is employing to provide and enhance undergraduate research opportunities that are particularly effective and/or innovative."

The faculty at Ohio's institutions of higher education and the institutions themselves recognize the significant value to students that participation in genuine research opportunities provide. Working closely with faculty who are actively contributing to their fields is a quintessential college experience that cannot be easily replicated in lecture halls or teaching laboratories. For many of Ohio's public institutions of higher education (e.g. its regional campuses) faculty rely almost entirely upon undergraduate students to assist in their research activities. Each of Ohio's fourteen public universities makes significant investments in a very wide variety of programs that are intended to help faculty develop their teaching skills, create/improve course offerings, and explore new modes of delivery to better serve the needs of Ohio's students. This white paper identifies the range of strategies and best practices that are being employed by public institutions throughout Ohio to enhance opportunities for undergraduate research.

Summaries of institution-specific answers to questions about undergraduate research opportunities:

#### **University of Akron**

While undergraduate research opportunities are largely focused in the individual departments and labs across campus, there are centralized efforts to promote and highlight research experiences. Most notably is the Honors Research Project within the Williams Honors College, where all students are required to complete an independent research project under the direct supervision of a faculty member in order to graduate as a Williams Honors Scholar. In the 2019 Academic Year (AY) over 250 students participated in undergraduate research through this program in disciplines from across campus. In addition, a university-wide Committee on Undergraduate Research has recently been formed, with initial efforts focused on the development and dissemination of existing research opportunities on campus.

#### **Cleveland State University**

CSU has implemented a number of strategies to enhance undergraduate research. For example, CSU provides summer grants to faculty and students for undergraduate research projects, which culminates with the university's annual poster presentation session to highlight undergraduate research activities. Typically, 70 – 80 undergraduate research projects are featured at this annual event. Another strategy is

to provide funding for supplies to faculty who have undergraduate students working in their research labs during the Fall or Spring semester.

### **Miami University**

From the moment that they set foot on campus, Miami students are encouraged to become involved in creative and scholarly inquiry, and much of this activity occurs outside of the traditional classroom. Not only do faculty directly involve students in their own research projects, but the university offers numerous programs, centers, and opportunities for promoting undergraduate research.

The Office of Research for Undergraduates promotes high quality undergraduate research through several highly popular programs:

- First-Year Research Experience (FYRE) Program which provides first-year students with **authentic, hands-on research experiences** in small teams led by research-active, tenured faculty during a two-semester course sequence. Student researchers review their topic, design a study, and complete necessary training during the fall semester; they implement the study, analyze data, and present the results in the spring. This experience **prepares students early on for subsequent research opportunities** such as [summer research positions across the nation](#) and independent research supervised by Miami faculty. Student must complete requirements over two semesters that includes a two-credit required seminar and a commitment of 2-4 hours per week working with the faculty member on a research project.
- Undergraduate Summer Scholars Program which enables Miami undergraduates to conduct research or other creative scholarly activities in close collaboration with a faculty mentor during the summer term. Students receive independent research credit and a summer stipend to conduct their work.

The Humanities Center features a range of undergraduate research opportunities:

- Path to Research Sessions are sessions aimed at undergraduate students which cover the nature of humanities research; benefits for career and graduate school; how to get started and be successful; and how to win funding for your project.
- Humanities Labs are high-impact programs for students who wish to make meaningful connections between the classroom and the community. With the guidance of a faculty team, students who enroll in a lab turn the topics and skills learned in humanities courses into a project that connects with a public audience.
- [Research Apprenticeship Program](#) places outstanding undergraduate students and faculty in mutually beneficial collaborations aimed at advancing faculty research. Apprentices develop one-on-one relationships with faculty and gain valuable experience in humanities research.
- [Undergraduate Research Methods Workshop](#) which is a two-week free workshop offered over the winter term that introduces undergraduate students to best research practices in major disciplinary traditions. It includes visits by faculty in various humanities fields. Each student prepares a formal research proposal for submission to one of Miami's many research programs.
- [Humanities Summer Research Institute](#) which brings together a senior tenured professor and up to 12 undergraduate researchers for collaboration, feedback, workshopping, and camaraderie ensure that students are making progress on the plans faculty supervisors have developed for their research.

Each year, over 2,000 undergraduates work with professors on funded research, and in graduation surveys, 39% of seniors report that they have worked on a research project with a faculty member. In

2018, more than 500 students presented their work at Miami's annual undergraduate research forum, and over 80 students presented their research at national conferences, in part supported by the undergraduate presentation awards program.

Miami's provost annually selects up to 12 students to receive an award for outstanding achievement in scholarly work. Over the past decade, Miami students have received prestigious fellowships, such as the Fulbright, Astronaut, Beinecke, Boren, Goldwater, Gilman, Truman, and NSF Graduate Fellowship.

### **NEOMED**

NEOMED does not enroll undergraduate students nor offer undergraduate programs. However, research opportunities for our professional and graduate students is an essential part of their training. The professional program curricula incorporate research electives for third- and fourth-year students in Pharmacy and fourth-year students in Medicine. Additionally, successful strategies to enhance research opportunities for students outside of the curriculum include the faculty mentored Summer Research Fellowship Program, which provides students with intensive training in research procedures and principles in basic and clinical disciplines, enhances their research horizons, and helps with the development of scientific presentation and writing skills. The College of Graduate Studies also recently began a paid summer research internship program for its students.

An innovative strategy recently launched by the NEOMED Research, Entrepreneurship, Discovery and Innovation Zone (REDIzone®) provides a hands-on, interdisciplinary entrepreneur internship in applied medical innovation for medical, pharmacy, business, and law students. The Burton D. Morgan Future Medtech Entrepreneur Internship brings cross-disciplinary students together with medical innovation and commercialization experts in a classroom setting to learn about commercialization, medical innovations and how start-up companies can impact global health care.

### **Ohio University**

Ohio University has tripled the number of undergraduate students conducting research/creative activity over the past ten years. This is in large part due to multiple internal award programs to support undergraduate projects and dissemination of their works; incorporation of research projects within the curriculum, including non-STEM disciplines; and the annual Student Expo, now in its nineteenth year that features more than 850 student projects with posters, exhibits and performances.

In FY19, Ohio University initiated a new Honors Program to strengthen a University-wide academic culture that celebrates all forms of interdisciplinary and experiential learning. The OHIO Honors Program is a complement to the Honors Tutorial College, which offers 38 degree programs that enable students to become accomplished artists, scholars and professionals. Honors Tutorial students take a small group or one-on-one tutorial with a faculty member each term and produce a thesis, creative, or professional project that makes an original contribution to their discipline.

The new OHIO Honors Program is designed to complement all non-tutorial degree programs, allowing more highly engaged students to focus on experiential learning and application. The OHIO Honors Program is designed with three pathways: leadership, community engagement and research/creative activity. Students select their pathway at the end of their second year. Seniors will complete an experiential capstone project prior to graduation. Over four years, students will complete 14 experiences — half of which will be honors-level classroom experiences and half of which will be hands-on out-of-class learning opportunities like internships, research apprenticeships, or work with nonprofit organizations.



In FY19, the university launched CoLab, a space designed as a physical hub for student innovation and entrepreneurship activities across campus. CoLab's mission is to enable and empower students to live and grow through creativity, innovation, and entrepreneurship. In collaborations with the Research Division, CoLab has sponsored a pitch competition at the annual Student Expo to help student hone their entrepreneurial skills and receive feedback from industry leaders.

## **The Ohio State University**

The Ohio State University has both university-wide and college- and program-level organizations dedicated to faculty professional learning. In particular, the University Institute for Teaching and Learning supports Ohio State as an exemplar of teaching excellence, research, and innovation to improve student success.

UITL serves the role of designing, developing, curating, and elevating the work of faculty and educational developers across the institution. Its goals are to

- Achieve the broadest possible participation in high-quality, high-impact, evidence-based professional learning programming for those who teach.
- Scale and deepen professional learning through strategic partnerships and collaborations.
- Recognize and reward teaching that promotes student learning.
- Design and sustain an innovative online presence and curated resources on teaching and learning.
- Lead in educational development and teaching and learning research.

The most significant initiative among the UITL programs is its Teaching Support Program (TSP). Launched in Autumn 2018, the three-part TSP enhances teaching effectiveness by engaging all tenure-track and non-tenure-track instructional faculty (both full- and part-time) on all campuses in an extended series of continued professional learning opportunities. Part 1 is a Teaching Practices Inventory (TPI) that allows faculty to assess their current teaching methods. Part 2 is an online series of five modules focusing on key elements of effective teaching. Following the completion of these modules, faculty provide reflective evaluations of a book and three scholarly articles on teaching. Part 3 involves instructional redesign in which faculty develop, document, and assess their use of evidence-based practices in selected courses. To date, over 2800 faculty members have engaged in the program. All full-time faculty receive a base salary increase for their participation.

Other initiatives to support teaching, learning, and student success include

- Revision of the undergraduate general education curriculum to create a cohesive and integrated academic program that prepares students to be global citizens, with an emphasis on critical thinking. When the new GE curriculum launches in Autumn 2021, students will have increased flexibility to pursue electives, minors or second majors.
- Launch of the Digital Flagship, a university-wide digital learning initiative focused on student success, which includes training for faculty on how to best integrate technology in the classroom. To date, 310 faculty members have participated, across all campuses.

Beyond these examples of current initiatives, Ohio State continually places a focus on teaching and learning in the tenure and promotion process and other ongoing work to share best practices and offer

professional development. Our faculty rules state “Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service.” The programs and initiatives noted above offer faculty the means through which to enrich their instructional practices and achieve excellence in teaching.

### **Shawnee State University**

At Shawnee State University, the office of the Provost has a small source of funding (Shawnee Student Research Experience – SSRE) that supports undergraduate as well as graduate research. Each year in the Fall Semester, a call goes out for students to submit their research proposals for review. Sometime in late October or early November, the SSRE review panel, consisting of faculty from across the campus, review all proposals for the awards. Students may receive up to \$1000 for their research proposal.

Five research proposals are funded each academic year. In addition, every Spring Semester, a campus wide Celebration of Scholarship event is held over a two-day period. Students are encouraged to present their research to interested parties during one of 30-35 small group forums. During these forums, students hone their research, scientific thinking, and oral presentation skills.

### **University of Cincinnati**

Each year at UC, more than 2,000 undergraduates engage in course-based and apprenticeship-style research experiences. In addition, several hundred express interest in pursuing research experiences. To meet the needs of prospective & active researchers, UC’s Undergraduate Research program works across the university to develop & provide programs that support a “university-wide culture of undergraduate research” where students from diverse disciplines & backgrounds work with faculty and other research professionals to produce new knowledge; new understanding of human experience; & creative and technical innovation.

**Strategies** implemented to broaden access and participation in high quality, effective & innovative research opportunities include:

1. Promoting & celebrating undergraduate research in a way that is discipline-inclusive & inclusive to students/faculty from diverse backgrounds (e.g., Undergraduate Research: Why. Why. How.; Undergraduate Scholarly Showcase; Undergraduate Research Society; Grad-Undergrad Research Connections program; various awards; social media);
2. Working collaboratively to develop *theme*-based (vs *discipline*-based) summer research programs that accommodate students & faculty across disciplines(e.g., The Aging Research Co-op Program to be piloted summer 2020); and
3. Providing professional development aimed at nurturing “mutually empowering mentor-mentee relationships” (e.g., summer workshops; new faculty orientation). Additionally, we provide assessment support for all academic-program related research opportunities to foster continuous improvement in student experiences and achievement across the university.

### **University of Toledo**

The Office of Undergraduate Research is a central resource for undergraduate research and scholarship at The University of Toledo. The goal is to expand the research and scholarship possibilities of the diverse undergraduate student population at UToledo. To achieve this goal, UToledo funds

undergraduate research and creative activities, assists students in featuring their work through organizing symposia and supporting travel grants, and strives to develop a strong culture of quality mentoring from UToledo faculty.

The Office of Undergraduate Research has a base budget to fund ~50 student projects, but with matching funds from faculty, departments, colleges, and external organizations, we fund over 60 projects a year. A new initiative to improve student/mentor relationships is the development of a zero-credit course, UGR4910, Undergraduate Research Experience. This course has three primary purposes:

1. Facilitate and enhance the mentoring experience for both student and faculty;
2. Ensure that students are aware of all required and recommended training for safety and ethics;  
and
3. Better account for the number of students that are engaged in undergraduate research and scholarship.



## Appendix D

# Higher Learning Commission Accreditation Criteria



# CRITERIA FOR ACCREDITATION

ADOPTED REVISIONS

EFFECTIVE SEPTEMBER 2020

## BACKGROUND

The Higher Learning Commission (HLC) is required by federal regulations and its own policies to initiate a substantive review of its Criteria for Accreditation every five years. Throughout the last two years, HLC conducted an internal analysis, held listening sessions, and analyzed the rigor of team reports, trends across interim reporting and feedback from a survey of member institutions and peer reviewers. These efforts resulted in the alpha version of a Criteria revision, which was published in March 2018. Adjustments were made to the draft Criteria language based on feedback from HLC's membership. A beta version was sent to HLC's Board of Trustees in November 2018 and approved as a proposed policy on first reading. HLC received further input from member institutions and peer reviewers regarding the beta version and made minor changes based on those comments. The final version of the revised Criteria was adopted by the Board at its February 2019 meeting. The new Criteria will go into effect on September 1, 2020.

During the coming year, HLC will provide training opportunities for institutions and peer reviewers to learn how to provide evidence for and apply the revised Criteria in accreditation reviews. During the 2019–20 academic year, HLC also will begin transitioning institutions in the Assurance System to a new Assurance Argument template based on the revised Criteria.

# REVISED CRITERIA FOR ACCREDITATION

The revised Criteria for Accreditation were adopted by HLC's Board of Trustees on February 28, 2019. They are effective September 1, 2020. To review the changes made to the current Criteria in this revision, visit [hlcommission.org/adopted-policies](http://hlcommission.org/adopted-policies). The current Criteria are available at [hlcommission.org/criteria](http://hlcommission.org/criteria).

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

## CRITERION 1. MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Core Components

**1.A.** The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

**1.B.** The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating

financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

**1.C.** The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

## CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

### Core Components

**2.A.** The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

**2.B.** The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic

offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

**2.C.** The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

**2.D.** The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

**2.E.** The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### **CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT**

The institution provides quality education, wherever and however its offerings are delivered.

#### **Core Components**

**3.A.** The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

**3.B.** The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops

skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

**3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

**3.D.** The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its offerings and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

#### **CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT**

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

##### **Core Components**

**4.A.** The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.



5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

**4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

**4.C.** The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose

measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## **CRITERION 5. INSTITUTIONAL EFFECTIVENESS, RESOURCES AND PLANNING**

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### **Core Components**

**5.A.** Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

**5.B.** The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

# CROSSWALKS BETWEEN THE CURRENT AND REVISED CRITERIA

The revisions to the Criteria included some reorganization of the Core Components. The charts below map these changes. Broadly, the reorganized Core Components include the following:

- Core Component 1.B. was merged into Core Component 1.A.
- Core Component 1.D. was renumbered as Core Component 1.B.
- Concepts from Core Component 3.E. were added to Core Component 2.B.
- Core Component 5.A. was renumbered as Core Component 5.B, and Core Component 5.B. was renumbered as Core Component 5.A.
- Core Component 5.D. was merged into Core Component 5.C.

## FROM THE CURRENT CRITERIA TO THE REVISED CRITERIA

Current Criteria	Revised Criteria
<b>Criterion 1</b>	
1.A.	1.A.
1.B.	1.A.
1.C.	1.C.
1.D.	1.B.
<b>Criterion 2</b>	
2.A.	2.A.
2.B.	2.B.
2.C.	2.C.
2.D.	2.D.
2.E.	2.E.
<b>Criterion 3</b>	
3.A.	3.A.
3.B.	3.B.
3.C.	3.C.
3.D.	3.D.
3.E.	2.B.
<b>Criterion 4</b>	
4.A.	4.A.
4.B.	4.B.
4.C.	4.C.
<b>Criterion 5</b>	
5.A.	5.B.
5.B.	5.A.
5.C.	5.C.
5.D.	5.C.

## FROM THE REVISED CRITERIA TO THE CURRENT CRITERIA

Revised Criteria	Current Criteria
<b>Criterion 1</b>	
1.A.	1.A. and 1.B.
1.B.	1.D.
1.C.	1.C.
<b>Criterion 2</b>	
2.A.	2.A.
2.B.	2.B. and 3.E.
2.C.	2.C.
2.D.	2.D.
2.E.	2.E.
<b>Criterion 3</b>	
3.A.	3.A.
3.B.	3.B.
3.C.	3.C.
3.D.	3.D.
<b>Criterion 4</b>	
4.A.	4.A.
4.B.	4.B.
4.C.	4.C.
<b>Criterion 5</b>	
5.A.	5.B.
5.B.	5.A.
5.C.	5.C. and 5.D.

# GLOSSARY OF CRITERIA TERMINOLOGY

This glossary explains how these words are used within the Criteria for Accreditation. Its intent is not to prescribe how institutions must use a particular word or phrase locally, but rather to offer a means to ensure a consistent reading of the meaning and expectations of the Criteria for Accreditation. It is not part of the Criteria policy and will be updated as needed to respond to questions and feedback from institutions and peer reviewers.

“NEW” indicates definitions written for the revised version of the Criteria based on feedback from the membership. Other terms are from the 2013 Criteria glossary.

## **NEW / ACADEMIC FREEDOM (2.D.)**

The ability to engage differences of opinion, evaluate evidence and form one’s own grounded judgments about the relative value of competing perspectives. This definition implies not just freedom from constraint but also freedom for faculty, staff and students to work within a scholarly community to develop intellectual and personal qualities.

## **NEW / ACADEMIC OFFERINGS**

Any educational experience offered at an institution for academic credit. This includes, but is not limited to, degree and certificate programs and courses.

## **NEW / APPROPRIATE TO HIGHER EDUCATION (3.A.)**

Curricular and cocurricular programming of the quality and rigor for the degree level that prepares students to think critically and function successfully. It is distinctly different from K-12 education.

## **NEW / AUTONOMOUS (2.C.)**

The institution’s governing board acts independently of any other entity in determining the course of direction and policies for the institution.

## **AUXILIARY (2.A.)**

Activities and services related to, but not intrinsic to, educational functions: dining services, student housing, faculty or staff housing, intercollegiate athletics, student stores, a Public Radio station, etc. In many institutions, “auxiliary” simultaneously denotes a segregated budget and dedicated revenues.

## **NEW / CAPACITY (1.A., 5.C.)**

An institution’s ability to effectively deliver its educational offerings. Determining capacity refers to

an institution’s demonstrable ability to establish and maintain academic quality. Indicators of sufficient capacity may include, but are not limited to, the following:

- Financial resources to support academic offerings at start-up and in the future.
- Evidence of planning that allocates necessary resources and shows ongoing development.
- Alignment of academic offerings with the institution’s mission and evidence of the institution’s long-term commitment.
- Evidence of new or revised policies and procedures that demonstrate commitment and sustainability.
- Qualified faculty and staff to serve students.
- Learning environments (whether classrooms, laboratories, studios or online infrastructure) with technological resources and equipment.
- Print and electronic media and support for the access and use of the technological resources across modalities.

## **NEW / CIVIC ENGAGEMENT (1.C.)**

Community service or any number of other efforts (by individuals or groups) intended to address issues of public or community concern.

## **NEW / COCURRICULAR (3.C., 4.B.)**

Learning activities, programs and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

### **UPDATED / CONTROL (2.B.)**

The entity that is responsible for the fiscal and operational oversight of an institution and its programs. Control also includes the structure and organizational arrangements of an institution. Examples include, but are not limited to, the following:

- The state board or agency that oversees a public university.
- The board of trustees that oversees a private, nonprofit college.
- The parent corporation of a private, for-profit college.
- The public board authorized by Congress to oversee an institution under federal control.
- Religious bodies and tribal councils.

### **DUAL CREDIT (3.C., 4.A.)**

Courses taught to high school students for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; the Core Components that refer to “dual credit” apply to all of them as they involve the accredited institution’s responsibility for the quality of its offerings.

### **NEW / GOOD PRACTICE (4.B., 4.C.)**

Practice that is based in the use of processes, methods and measures that have been determined to be successful by empirical research, professional organizations and/or institutional peers.

### **NEW / INFORMED CITIZENSHIP (1.C.)**

Having sufficient and reliable information about issues of public concern and having the knowledge and skills to make reasonable judgments and decisions about them.

### **NEW / OPERATIONAL STAFF (5.B.)**

Personnel who support the academic enterprise, such as those who may work in the areas of finance, human resources, facilities, dining/catering, information technology, planning, security, student services, academic support, etc.

### **PUBLIC (1.A.)**

In phrases such as “makes available to the public” or “states publicly,” this refers to people in general, including current and potential students. In phrases such as “the public good,” the Criteria refer to public, as opposed to private, good.

### **NEW / PUBLIC INFORMATION (1.A.)**

Information publicly available on websites or other materials that are available freely to the public, without having to ask specifically for it.

### **NEW / STUDENT OUTCOMES (5.C.)**

Education-specific results to measure against the objectives or standards for the educational offerings. Examples could be results from licensure or standardized exams, course and program persistence, graduation rates and workforce data.

### **NEW / SUPERORDINATE ENTITY (1.B.)**

An entity situated hierarchically above the institution, which includes but is not limited to state boards, private owners, corporate parents, Tribal councils or religious denominations.

### **NEW / UNDUE INFLUENCE (2.C.)**

Overreach, suspicious transactions and relationships that are exclusive (without oversight) that could yield influence over the institution’s governing board.

### **WHEREVER AND HOWEVER DELIVERED (2.E., 5.B.)**

All modes of delivery of academic offerings and all locations, modalities and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit and contractual or consortial arrangements.

# ASSURANCE SYSTEM TRANSITION

To facilitate the transition to the revised Criteria in the Assurance System, during the 2019–20 academic year HLC will begin moving institutions to a new Assurance Argument template that reflects the revised Criteria. The timing of the transition will be based on an institution’s position within its accreditation cycle.

When an institution’s existing Assurance Argument is moved into the new template, the narrative content automatically will be reorganized in the Assurance Argument template according to the crosswalk provided on page 7. For example, an institution’s argument for Core Component 1.B. will be appended to its argument for Core Component 1.A. in the new template. Although the institution will have to adjust the content to account for changes to the Core Component statements and subcomponents, none of its previous Assurance Argument will be lost in the transition to the new Criteria. No changes will be made to the institution’s Evidence File or Introduction.

## TRANSITION PLAN

HLC will transition institutions into the new template based on their position within their accreditation cycle in the 2019–20 academic year. This process will begin in fall 2019. HLC will provide details about the transition closer to the time periods listed below.

### Group 1

Institutions in Years 3 and 9 of Standard and Open Pathways and those with candidacy, biennial or initial accreditation evaluations in 2020–21 will be

transitioned to the new Criteria template by the end of the fall term in 2019. (Note: Institutions may still work in the Assurance System prior to the transition to the new template. Any narrative they enter will be reorganized in the new template according to the crosswalk on page 7.)

### Group 2

Institutions in Years 1, 2, 5, 6, 7 and 8 of Standard and Open Pathways and those with candidacy, biennial or initial accreditation evaluations later than 2020–21 will be transitioned to the new Criteria template during spring 2020.

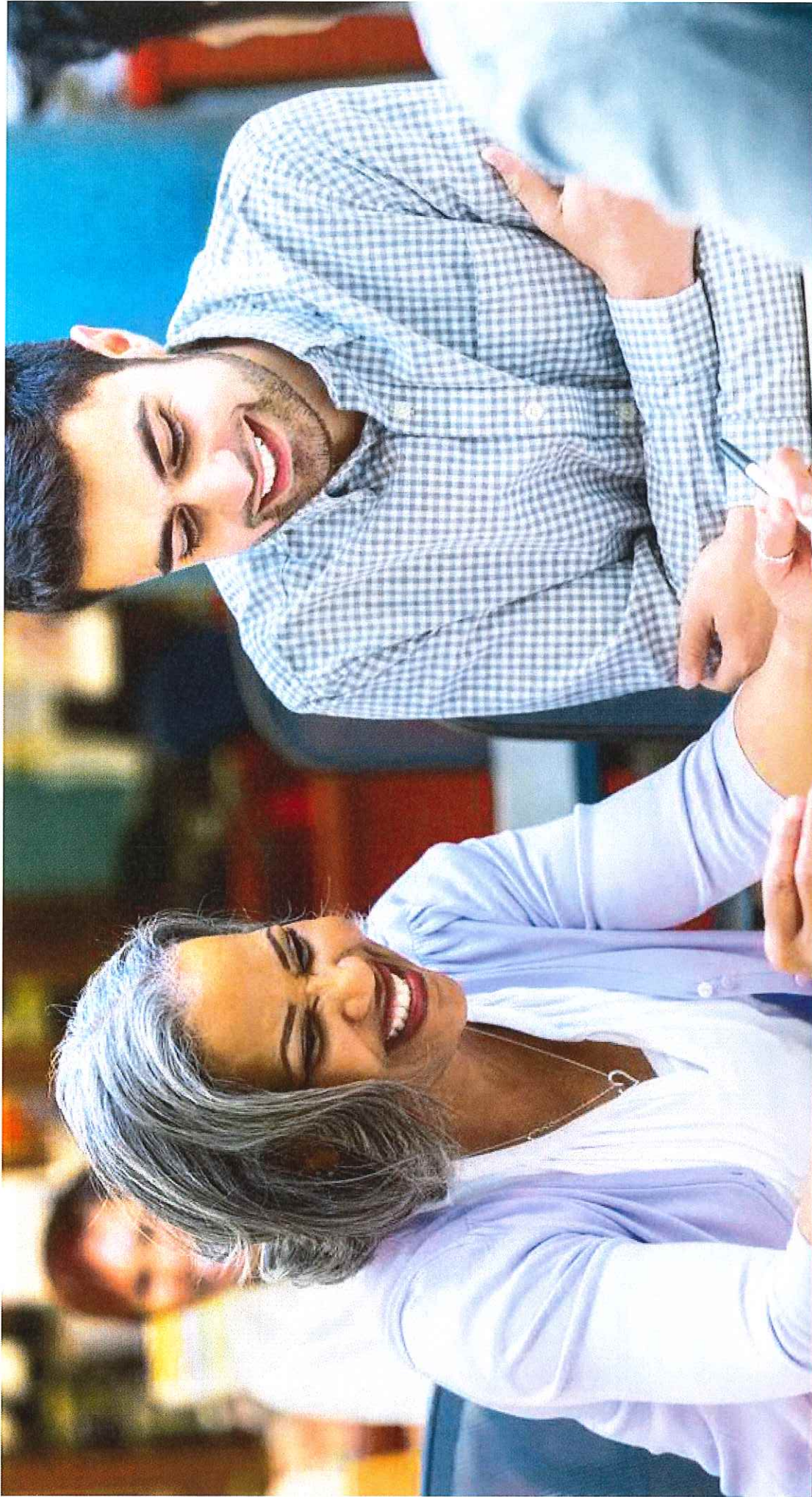
### Group 3

Institutions in Years 4 and 10 of Standard and Open Pathways, Years 4 and 8 of AQIP Pathway, and those with candidacy, biennial, initial accreditation or sanction evaluations in 2019–20 will transition to the new Criteria template after final action is taken on their evaluation.



## Appendix E

# American Council on Education's “A Center for Teaching and Learning Matrix”



# A CENTER FOR TEACHING AND LEARNING MATRIX

**ACEE**<sup>®</sup> American  
Council on  
Education<sup>®</sup>

**pod**  
NETWORK





# A CENTER FOR TEACHING AND LEARNING MATRIX

## BACKGROUND AND GOALS

In 2017, the American Council on Education (ACE) released *A Beta Faculty Development Center Matrix* as a complementary tool to the ACE publication *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development* (Haras et al. 2017). The impetus for the creation of such a matrix was a chapter in this ACE publication focused on future goals and actions for faculty development. The initial contributors to the beta matrix include Catherine Haras, Emily D. Magruder, Margery Ginsberg, and Todd Zakrajsk. The ACE publication and matrix tool were made possible by a generous grant from Strada Education Network to examine and quality assure postsecondary pedagogy. Additional information about ACE's effective teaching publications, including the beta matrix tool, is available at [www.acenet.edu/effectiveteaching](http://www.acenet.edu/effectiveteaching).

This next iteration of the tool, *A Center for Teaching and Learning Matrix*, emerges from a collaboration between the POD Network and ACE. Following the release of the beta matrix tool, members of the two organizations gathered extensive feedback as part of its continuous development. Contributors to this revision include Eli-Collins Brown, Catherine Haras, Carol Hurney, Jonathan Iuzzini, Emily D. Magruder, Mary Deane Sorcinelli, Steven C. Taylor, and Mary Wright. Per agreement by ACE and the POD Network, readers may utilize this document through a Creative Commons Attribution Noncommercial International License.

In developing this tool, we were guided both by research and evidence-based practice in educational development, as well as four primary considerations: respect for directors' multiple commitments, relevance to the real work of practitioners, inquiry as a method of center and instructors' improvement, and authentic evidence of ongoing development that can serve multiple purposes. In addition, we sought to develop a tool that could illuminate accomplishments and challenge assumptions about the work and potential of teaching centers. In advance, thank you for participating in this challenging yet essential work. The matrix is a means for centers and academic leaders to envision their existing and potential impact on student learning, teaching practice, and the institution more broadly.

The matrix is organized so that CTLs can identify their development in 17 domains of practice across three levels that indicate institutional commitment to professional learning that leads to instructional effectiveness. To reference the work of CTLs, we use the term educational development instead of faculty development, as educational development signals how the field of faculty development is evolving to expand the breadth of work. This expanded work includes providing professional development opportunities for tenure-track and full- and part-time non-tenure-track faculty, postdoctoral scholars, graduate students, teaching assistants, and administrators, and affording opportunities at the individual, departmental, college, institutional levels (Little 2014). Additionally, an increasing number of CTLs work with undergraduates, through their roles as teachers or via direct academic support. The scope of educational development can also include other aspects of the learning enterprise (e.g., instructional technology, student academic support) and faculty work (e.g., scholarly writing, mentoring, leadership development).

Please note that our use of "instructor" throughout this document is inclusive of all instructional audiences, and the use of "Center" or "CTL" is inclusive of the wide range of teaching, learning, and faculty development units on campuses.



## HOW TO USE THE MATRIX

The Center for Teaching and Learning (CTL) matrix is conceptualized across three levels, adapted from the Council of Australian Directors of Academic Development (CADAD)(2011). They include:

- Beginning/Developing: an emerging level, representing evolving practice in educational development
- Proficient/Functioning: a competent level, representing skillful practice in educational development
- Accomplished/Exemplary: a desired level, representing best practices in educational development

The matrix also defines three broad domains of practice in CTLs that include: 1) Organizational Structure, 2) Resource Allocation and Infrastructure, and 3) Programs and Services. Each domain has five to six sub-domains to guide center development, practice, and assessment.

It is likely that different centers will be located in varying stages of development, but there may also be context-sensitive elements (e.g., multi-campus schools, special-focus units) that would suggest that a different structure, resource allocation, or program could also be effective. For example, it is not necessary for a CTL to be at the “Accomplished/Exemplary” level in order for it to be well-functioning center. A CTL may be effective at a “Beginning/Developing” level, yet seeking opportunities for further development. Each center will develop unique strengths based on its institutional mission, faculty profile, and student body.

Recognizing that CTLs play a vital role in promoting excellence in teaching and developing a culture that values and rewards teaching (Condon et al. 2016; Haras et al. 2017), the matrix provides an evidence-based template for CTL directors and staff to:

- Use as a frame for goal-setting, strategic planning, prioritizing and scaling efforts, benchmarking, self-study, program review, and/or reflection
- Assess the current status of a CTL and program offerings to positively impact teaching practice and student learning outcomes
- Engage academic leaders in conversations about expectations and impact and advocate for funding and resources aligned with expectations
- Contribute to innovations, best practices, and research on educational development, student retention, and student learning

We encourage use of the matrix by provosts, deans, and other academic leaders to:

- Develop a new CTL aligned with institutional mission and structure, which contributes to meeting the institution’s teaching and learning goals
- Support an existing CTL for the purpose of highlighting the importance of teaching and learning and assessing whether additional resources, a more appropriate organizational structure, and/or changes to center location would advance institutional priorities
- Assess the role and impact of the CTL within the broader institutional context, with consideration of mission, continuous improvement, strategic planning, and accreditation

In all instances, to use the matrix, for each domain/sub-domain, circle the cell that most closely approximates the current state of your CTL or efforts. It is our hope that the matrix be used to assess relative strengths and opportunities, to allow developers to think about or reflect on their work with the intent to learn from their experience, and to demonstrate to institutional leaders the value of CTLs and the need for mindful commitment.



# ORGANIZATIONAL STRUCTURE

The organizational structure of the teaching and learning center (Center, or CTL) reveals institutional commitment to educational development, teaching, and student learning.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
<b>MISSION, VISION, AND GOALS</b>	Center is crafting a mission, vision, and goals, and it is making a first attempt at aligning with campus priorities. CTL is in the process of writing a strategic plan. Center does not yet have an assessment plan and procedures for documenting and measuring effectiveness.	Center has an articulated mission, vision, and goals, but goals may need to be better aligned with institutional mission and connected to campus priorities. Center has a strategic plan and initial process for documenting and measuring effectiveness.	Center has an articulated mission that is connected to its institution's strategic plan and priorities, key goals that align with mission, activities that enable the Center to reach those goals, and a comprehensive evaluation plan.
<b>LEADERSHIP</b>	Center leadership role is emerging for instructional type, e.g., part-time director; minimal release time for small college director, new in position. Center is researching and identifying qualifications, experience, and competencies for a faculty developer position, and makes evident the incumbent should demonstrate a commitment to diversity and inclusion.	Center leadership role is appropriate for instructional type, e.g., full-time director or release time for small college director; there is low turnover (average term of service at least three years). Initial qualities for a leadership position are developed. This includes a concerted effort and commitment to diversity and inclusion when considering candidates with the requisite qualifications, experience, and competencies aligned with the position. There is a concerted effort to reduce staff turnover.	Center leadership role is appropriate for instructional type, e.g., full-time, mid- to high-level unit leader. There is a very clear commitment to equity-minded leadership when considering qualifications, experience, and competencies. There is a low rate of turnover. If director appointment is temporary and rotating, term is long enough for achievement of goals. Director is consulted on plans and included on key committees involving teaching improvement and student success.
<b>STAFF EXPERTISE AND PREPARATION</b>	Director/staff may be recognized for teaching excellence. Director/staff may be new to academic leadership and/or educational development.	Director has some experience managing an academic center or program. Director/staff have some background or experience that directly impacts educational development or student learning.	Director has considerable management and supervisory experience in higher education administration (including in a CTL context). Director/staff have substantial educational training or documented work experience in educational development and student learning. Director/staff engage in ongoing professional development.
<b>INSTITUTIONAL PLACEMENT</b>	A formal center and/or an individual charged with responsibility for educational development is emergent.	A formal center and/or an individual charged with responsibility for educational development has been identified. Center is one of several campus units that support instructors; director has implicit (unwritten) access to chief academic officers; director may report to a unit outside of central academic administration.	Center is the principal educational development unit on campus. Director has a direct reporting line to a chief academic officer and explicit access to central academic administrators, e.g., provost, dean.
<b>COLLABORATIONS</b>	Center is in initial stages of identifying mission-aligned collaborations or mergers.	Center is cultivating mission-aligned collaborations or mergers (instructional technology unit is a common partner but CTL may network with other units). Services across units need better coordination or integration. CTL director/staff have limited influence on selection of instructional technologies, learning spaces, and resources that support teaching and learning.	Center works extensively with mission-aligned collaborating units or departments to provide coordinated, integrated, or embedded services. (Common partners include instructional technology unit, departments/colleges, and/or library. Other partner units may include student academic support, assessment, writing, diversity and inclusion, community service learning, or graduate school.) CTL may co-locate, integrate, or closely collaborate with other units, e.g., instructional technology. CTL director/staff are involved in decisions that influence selection of instructional technologies/learning spaces/resources that support teaching and learning.
<b>OPERATIONAL PROCEDURES AND ARCHIVES</b>	Center is developing guidelines for organization's operation and creating mechanisms for transmitting institutional memory (e.g., records of programming, assessment activities).	Center has some guidelines for organizational operation; mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place. Records may be in paper or digital format.	Center has robust guidelines and procedures for organizational operation. Mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place and chart impact over time. Records are digitally organized, archived, and regularly updated.

# RESOURCE ALLOCATION AND INFRASTRUCTURE

The degree to which an institution funds and locates teaching development, and the ways in which a CTL designs programming for the campus, indicates its centrality. Depending upon institutional mission, size, and Carnegie classification, some of these elements (like staffing) may be aspirational, or outside of Center scope.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
<b>BUDGET</b>	<p>Funding for the Center is largely in the form of support for specific events or programs.</p>	<p>Center has appropriate institutional budget, although it may fluctuate from year to year.</p> <p>Budget may encompass both programming and personnel costs, although personnel may be part of central administration budget. Funds are available to support the professional development of some Center staff.</p> <p>Budget may be supplemented by cost-sharing with other units, one-time campus allocations, or external grants.</p>	<p>Center budget is funded proportional to campus mission, vision, and strategic direction. Budget absorbs rates of fluctuation from year to year and allows for long-term planning, staffing, and growth.</p> <p>Budget encompasses programming, personnel costs, services (e.g., food, outside speakers), and supplies. Funds are available to support the professional development of all Center staff.</p> <p>Budget is supplemented by cost-sharing with other units or one-time campus allocations. Budget is sufficient without external sources of funds but CTL may hold a gift fund, secure external grants, or partner on grants.</p>
<b>LOCATION &amp; SPACE</b>	<p>Center utilizes space that may be shared among multiple institutional units.</p> <p>Center staff may be housed in a location separate from where programming and services are offered.</p>	<p>The Center has dedicated space and can be located without difficulty. There is adequate office space for staff; access to a classroom, lab, and spaces for meetings, programs, and events. Center space is inviting and adequately resourced but design may not meet current demand/need and/or reflect pedagogical principles and practices.</p>	<p>CTL is in a location that is easily found and accessible, with ample office space for staff. May include a workspace for instructors. CTL has dedicated classroom, lab, and meeting/event space. Center space is welcoming, engaging, and resource rich. CTL features new spaces or repurposes existing space configured with technology. Pedagogical principles and practices drive space design, including educational technology implementation.</p>
<b>STAFFING</b>	<p>CTL may be led by a faculty committee (some with release/reassigned time) or by an individual administrator; faculty or staff member who may be less than full time.</p> <p>The committee/individual charged with leading the CTL is beginning to develop a background in the field of faculty/educational development.</p> <p>CTL struggles to meet requests.</p>	<p>CTL has an individual charged with supporting educational development. Center staff includes a director, although may be less than full-time. Staffing is relatively lean.</p> <p>At least one member of the CTL staff has a background in the field of educational development.</p> <p>Requests from faculty may exceed the staff's capacity.</p>	<p>Center has a dedicated staff that includes a full-time director who may also hold other titles. Staffing is substantial and may include a program coordinator, associate or assistant director, instructional/technology consultant, faculty associate, postdoc, graduate student or undergraduate assistant, full- or part-time.</p> <p>Multiple members of CTL staff have backgrounds in educational development.</p> <p>Staff is able to meet most or all requests for services and is sufficient to meet operational needs (e.g., publicity, archiving).</p>
<b>ONLINE RESOURCES</b>	<p>Center's website is in development or is established with basic information about Center's location, contact information, and schedule of events. Center staff are considering how/whether to provide instructional resources online.</p>	<p>Center may extend its reach via web pages that are current and easily navigable; some instructional resources and program materials may be available online.</p>	<p>Center significantly extends its reach via a dynamic online presence. Web pages are current and easily navigable. Instructional resources and program materials are online and may include asynchronous programming (webinars), electronic newsletters, blogs, and links to other print and visual materials.</p>
<b>COMMUNICATION &amp; REPUTATION</b>	<p>Center staff is developing a marketing plan. Communication is largely event-based and is accomplished through flyers, word of mouth, and emails.</p> <p>CTL is developing a needs assessment to better understand the diverse interests of faculty across departments, career stages, and appointment types.</p>	<p>Regular communication is offered to the campus (e.g., via email, newsletter, or social media).</p> <p>CTL is beginning to develop a reputation for providing programs responsive to instructor/constituencies' needs. Some departments/appointment types may be overrepresented in attendance, while others may be underrepresented. Programming may be perceived as for certain departments/appointment types only, e.g., humanities, tenure-track faculty.</p>	<p>CTL provides proactive and timely outreach via email, newsletters, social media engagement, and "on the road" events.</p> <p>Center has strong reputation for programs highly responsive to identified needs and increases awareness on campus through promotional materials. Programming is well attended and perceived as open and available to all.</p>

# PROGRAMS AND SERVICES

Teaching and learning centers develop evidence-based, mission-dependent programming based upon instructor, student, and campus need. While the domains below may be context-specific, relationships and community remain key indicators of Center viability.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
<b>SCOPE</b>	Programs and services are responsive to the expressed needs of some CTL constituencies but are not fully aligned with Center mission and goals. Programs are limited in variety and ability to scale.	Programs and services are responsive to expressed needs of many/all CTL constituencies and are aligned with mission and goals. Programming may not be scalable, or largely targets a particular career stage, appointment type, or disciplinary area.	Programs and services are responsive to and advance needs and initiatives as defined by the institution, are aligned with CTL mission and goals, and are grounded in literature on teaching, learning, and educational development. A diverse array of programs is designed to reach broad campus constituencies.
<b>TARGET AUDIENCE</b>	Center programs and services target individual instructors, including those with contingent appointments, post-doctoral fellows, or graduate students (as applicable for the institution).	Plus: Center programs and services target cohorts that represent instructors at similar career milestones (e.g., new faculty), roles (e.g., non-tenure-track faculty), common interests or responsibilities (e.g., teaching crucial gateway courses, or teaching multi-cultural content), or those from the same academic department or program.	Plus: Center collaborates with other centers, or disseminates to a wider audience beyond the institution, through online resources, programs, and scholarly communications (e.g., presentations and publications).
<b>CONTENT</b>	CTL programs address course design, topics in teaching effectiveness, and/or use of specific technologies.	Plus: CTL programs address curriculum and learner-centered design that is inclusive of all students, motivating and effective learning activities and assignments for culturally diverse classrooms, and fair and equitable assessment.	Plus: CTL offers a programmatic approach that provides a continuous professional development model for instructors as learners, offering targeted, motivating and inclusive instruction that supports faculty growth. Programming addresses a strategic campus need, e.g., increasing graduation rates among all student groups, developing faculty leadership.
<b>APPROACH</b>	CTL programs and services disseminate content related to teaching and support implementation mainly through one-time workshops, individual consultations, and self-help resources (e.g., online). Center may rely heavily on outsourced programming sources.	Plus: Center offers an array of original programs (e.g., individual consultation with feedback, discipline-specific/customized workshops or seminars in a series, communities of practice, institutes/retreats) that disseminate content related to teaching and strongly support implementation.	Plus: Center offers longitudinal programming designed according to principles of adult learning. Center offers an array of original programs and curricular opportunities (e.g., courses, certificates) that disseminate content related to a range of educational development needs. CTL strongly supports implementation and encourages reflective practice (e.g., retreats, grants to support scholarly approaches to teaching and learning, curriculum projects, conference travel).
<b>REACH<sup>1</sup></b>	Depending upon campus mission and size, CTL reaches a small fraction of instructors. Participation is not representative of appointment types, career stages, departments/colleges. CTL thinks strategically about how to incentivize participation, e.g., how to reach faculty with part-time or contingent appointments for whom developmental activities are not included as part of regular faculty work.	CTL reach is growing. Participation is somewhat representative of appointment types, career stages, departments/colleges. Center is able to offer modest incentives to select constituencies to encourage and recognize engagement in CTL initiatives.	Depending upon campus size and mission, CTL reaches a critical mass of instructors. Participation is strategically distributed across appointment types, career stages, and departments/colleges to serve critical institutional initiatives. Incentives for instructors, especially those for whom developmental activities are not part of their regular workload, might include stipends to offset additional time commitments, paid course release time, conference registrations, or leadership opportunities to impact teaching culture, policies, and procedures.
<b>IMPACT</b>	Center collects data on the numbers of participants using services and self-reports of program value, usefulness, and satisfaction. Data are used for planning, resource allocation, and to inform and enhance programs and services.	Plus: Center collects evidence of program outcomes, which may include measurements of the impact on participants' teaching beliefs/attitudes, implementation of teaching practices, adoption of reflective strategies, and direct/indirect diffusion of effective practice. Center uses this evidence to improve program design.	Plus: Center collects evidence of program outcomes on student learning and/or institutional culture of teaching. Center engages in the scholarship of educational development that can inform and enhance the CTL's programs and services through presentations and publications.

1 The field of educational development would benefit from more research on what constitutes ample "reach," but Bishop and Keehn's (2015) study of 171 institutions suggests that estimated reach varies by institution type, ranging from 12–49 percent of full-time faculty, 17–34 percent of part-time faculty, 0–25 percent of graduate students, and 5–37 percent of undergraduates. Other proposed guidelines include a move past a threshold of 15–16 percent of instructors, to scale beyond innovators/early adopters or past "token status" (Kanter 1977; Rogers 1962).



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# Appendix F IUC Annual Review Spreadsheet



Information on the Elements of the Annual Review Process of Tenured Faculty  
at  
Ohio's Public Universities

Each IUC member institutions was asked to provide either a copy of the institution's annual review/evaluation policy for tenured faculty or a link to that policy on its website. Most provided a link, but several did provide a copy of the policy.

Links:

- **University of Akron** (<https://www.uakron.edu/provost/communication/guidelines/merit-guidelines.dot>)
- **Miami University** (<https://miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/evaluation-members-faculty.html>)
- **Northeast Ohio Medical University** (<https://www.neomed.edu/3349-03-195-appointment-promotion-tenure-bylaws-g/>)
- **University of Toledo** (<http://www.utoledo.edu/offices/provost/tenure-prmotion.html>)
- **Bowling Green State University**  
(<https://www.bgsu.edu/content/dam/BGSU/provost/documents/policies-guidelines/cba3-20190701.pdf>)
- **Wright State University** (<https://policy.wright.edu/policy/2410-annual-faculty-evaluation>)
- **Cleveland State University** (<https://www.csuohio.edu/sites/default/files/3344-16-03%20-%20eff.%204-20-14%20COR.pdf>)
- **Ohio State University** (<https://oaa.osu.edu/sites/default/files/uploads/policies/Faculty-Annual-Review-and-Reappointment.pdf>)
- **Shawnee State University** (<https://www.shawnee.edu/sites/default/files/documents/2019.01.28%202018-2021%20SSU-SEA%20CBA%20Contract%20%28Final%29.pdf>)
- **Ohio University** (<https://www.ohio.edu/sites/default/files/sites/faculty-senate/files/Current-Handbook-revised%20Aug%202019.docx>)
- **Kent State University** (<https://www.kent.edu/sites/default/files/file/2019%20CBA%20-With%20Signatures.pdf#page59>)

Hard Copy:

- **University of Cincinnati** (Hard Copy Attached)
- **Central State University** (Hard Copy Attached)
- **Youngstown State University** (Hard Copy Attached)

**NOTES:**

SSU – Provided its entire collective bargaining agreement, in which the evaluation language may be found. SSU indicated that language is on contract pages 44-46 (.pdf pages 54-56).

BGSU – Provided its entire collective bargaining agreement. Specific language may be found in Article 31: Extraordinary Review Process for Tenured Faculty (pages 144-147). All tenured faculty go through a required review annually as part of the merit review process (Article 17, Section 12, pages 85-87). Additionally, all tenured faculty are required to maintain their scholarly/creative competence and an appropriate level of scholarly/creative activity (Article 21, Section 1, page 123).

WSU – Provided a link to the overarching review policy, which is located above. However, each Department has by-laws that have sections on Annual Evaluation of Faculty. The complete list of by-laws is available from this link: <https://policy.wright.edu/college-and-department-bylaws>

OU – The Ohio University Faculty Handbook describes the general process of annual evaluation. The pertinent sections may be found in II.E., beginning on Page 35. The dean of the college may request a copy of the annual evaluation letter for probationary faculty and review with the chair the individual's performance, progress toward tenure, and assignments in service and teaching. This is especially appropriate midway through the probationary period.

KSU – Has no post-tenure review or procedures. However, it does have built into the TT Collective Bargaining Agreement, the Presidential Faculty Excellence Awards and Merit Awards. These are annual so are a way of evaluating annual “exceptional” performance. Specific language may be found in Kent State University 2019 TT CBA Article XII, Sections 3 and 4.

June 1, 1994

## **UNIVERSITY OF CINCINNATI**

### **POLICY AND PROCEDURES FOR ANNUAL PERFORMANCE REVIEW OF FACULTY**

This policy is intended to aid the faculty and academic Unit Heads in compliance with H.B. 152's prescription to have in place an annual performance review for all members of the faculty (and all administrative employees).

The language of the current contract between the University of Cincinnati and the American Association of University Professors, University of Cincinnati Chapter, specifies annual performance meetings between Academic Unit Heads and non-tenured faculty (Article 7.1.2) following an initial meeting within the first three months of a new faculty member's appointment (Article 7.1.1). The contract also encourages annual meetings between faculty and Academic Unit Heads to promote professional growth and development (Article 31.2.4).

The annual performance review is seen as complementary to each unit's workload policy and procedures and its mission statements. The annual performance review provides an opportunity to review what was expected of a faculty member as set forth by the workload procedures of that unit as well as the extent to which the mission of the unit is enhanced and supported by the faculty member's activities.

The annual performance review allows the faculty member and the Academic Unit Head to discuss changes in the interests and skills of the faculty member that would change the contributions that the faculty member could make to the unit. It would also allow a discussion of the resources needed by the faculty member to develop or maintain skills, interests, research, scholarship and the like focusing on teaching, research, professional, University, and public service. In this way the annual performance review is both a setting for anticipating the next year and a review of the past. The annual performance review also allows for the accumulation of evidence for the performance of the faculty member who may be tenured but has not achieved all the promotions available. Others may find it helpful to have a record of review and performance when supervisors and Academic Unit Heads change.

While the review may include accumulating evidence of a faculty member's performance (teaching evaluations, teaching portfolios, new course offerings, grants obtained, papers given and published, contracts negotiated, and the like), the primary purpose for the review is not simply to record an evaluation of a faculty member's performance for the year. The annual performance review works best when it is an instrument for faculty and unit development.

There is no one format that would work best for all units. A good many examples already exist on campus of annual performance reviews that are supported by the faculty of units and have proven to be useful. Such past practices should be continued and encouraged.

Whatever format the unit devises, it must address teaching, advising, educational innovation, research and creative activity, university, professional, and public service, and other accomplishments pertinent to the mission of the unit balanced according to the unit's mission and workload.

## **PROCEDURES**

Each academic unit must establish procedures for the annual performance review of all faculty members. These procedures shall be established with the full participation and approval of the members of the faculty within each academic unit and library jurisdiction in the Bargaining Unit, but are subject to written approval by the appropriate dean or library administrator and by the appropriate provost. After approval, all annual reviews shall be conducted according to these procedures. The AAUP and the Administration will make available to academic units examples of performance review instruments and procedures as well as consultation as requested by the academic unit. It is expected that with experience, the procedures developed initially may be modified; any modifications shall be with the full participation and approval of faculty, dean, and provost.

Each annual performance review shall conclude with the joint preparation of a written summary of the review. Either the Academic Unit Head or the faculty member may indicate in writing any differing opinions about the content of the summary statement and such written opinion shall become part of the summary statement. These statements shall become part of the personnel file maintained by each academic unit and a copy of the statement shall be given to the faculty member.

Each Academic Unit Head will annually certify, in a report to the appropriate dean or academic administrator, that all faculty have undergone performance reviews. This report will enable the unit also to convey or address its resource needs for the following year. It might be expected that if annual performance reviews are integrated with workload procedures and mission statements reports could be made about the ways each academic unit is attaining its stated mission both for individual faculty members and for the unit as a whole.

Academic Unit Heads present a particularly difficult dilemma for annual performance reviews. They face in at least two directions: towards the faculty and towards the administration. Therefore, the annual performance review of academic unit heads shall take into account their role as faculty members and administrators in their unit. In carrying out the annual reviews, deans must consult with the faculty in the unit about the review of the head.



- (4) The arbitrator shall not render any decision that would result in the violation of this Agreement or a public statute or regulation; and
- (5) The arbitrator shall make no award, except for interest, that provides a Faculty Member compensation greater than would have resulted had there been no violation.

**32.10** Article 34.4 of Article 34, Maintenance of Practices, or any change or discontinuance of a Rule of the Board of Trustees claimed to be in violation of Article 34.2 of said Article shall be subject to arbitration as provided in the first sentence of this Article.

**32.11 Expedited Arbitration.** In order to reduce the cost of arbitration, the Parties may mutually agree that the arbitration shall be conducted in accordance with any or all of the following conditions:

- (1) No transcript of the arbitration proceedings shall be taken;
- (2) Post-hearing briefs shall be waived;
- (3) The arbitrator must agree to render a decision within fourteen (14) days after the arbitration hearing; or
- (4) Subject to the consent of the grievant, neither Party, nor the grievant, will be represented by legal counsel at the hearing.
- (5) Such a hearing shall be held within forty-five (45) days of the appointment of an arbitrator, unless an extension is agreed to by the parties.

### **ARTICLE 33**

#### **ANNUAL PERFORMANCE REVIEW OF FACULTY**

**33.1** In accordance with UNIVERSITY OF CINCINNATI POLICY AND PROCEDURES FOR ANNUAL PERFORMANCE REVIEW OF FACULTY (June 1, 1994), there shall be an annual performance review ("APR") of each Faculty Member. The Faculty Member has the right to respond in writing to the APR. The written response will be attached to the APR.

**33.2** If APR procedures change in an Academic Unit, the AAUP shall be provided a copy of the new procedure within thirty (30) days of the approval of the new procedure.

**33.3** In cases where a Faculty Member's APR documents evidence of substantive deficiencies in teaching, research, or service, the Academic Unit Head, with input from the Faculty Member, should design a mutually agreeable performance improvement plan ("PIP"), including a timeline, and if applicable, provisions for the Academic Unit to allocate the required resources to support the plan.

Within fourteen (14) days of having provided the Faculty Member with an APR identifying a substantive deficiency in teaching, research, or service, either (1) the mutually agreeable PIP shall be attached to the APR, or (2) if a PIP cannot be mutually agreed upon, this shall be noted in the APR.

**33.4** Nothing in this Article prevents the use of written or verbal feedback at other times of the year.

#### **ARTICLE 34** **MAINTENANCE OF PRACTICES**

**34.1** The Parties recognize that a collective bargaining agreement is a legally binding contract and that not all relationships between Faculty and Administration are necessarily best resolved by legal contract.

**34.2** The Parties further recognize that practices and policies of general application have developed over a period of years and are set forth in writing in the Rules of the Board. Accordingly, it is agreed that the policies of the University set forth in such Rules and applicable to Bargaining Unit members shall be continued during the life of this Agreement; provided, however, that such policies are not in conflict with the provisions of this Agreement. Except as prohibited by law it is further agreed that to the extent that such policies are in conflict with this Agreement, the Board, by adopting this Agreement, shall be deemed to have amended its regulations to conform to the provisions of this Agreement. Past practices not codified in the Rules of the Board shall have no binding affect upon the Parties.

## Central State University Annual Tenured Faculty Evaluation

Tenured faculty members will be evaluated by a committee of their departmental peers, excluding the Department Chairperson, during each spring semester. The size and composition of the Peer Evaluation Committee will be determined by each department consistent with the number of faculty members in a department. The Peer Evaluation Committee will select a chairperson who will prepare a summary of the evaluation and provide the faculty member and the Department Chairperson with copies. The evaluation and summary will assess the faculty member's performance since the previous evaluation, including efforts to fulfill goals and plans established at the previous evaluation, and will discuss goals and plans for the next year.

In departments where the Department Chairperson is tenured, the Department Chairperson will prepare a written statement indicating whether he or she agrees or disagrees with the evaluation. In departments where the Department Chairperson is untenured, the Dean will prepare a written statement indicating whether he or she agrees or disagrees with the evaluation. The faculty member may indicate, in writing, any differing opinion about the content of the Peer Evaluation Committee's summary and/or the statement of the Department Chairperson or Dean. Such written opinion will become part of the summary statement. The Department and faculty member will each retain a copy of the summary statement.

By April 30 of each year, the Department Chairperson will forward all evaluations to the Dean, and certify that they have been completed, or explain the reason(s) for any missing evaluations. By May 31 of each year, the Dean will forward all evaluations to the Provost and Vice President for Academic Affairs for inclusion in the faculty members' official personnel files.

**Youngstown State University**  
**Article 14**  
**Faculty Evaluation**

**14.1: Purpose:** The purpose of the evaluation procedure described herein is twofold: The primary purpose is to help faculty to improve their professional performance, and second, to provide those individuals responsible for making personnel decisions, including promotion and/or tenure, with information regarding faculty performance.

**14.2: Student Evaluation of Teaching: Each faculty member will be evaluated for each course each semester:** Each faculty member will be evaluated for each course each semester. All student evaluations of teaching shall be subject to the exclusions specified in 14.3. Faculty members who team-teach shall be evaluated individually on the same basis as a faculty member teaching a course individually.

**14.3: Exclusions:** The following courses shall not be evaluated by students:

- those in which there are fewer than five (5) students present for instruction at one time.
- those in which students receive fewer than fifteen (15) clock hours of classroom or laboratory instruction by the instructor.
- thesis/dissertation courses.

Further, should a faculty member feel that there are serious and compelling reasons why a specific course in a given term should not be evaluated, he/she may submit a written request for exclusion to the Department Chair. If the Chair approves the request, the faculty member's memorandum and the Chair's notation of approval shall be forwarded to the faculty member's Official Personnel File, subject to the provisions of Article 17.

In cases where the student response rate falls below 33% for a given class, such evaluations shall not be used for purposes of evaluating the faculty member for promotion and/or tenure.

**14.4: Procedure:** The procedures for administering the evaluation instrument and for processing them depend upon the environment in which the evaluation is taking place. The Administration shall make arrangements for conducting these evaluations. Faculty members shall adhere to the instructions regarding the administration, collection, and delivery of the evaluation materials.

Student Evaluation of Teaching and Learning will be conducted as described in Section 14.2 by an electronic process and instrument selected and approved by the University in Section 14.2. The electronic media for survey distribution shall be at the sole discretion of the University.

**14.5: Report of Results:** Results of the measures and narrative comments shall be electronically available to Chairs, Deans, the faculty member, and Human Resources in a printable format. Human Resources shall place the measures, but not the narrative comments, in the faculty member's Official Personnel File, subject to removal in accordance with Article 17.7.

Students shall have the opportunity to inspect copies of the Student Evaluation of Teaching Summary in the offices of Academic Chairs and/or Deans; photocopies or transcriptions of these reports shall not be permitted as part of this access.

**14.6: Chair's Evaluation of Faculty:** The Chair shall conduct the departmental evaluation of faculty,

using the official forms provided by the Office of Human Resources. The Administration shall provide formal training in performance evaluation in the first year of a Chair's term before they are scheduled to evaluate faculty. This training shall also be required in the first year of the term of a Chair who has been re-appointed to the position. Documentation showing the completion of the training shall be inserted into the Chair's personnel file. The Administration shall notify the Association of dates of training on faculty evaluation and confirmation of Chair attendance. A faculty member appointed by the President of the Association shall participate in the training.

Non-tenured faculty shall be evaluated every year; tenured faculty shall be evaluated every other year except tenured full Professors, who shall be evaluated every four (4) years. However, a tenured faculty member who receives an evaluation of "weak" or "very weak" in teaching, scholarship, or University service may be evaluated annually until an evaluation of "satisfactory" or above is achieved.

Departmental evaluations shall occur during March and April of each year. All faculty members scheduled for evaluation shall complete Parts I and II of the form and submit it to the Department Chair no later than April 1. The Department Chair shall forward the evaluations to the Dean by April 30, and the Dean shall forward the evaluation to Human Resources by August 2. Tenured faculty whose last names begin with the letters A-M shall be evaluated in the spring term of odd-numbered years; tenured faculty whose last names begin with the letters N-Z shall be evaluated in the spring term of even-numbered years.

The faculty member shall have the right to prepare the report of his/her activities, to be consulted by the Chair before the Chair completes Parts III-VIII of the form, to comment verbally and/or in writing upon the Chair's evaluation, and to receive a copy of the evaluation. The Chair shall review the faculty member's Official Personnel File and shall consult with the Chair(s) of the academic department(s) in which the faculty member is cross-appointed before performing the evaluations.

A scheduled evaluation may occur one (1) year earlier or one (1) year later when a faculty member is on leave for one complete academic year or longer during the evaluation period, provided that the faculty member provides a written request for such a change to the Department Chair by January 1 of the year in which the evaluation is scheduled. However, in no case shall the number of years of paid University-related service evaluated exceed two for non-tenured faculty, three for tenured faculty below the rank of Professor, and five for tenured full Professors.

Chairs may, at their discretion, use in-class or online observations of teaching in the process of completing their evaluation of faculty. Faculty shall be consulted regarding any in-class or online observation by the Chair at least two weeks before the visit, and the faculty member and Chair shall jointly determine the specific course and date of the visit. Visits to courses delivered in an online environment will be limited to a single calendar day of access per course. The faculty member will provide or arrange for the Chair to have access to the specified course for the period of the observation. In no case shall a Chair conduct an in-class or online observation of teaching more than twice per course with a maximum of four visits per evaluation period. The Administration shall provide additional periodic training specific to in-class observations for Chairs wishing to use this option. Any Chair who has not completed the training specific to the learning environment of the course being evaluated and who has not attended periodic updates of training will not conduct in-class or online observations of teaching. The Administration shall notify the Association of dates of training on in-class and online evaluation and confirmation of Chair attendance. Following the in-class or online observation, the Chair shall meet with the faculty member to discuss the observation.

Chairs may maintain information relevant to a faculty member's evaluation during the evaluation period. The Chair may only use negative information in the faculty member's evaluation if it is serious or repetitive and if the faculty member first has been given the opportunity to respond to that information. After the Chair's evaluation is placed in the faculty member's official personnel file, all such information shall be destroyed.

The parties mutually agree that in the event that a faculty member misses the April 15 deadline, the evaluation will proceed through all steps and will be placed in the faculty member's official personnel file. Upon late submission, the Department Chair, in consultation with their college Dean, shall redefine the timeline with the understanding that the evaluation move through the administrative steps in a timely fashion. Written indication of the missed deadline and confirmation of the new timeline shall be included with the final evaluation for placement in the faculty member's Official Personnel file.

The parties furthermore agree that in the event that either the Chair or the Dean fails to evaluate a faculty member with a scheduled evaluation, this failure cannot be held against the faculty in decisions regarding tenure or promotion. If the Chair or the Dean fails to evaluate a faculty member with a scheduled evaluation, the faculty member shall initiate one of the following three options:

1. Proceed with the evaluation, after indicating in writing that (a) they are choosing to proceed even though the deadline was missed, and (b) they understand that the evaluation will be placed in their personnel file.
2. Have the evaluation document, as much as was completed prior to the missed deadline, placed in their personnel file with a memo from Human Resources indicating the deadline was missed by the Chair or Dean.
3. Postpone the evaluation to the next academic year. A memo shall be placed in the faculty member's personnel file indicating that the deadline was missed by the Chair or Dean.

The option chosen shall be initiated by the faculty through a written notification to the Provost within two weeks of learning of the missed deadline. If the faculty member fails to initiate their choice in writing within two weeks of learning of the missed deadline, option 2 will be followed.

**14.7: Exclusivity of Evaluations:** For the duration of this Agreement, the systems of faculty evaluations described in this article shall be the only faculty evaluations of any kind employed at YSU, except for the evaluative judgments required by the provisions of this Agreement, the review of a candidate for graduate faculty status, and developing/setting/reviewing professional goals with the Chair.