

CSS Peer Teaching Evaluation Committee (PTEC) Instructions for Mid-Term Review Candidates

Date: June 24, 2022

Mary Halbleib, Dept. of Crop and Soil Science, PTEC Chair

Mid-term review (MTR) candidate process for the 2023-24 cycle and beyond:

1. Mid-term review candidates share all files with PTEC by February 1 of the year of their review (Feb. 1, 2023 for 2023-24 cycle)
2. PTEC writes draft letters by March 6 of the year of the MTR to share with candidates
3. Candidates reply to the PTEC Chair about their letters (as is or proposed changes) by March 10
4. Letters are signed by the PTEC Chair and submitted to CSS on March 15

What files to share in Box

By February 1, please create "Box" folders with the necessary files and invite PTEC Chair to share the main folder. Then the Chair will share this link with the other PTEC members.

Folder naming protocols:

Main folder: PTEC MTR [Last name]

Sub-folders (2): Teaching Materials, Peer Evaluations

Files in the main folder:

1. Two summary files, ideally extracted from your CV or Digital Measures that cover this period of review and are in an editable format (e.g., not PDF files): 1) the numbered and/or Ecampus courses or Extension teaching events you have taught (see template), and 2) a table of your SET/eCET scores. Word and Excel are acceptable for eCET/SET/SLE scores. If you have paper SETs or eCETs with written comments by the learners please scan and include those in a SET/eCET folder (3rd sub-folder). See the two table templates below.
2. A draft of your written instructional summary (see example below)
3. All position descriptions for the period of review
4. Teaching philosophy (1 page or less is ideal) or a candidate statement that includes your teaching philosophy (either is fine)
5. Draft promotional vita

Teaching Materials folder:

1. All course syllabi are required for numbered and Ecampus courses for the review period. For Extension or non-credit instruction provide 2-4 course/workshop descriptions for selected educational programs that you have developed and/or taught, if available, during the review period.
2. As appropriate, include a few selected educational materials to highlight your teaching approaches or other innovations. This can include learning activities, assessment methods, other elements of instructional design, and/or innovative teaching approaches. In Extension if in addition to eCETs you conduct event evaluation you can share that data as well as any of the items listed above.
3. If you have gotten feedback on your teaching through peer evaluations or SETs/eCETs and you made changes to improve your teaching, please share what you did. Also, you can point to

professional development opportunities that you have participated in to improve your teaching skills and/or gain knowledge to better support learning.

4. Other sources of feedback: if you receive feedback on your teaching outside the peer evaluations and student/community evaluations, you are welcome to share that. This might include emails or other correspondence, awards, and other forms of recognition.

Peer Evaluations folder: Place copies of your peer evaluations in this folder.

COVID-19 and online teaching:

If you had to shift your teaching online and made adaptations to how you taught remotely to improve the learners' experience and support engagement, please share this information with the committee.

Inclusive excellence in teaching:

In your teaching philosophy or instructional summary, explain how you have intentionally incorporated teaching methods, program or curriculum designs, and/or inclusive learning environments that engage students and adult learners with a variety of backgrounds, learning interests, and/or abilities. This deliberate work can also include a reflexive and critical examination of the ideas, assumptions, and values you bring to the classroom (Salazar et al., 2009).

Inclusive excellence in teaching is a high priority strategic goal for the CSS Department. Please refer to the CSS Strategic Plan 2021-2026 to learn more. Salazar et al. (2009) outline a practical five-dimension framework in *Weaving promising practices for inclusive excellence into the higher education classroom*. If you would like to read this article, please request a copy from Mary Halbleib.

For those with an OSU Extension appointment this is the current information the CSS PTEC has:

1. eCETs per year:
 - a. .75 to 1.0 Extension appointment--3 teaching evaluations
 - b. .25 to .74 Extension appointment--2 teaching evaluations
 - c. .0 to .24 Extension appointment--1 teaching evaluation
2. At least one peer evaluation of teaching per year

Campus/Ecampus and Extension Instructional Summary Table: Two Options

This can be shared as a Word table or editable form of Watermark/Digital Measures output. *In either case, please put this information in reverse chronological order* (most recent teaching at the top).

Campus/Ecampus Word table template: this is the preferred format.

Year	Course Number	Course Title	Credit Hours	Enrollment	Instructor	Note (optional)

Example Campus/Ecampus Watermark/Digital Measures output: is also accepted. This system may generate other formats for this output, this an example that was recently submitted.

Fall 2020

CSS

Fall 2020

Course Number	Title	Section	Credit Hours	CRN	Enrollment	Instructor
205	SOIL SCIENCE	401	4	15307	72	Jones, Mary

SUS

Fall 2020

Course Number	Title	Section	Credit Hours	CRN	Enrollment	Instructor
102	INTRO TO ENVIRONMENTAL SCI	401	4	18439	92	Jones, Mary

Extension Educational/Instructional Summary Word Table (required format)

Date	Duration (of your teaching or facilitating)	Activity	Role	Title	Location	Attendance
		e.g., presentation, field day, panel, symposium, webinar, workshop, class series, conference, and others.	e.g., organizer, author, presenter, instructional designer, facilitator, evaluator, or a combination. Also, can be co-organizer, co-author, co-presenter.			

Instructional Written Summary Example from Extension

Extension programming requires formal educational programs, informal outreach activities and individual contact teaching. Candidate X has engaged in a mix of all three methods. Delivery of programs include a wide variety of activities including class series, presentations, workshops, field tours and field days. Since his/her/their hire date, Candidate X has taught at 69 educational events teaching 3,495 learners. He has also actively engaged in individual contact teaching answering questions and problem solving directly with clientele. This includes activities such as one-on-one field consultations, phone conversations, and responses through Ask Extension, resulting in 647 direct educational contacts. Coordinating, organizing, and moderating educational activities are roles that Candidate X has held to provide successful Extension events. He/she/they has taken part in 25 events many of which have been in collaboration with other Extension programs and stakeholders to reach over 6,000 attendees. Examples of the collaborations include the Land Stewards, Master Gardener and Small Farm programs and organizations outside of OSU including Oregon Grassland Council, Rogue Farm Corps, and Middle Rogue Pesticide Stewardship Partnership.

Examples of the quality of programs in which Candidate X has coordinated and organized are A, B and C. A total of 85 participants provided evaluations of the educational events indicating an average ranking of 5.5 out of 6.0. Candidate X has also provided teaching beyond his assigned counties as an invited guest lecturer for three OSU credit courses in 2021 and 2022 and participating in statewide virtual educational events. Lastly, he/she/they has engaged in a wide

range of Extension outreach approaches, including producing newsletter articles, Extension publications, and websites. Notably he/she/they has five published Extension publications that address topics useful to his/she/their clientele.

Campus/Ecampus: Student Learning Experience Surveys (SLE) or SET Summary Table

Term	Year	Campus	Course	Credit Hours	Enrollment Count	Q1 Resp Cnt	Inst	Dept	Coll	Q2 Resp Cnt	Inst	Dept	Coll	Efforts to support student learning during COVID restrictions and remote learning

Extension: Electronic Community Evaluation of Teaching (eCET) Summary Table

This can be a Word or Excel file; a Word file is preferred. Note: PTEC will review your instructional summary to determine your role in an event when considering the overall event quality score.

Date	Non-credit teaching activity	N	Mean Rating (1 = Very poor, 6 = Excellent)	
			Overall teaching quality	Overall event quality
			A	B

Peer Review of Teaching Table

Date	Reviewer and Affiliation	Presentation Title	Location and format	Overall Score (1=Needs improvement; 5/6=Outstanding)
			Format options: virtual, classroom, on-site If virtual teaching, then no location is needed	

Reference:

del Carmen Salazar, M., Norton, A. S., & Tuitt, F. A. (2009). Weaving promising practices for inclusive excellence into the higher education classroom. To improve the academy: Resources for faculty, instructional, and organizational development, 140, 208.