

The School of Physical Activity and Educational Services (hereafter, PAES) in the College of Education “embraces a model of instruction that engages faculty and students in actions and critical reflection that focus on excellence in teaching and continuous improvement in the instructional process” (PAES P&T document). This philosophy is outlined in the PAES documents and permeates the culture of the school.

The PAES Statement of Excellence in Teaching will provide evidence of a culture that values and supports faculty in their endeavors to provide high quality instruction, to engage in critical self-reflection, to make connections with other faculty, community partners, and students in collaborative efforts for engagement, and to provide evidence of continuous and sustained efforts to enhance instruction. The evidence will demonstrate that these principles are more than just words in documents; they are the backbone of a School that values teaching and learning.

The School of PAES

The School of PAES, one of three schools in the College of Education, was formed with restructuring in 1996. With 40 regular faculty in four sections housed in three different buildings on campus, as well as two national centers, the School represents a diverse mix of faculty, staff, students, and programs. The four sections include (1) Sport and Exercise Education, Management, Humanities, and Science; (2) Special Education; (3) Counselor Education, Rehabilitation Services, and School Psychology; and (4) Workforce Development and Education. The School also houses the OSU Sport, Fitness, and Health Program, in which 38 GTAs provide more than 225 sport, fitness, and health classes for over 13,000 undergraduates per year. Although the School represents a wide range of interests and scholarly fields, a common connection throughout all faculty and students is the core value of Excellence in Instruction.

Recognition of Excellence in Teaching and Learning

The School of PAES has received recognition for distinction in instruction. The School boasts 8 current faculty who are OSU Alumni Distinguished Teaching Award winners. Faculty also have received accolades for teaching from other university sources (e.g., College of Education Distinguished Teaching Award; OSU Office of Disabilities Award for Supporting Students with Disabilities; and awards from alumni chapters), and from national organizations (e.g., Counselor Educator of the Year from the American School Counselor Association; Educator of the Year from the National Rehabilitation Association). A complete list of faculty teaching awards is on the School’s website (www.coe.ohio-state.edu/paes – click on the Instructional Enhancement quick link on the left side of the page). Programs within the School also have been recognized. The Workforce Development and Education program is consistently ranked #1 by U.S. News & World Report. The Counselor Education program is currently ranked #2. The Special Education program is in the top 20. Other programs are not in categories ranked by entities such as USN&WR, but have very high professional stature. The Sport and Exercise Education program, for example, is recognized within the field as one of the top three such programs in the nation.

PAES students also have been recognized for teaching. In the last five years, five PAES students have received the OSU Graduate Assistant Teaching Award, and twice in the past five years the College of Education Graduate Teaching Award has been awarded to a PAES GTA. PAES has been awarded an average of 4 University Fellowships each year for the past three years. In addition, during the past five years, PAES students have received 44 highly competitive awards, including prestigious post-doctoral fellowships, national research awards, awards for publications and teaching, and five undergraduate research awards.

Commitment to Excellence in Teaching and Learning

Since the School's inception in 1996, the faculty have engaged in serious and sustained discussions about the need for the School to value and support instruction, not just in words, but in action. Thus, as documents were developed around Appointments, Tenure, and Promotion, annual reviews, and faculty duties and responsibilities, the importance of high quality instruction was integrated into each. The document for AT&P, for example, has several pages dedicated to the importance of teaching, its components, how it will be evaluated, and the standards for evaluation and evidence of teaching effectiveness. A document on Peer Review of Teaching, originally included in the AT&P document, was made a stand-alone document in 2001 to highlight the importance of instruction. The PAES philosophy of teaching outlined in this document emphasizes that PAES "embraces a model of instruction that engages faculty and students in actions and critical reflection that focus on excellence in teaching and continuous improvement in the instructional process." In 2003, the Peer Review document was divided into two documents: one that focuses on the evaluative nature of peer review for promotion and tenure and a second that stresses the collaborative, nurturing, and formative nature of peer review for faculty development. This progression of documents traces the evolution of thinking within the School. High quality instruction requires strong faculty development efforts and commitment by the School.

Excellence at the School Level: The PAES Instructional Enhancement Initiative

During the 2000-2001 academic year, a small group of faculty began to meet regularly with the Director of the School to consider ways to emphasize the importance of instruction within the School. From these discussions, the PAES Instructional Enhancement Initiative began. From the beginning, the PAES Instructional Enhancement Initiative was supported with resources necessary to make an impact on the school. A faculty coordinator was identified from among the School's faculty and given a course release and summer funding. A 20 hour per week GA was assigned to the Initiative, and a budget was set aside for activities. Finally, the Initiative was made a standing committee within the school, and the Coordinator of the Instructional Enhancement Committee was put on the Director's Advisory Committee. This initial outlay of resources, and the designation of Instruction as important enough to warrant a position on the Advisory Committee, set a tone for how Instruction would be viewed by the School.

The efforts of the Instructional Enhancement Committee have been met enthusiastically by the faculty, who value instruction and have supported Instructional Enhancement as a major initiative. To date, all PAES faculty have participated in at least one of the activities of the Initiative. Many events have had a more than a 50% participation rate; several have had 100% participation. What follows is a very brief overview of the activities of the Initiative.

2001-2002 Academic Year

Autumn Quarter:

- To make sure faculty had ownership of the Initiative and to establish priorities, 39 (of 39) PAES faculty members participated in a faculty retreat that included focus groups about instruction in PAES and the goals of the Instructional Enhancement Initiative.
- PAES faculty members participated in the planning and implementation of the College of Education New Faculty Orientation Series on Teaching.
- The PAES assistant professor mentoring program, pairing untenured and senior faculty, chose to focus on instruction in their quarterly luncheons.
- The PAES associate professor peer mentoring program also chose Instruction as their theme.

Winter Quarter:

- The PAES Winter Quarter book club was established. McKeachie's *Teaching Tips* was selected as the book, and 9 faculty members met four times over winter quarter.
- The first quarterly PAES Instructional Enhancement newsletter was developed.

Spring Quarter:

- A "PAES Teaching Tips" Workshop was presented. As teaching discussions were held over the year, it was apparent that faculty used many innovative teaching methods. 5 PAES faculty presenters discussed their ideas with 20 PAES faculty in attendance
- A PAES Instructional Enhancement website was developed to collect and share information.
- A Spring issue of the PAES Instructional Enhancement newsletter was distributed to faculty

2002-2003 Academic Year

Beginning in 2002 and continuing to the present, the following events occur **each quarter**.

- An issue of the PAES Instructional Enhancement Newsletter is distributed. A PAES faculty member writes the featured article, (1500-2000 words). Topics have included: guided notes, reflective instruction, web-enhanced instruction, and precision teaching. Several faculty have expanded these articles into full-length manuscripts. Beginning in 2003, a *Diversity Issues in Teaching* column, by the PAES Diversity Coordinator, appeared in every issue.
- Once or twice per quarter, an article on some aspect of teaching is distributed to all faculty.
- Email reminders and instructions for mid-quarter evaluations are sent to all faculty.

Autumn Quarter:

- A PAES Instructional Enhancement Committee was formed, comprised of the coordinator, one faculty member from each of the four sections, and an advisory member from FTAD.
- A discussion of the Initiative was included in the PAES new faculty orientation
- All faculty (40) participated in a workshop on the use of SEIs by Dr. Dick Gunther.
- The Committee developed a document connecting the Initiative with OSU's Academic Plan.
- The assistant professor mentoring luncheon focused on mentoring new faculty in instruction

Winter Quarter:

- The PAES Winter Quarter book club selected Walvoord and Anderson's *Effective Grading*, and 10 faculty members met four times over winter quarter.
- The PAES Instructional Collaboration Award was developed, to be given to PAES faculty members who use collaboration to improve instruction. Funding came from: the Instructional Initiative budget, a donation by each of the sections, and the PAES Director's budget. Five proposals were submitted. The winning award included five faculty members bringing contextual teaching and learning into a physical education teacher education.
- The associate professor mentoring focused on developing an instructional philosophy.

Spring Quarter:

- The Instructional Enhancement Committee initiated a partnership with the PAES Personnel Committee to host a forum on Peer Review of Instruction. 22 PAES faculty attended. As a result, there are now 2 separate methods for peer review: one formative and one evaluative.
- The Spring Instruction Workshop had a keynote by the winners of the PAES Instructional Collaboration Award and presentations by 5 other faculty members. 21 faculty attended.

2003-2004 Academic YearAutumn Quarter:

- A discussion of the Initiative was included in the PAES new faculty orientation
- Five PAES faculty attended the National Lilly Conference on College Teaching and Learning. Three were funded by FTAD; two were funded by the School.

- The Autumn Quarter workshop was on the doctoral exam process, its purpose and function, philosophy, and how we prepare students and new faculty. 29 PAES faculty attended.
- PAES faculty unanimously approved “The School of PAES Certificate of Professional Development in College Teaching” for graduate students who completed a set of activities.
- A book has been selected for the Winter Quarter book club (Zull, *The Art of changing the brain*). The PAES book club will be part of the FTAD initiative on Zull’s work.
- A call for proposals for the 2004 PAES Instructional Collaboration Award was distributed.
- One PAES faculty member served on a panel and five attended the College of Education New Faculty Orientation Series: Advising Graduate Students.

Excellence at the School Level: Investment of Resources in Teaching

The School of PAES invests resources in faculty development in instruction. The Instructional Enhancement Initiative is funded through faculty release time, a GTA, and an annual budget. Additionally, the school supports individual faculty efforts. At least one PAES faculty member per year has been selected from a university-wide pool of applicants for the FTAD OSTEP learning communities since the inception of the OSTEP program. The PAES budget supplements the funding they receive from FTAD. PAES faculty also have been funded to attend conferences on teaching (5 PAES faculty attended the National Lilly Conference on College Teaching in 2003), and the departmental budget supplements the PAES Instructional Collaboration Award. The School also sponsors an annual Outstanding Faculty Teaching Award and one for GTAs. Each of the four sections selects an outstanding GTA, with funding attached.

To begin a discussion of equity in faculty teaching loads, a PAES Workload Committee, was developed in spring, 2003. The committee released its initial report in autumn quarter, 2003. In this and other ways, faculty are engaged in the strategic planning process to produce a faculty work environment that pays attention to workload, quality of faculty life, and equity.

Excellence at the School Level: Connection of Instruction to Hiring, Promotion & Tenure

Faculty in PAES have a strong commitment to instruction and want to ensure that faculty who are hired understand and share in that value. Faculty applicants receive a packet from PAES that contains several articles on teaching and discusses the value that PAES places on instruction as an endeavor that is both publicly-shared and continuously improved. In their on campus interviews, applicants must deliver a teaching demonstration, in addition to the research demonstration normally required. Once hired, new faculty go through a PAES orientation program that has a strong emphasis on instruction, including information on campus resources, syllabi development, and information on teaching a diverse student body, including students with disabilities. All new faculty are assigned a faculty mentor, and the School pays for quarterly lunches at the Faculty Club for individual mentor/mentee pairs. Mentors and mentees also attend quarterly mentoring luncheons. During their first quarter, new faculty have a course reduction.

Instruction plays a major role in promotion and tenure decisions. All faculty attend to their on-going professional development in instruction, and the PAES P&T committee pays particular attention to documentation of teaching. PAES faculty are expected to discuss how they make efforts to improve their instruction and how these efforts have led to specific changes, which again are subject to evaluation. Faculty are expected to be very good instructors, but even the best of instructors are expected to engage in on-going efforts to receive feedback and improve their teaching. One of the major mechanisms for feedback is the Office of FTAD. All faculty are strongly encouraged to make connections with FTAD and to use their services, a suggestion that is made easier by the involvement of FTAD in the PAES Instructional Enhancement Initiative.

Excellence at the School Level: Connection to Other Initiatives and Committees

The value of instruction is reinforced through other committees and initiatives within the School. The PAES Technology, Diversity, and Honors Committees all work to incorporate instruction into their programs. For example, the Technology Committee assists with faculty websites and using WebCT. The Diversity Committee will hold a winter workshop on teaching non-native speakers. The Honors Committee has worked with faculty to develop Honors Sections of core college courses. Additionally, one faculty member serves on the OSU FTAD Advisory Committee and another serves as an FTAD facilitator for faculty in OSTEP, demonstrating an effort to extend a commitment to excellence in teaching to other units in the institution.

Excellence at the Programmatic Level

Individual programs also promote instructional excellence, often reaching out into the community to partner with schools, teachers, and agencies to provide outstanding preparation for future teachers and practitioners. Outreach and engagement, a priority identified by Dr. Karen Holbrook for the 2003-4 academic year, has always played a strong role for PAES. A PAES faculty member, Dr. Sandy Stroot, is the coordinator for Outreach and Engagement for the College of Education. Some examples of outreach and engagement are: The School Counseling program partners with Columbus Public Schools to provide Centers of Excellence in five urban schools. The Clinical Mental Health Counseling students partnered with an alternative high school to present a Wellness Fair in Arps Hall that drew over 350 participants. The Special Education section connects students to teachers in the school districts and to professionals at the Nisonger Center. The students in Exercise Science connect to residents in two Columbus nursing homes to encourage the elderly to continue their physical activity. Students in Sport and Exercise Education provide early motor skill intervention to preschool disadvantaged children in the University District schools and physical activity intervention to elderly members of a Columbus Senior Recreation center as part of a University approved Service-Learning course. The Sport and Exercise Education faculty connects with Columbus Public schools using two federal grants to promote higher levels of physical activity among children. Faculty in Workforce Development and Education constructed customized professional development courses in partnership with five Columbus Public High Schools. Other programmatic efforts encourage students to broaden their education beyond Ohio and the U.S. Recently, a faculty member in Workforce Development directed a one-week study trip to Germany for ten graduate students to visit companies, government agencies, and technical schools and learn about vocational development in an international context. This was the fifth study-abroad trip. Finally, many faculty have large federally funded grants intended to improve the quality of public education. For example, a faculty member in Special Education has a federally funded model demonstration project at a University District elementary school. Another collaborates with faculty in four other programs across campus to implement a \$1.5 million, five year grant on the management of parent and child therapeutic services, and another coordinates a million dollar grant on improving counseling services. These are just several examples of the many on-going efforts to improve instruction through real-world application and connections.

Sport, Fitness, & Health Program Teaching Initiatives The Sport, Fitness and Health Program (SFHP) has over 13,000 student contacts per year, with 38 GTAs providing over 225 sections of physical activity and health courses. The GTAs receive early and ongoing professional support, and there is a strong culture for effective instruction and professional development. This program has been recognized by FTAD as a model program for GTAs support and training.

Fall Orientation Program. Each year, all GTAs attend a five-day SFHP Fall orientation. The content exceeds the university guidelines for GTAs and includes an understanding of the OSU student body, styles of learning, diversity, pedagogical skill development, technology-enhanced instruction, and micro-teaching. Throughout the week's orientation, "Cluster groups" (GTAs teaching similar content) meet consisting of new and experienced GTAs. These Cluster group members share their experiences, model effective instruction, plan the quarter's instructional plan, discuss modes of assessment and instructional activities, and generally assist each other in providing the highest quality instruction possible.

Technology Enhanced Instruction. The SFHP utilizes technology to support instructional effectiveness. Model syllabi have been developed for over 50 courses and are available to GTAs via the SFHP website. This ensures consistency and quality. Additionally, SFHP GTAs are trained in technology enhanced instruction, resulting in: (a) maintenance of an electronic grade book via Excel and submission of this electronically to the SFHP Manager; (b) submission of grades electronically (even prior to this required approach); (c) the use of a WebCT site providing the syllabus, assignments, and course email (many instructors extend this website to include other instructional resources); (d) the use of LCD to present Powerpoint to the course, and; (e) the use of digital camcorders to analyze the performance of sports skills. Currently, a web-based SFHP Resource Center is being developed. The Resource Center will house instructional materials needed to teach a SFHP course, including multiple examples of syllabi, block plans, handouts, performance exam rubrics, written exams, and links to related websites.

SFHP Course in University Teaching. In their first quarter, all SFHP GTAs take a course on university teaching that is specifically geared toward instruction of sport and health.

Peer Mentoring. Peer mentoring is a valued part of the ongoing SFHP support system. Two experienced GTAs are re-assigned from teaching duties (half-time) to provide support to their peer GTAs including: (a) systematic supervision and observation of peer teaching; (b) personal consulting services, and; (c) brown bag lunch series every quarter. The intent is for GTAs to have a "safe place" to develop their teaching skills that is non-evaluative and developmental.

Recognition Systems. Each quarter, GTAs may nominate a fellow GTA for a SFHP Teaching Award and Service Award. Recipients receive a certificate and book voucher. Many GTAs also engage in the "SFHP Certificate of Professional Development in Teaching."

Program Manager and Assistant Manager. Two full-time A&P staff supervise the SFHP, evidence of the desire for ongoing quality supervision and support of quality instruction.

Support of University Programs for Instructional Enhancement. Members of SFHP have been engaged in many of the university activities for instruction. They were part of the first two cohorts of the Peer Mentoring program, part of a 2003-4 FTAD initiative to promote GTA training, and they frequently connect with and utilize the resources of FTAD. In addition, a PAES faculty member received a 2003-4 FTAD grant to promote SFHP GTA training.

First Education Experience Program (FEEP). FEEP has provided undergraduate students an opportunity to explore the education professions for over two decades. The program is staffed by one faculty member and 3 GTAs. FEEP provides classroom and field experience for over 400 undergraduates each year. Each student is placed one of five urban school districts for a 96 hour field experience. One of these cohorts consists of university honors/scholars students. Supervision is shared jointly by a cooperating school professional, a District Coordinator provided by the school district, and the faculty member or GTA. Additionally, each student attends a weekly seminar to process experiences in their placements. Topics covered in the seminar include units on diversity in school culture, effective classroom management, children and poverty, exceptional children, the political context of Ohio public education, and becoming a school professional.

Excellence at the Individual Faculty Member Level

PAES faculty participate in the Scholarship of Teaching and Learning. As of spring, 2003, 31 of the 40 PAES faculty had published peer-reviewed journal articles or books on the pedagogy of instruction, with a total of more than 200 publications in this area, including 37 textbooks. Twenty-two PAES faculty members have received awards or special citations for their teaching, including 8 faculty who have received the OSU Alumni Award for Distinguished Teaching.

Self-Evaluation of Teaching & Learning Quality

Self-evaluation efforts at the School Level

PAES faculty are self-reflective teachers. They use many mechanisms to gain feedback and engage in continuous improvement. In the past two years, PAES faculty and GTAs engaged in 75 consultations with FTAD, more than double the number of consultations requested by any other School or Department on campus. Faculty use other types of evaluations, including peer review and the *Feedback on Your Instruction* website. Each quarter, the Director reviews the SEIs of all faculty and GTAs and sends a note with reminders about available resources to those faculty and student instructors who have lower than average SEIs.

The School of PAES is continually engaged in the evaluation, modification, and enhancement of its courses. The effect of direct enrollment and the requests for PAES courses to fit into other colleges' curriculum require on-going efforts to coordinate schedules, and PAES has a full-time A&P coordinator for scheduling. In order to help students and faculty with planning, each program develops a three-year plan to determine what courses will be offered each quarter, including naming the instructor. This allows for long-term planning and helps students map their programs of study. In the last year, the School moved new program proposals to action through its redesign of the Technical Education and Training program, the return to a Physical Education/Teacher Education undergraduate licensure program, and modifications to meet the new Special Education licensure requirements. Both the School Counseling and the School Psychology programs have made substantial changes to develop an urban schools focus.

Self-evaluation efforts at the Programmatic level

Faculty engage in on-going evaluation of their programs and make adjustments and improvements. For example, in 1996, the teacher preparation programs in Workforce Development, Physical Education, and Special Education transitioned to graduate-level programs. However, they recognized that this transition must be heavily scrutinized to measure its success. Over the last six years, all have added undergraduate programs in teacher preparation. Faculty in these programs made changes, and after an appropriate trial, returned to the earlier method. The culture of a School must support such experimentation if it is to truly support systemic change.

Other innovations at the programmatic level to support self-evaluation have been less dramatic, but no less important. Several programs that involve supervising internships have developed and psychometrically evaluated a new evaluation of instruction instrument that is more appropriate to this type of course. A faculty member in another conducted longitudinal research of the cognitive development of the graduate students and then the program made changes to course structure and sequencing to match the courses with the developmental level of the students.

The PAES Office of Student Services surveys all graduating undergraduates, and many programs conduct exit interviews. The G-QUE report helps inform programmatic decisions. Several programs are developing alumni databases, and several have program-specific newsletters that are mailed (either electronically or through the postal systems) to alumni. This connectivity

helps programs make relevant changes to curriculum and helps graduates network to find jobs. The PAES Office of Student Services attempts to interview all graduating undergraduates about the quality of their experiences in PAES for continuous program improvement.

Self-evaluation efforts at the Individual Faculty Member Level

More than half of the PAES faculty stated that they have used the services of FTAD to receive feedback or other assistance with their instruction, resulting in 55 faculty consultations in the past two years. Additionally, 25 faculty members stated that they used an evaluation form *in addition to the university required SEI*, to receive feedback. Finally, 30 PAES faculty noted that participated in the PAES mentoring programs as a method to reflect on their instruction.

Development of Faculty Teaching

Faculty Development at the School Level: Professional Development and Mentoring

Faculty are supported in their efforts to develop into world-class teachers from the moment they arrive on campus for their interviews, and this continues in the PAES new faculty orientation. New faculty are assigned a faculty mentor. Assistant professors turn in full dossiers and syllabi each year (after a PAES workshop on dossier development), and they receive feedback from the PAES Personnel Committee and the PAES Director, in the form of a letter and an individual meeting. By the time an Assistant professor reaches Fourth Year Review, s/he has engaged in this process three times. All Assistant professors are granted an SRA quarter during their first three years. The expectation for on-going professional development is set early.

Associate professors continue in the mentoring process, and they meet quarterly to discuss their continued professional development and advancement. Associate professors turn in dossiers and syllabi each year, and those who desire promotion are encouraged to seek three consecutive annual evaluations from the Personnel Committee. The constant feedback and self-reflection promote a professional development trajectory that views development as a lifelong process.

Full professors engage in this process as well. The PAES Full professors host a quarterly workshop for all PAES doctoral students and their advisors, and each quarter has a theme around professional development in academia. Full professors contribute to the mentoring of Associates by reviewing dossiers and providing feedback on their trajectory toward Full professors.

Faculty Development at the School Level: Technology in Instruction

Rather than just telling faculty that technology is a priority, the School funds technology at a high level, with more than \$200,000 committed annually, including both personnel and products. The School has a full-time professional A&P Technology Specialist, and she oversees five Technology GTAs who assist faculty. In addition, she provides support and assistance to faculty in all of their technology needs and attends faculty and PAES advisory meetings as a resource. The School also has purchased technology to support instruction. All faculty have computers that are less than three years old, and there is a rotating schedule of computer replacement to insure that every faculty member has a new computer at least every three years. PAES also has purchased 6 LCD projectors that faculty can use in the classroom or as they travel. Many discipline specific technologies are purchased and used systematically in their programs at all levels.

Faculty Development at the Programmatic and Individual Faculty Member Level

In addition to all of the faculty involvement in the pedagogy of instruction already discussed in this document, 31 faculty members noted in their dossiers that they infuse technology into their instruction. Two faculty members developed a prototype Physical Education course

taught entirely on-line, and they are currently researching the effectiveness of this course in helping students make behavioral changes. Other faculty have engaged in on-line or web assisted courses. One faculty member developed a CD-ROM for interactive learning of counseling theories, which has been published commercially. Faculty use TELR and have received grants from TELR to improve their instruction. Many faculty use WebCT.

Provision of Resources for Students

Provision of Resources at the School Level:

Faculty are interested in the preparation of future faculty. In 2003, the PAES Instructional Enhancement Committee developed and the faculty unanimously approved “The School of PAES Certificate of Professional Development in College Teaching.” Graduate students can engage in a series of eight activities to develop their skills as college-level instructors. This certificate underscores the importance that PAES faculty place on the faculty teaching role and is intended to communicate that importance to students. Students who complete this certification also will be more competitive in job searches in academia (certificate requirements are listed on the webpage).

The PAES Office of Student Services works closely with faculty to ensure accurate and sufficient advising for all students. Academic advisors are available five days and three evenings a week (two more than the University standard). The School provides significant support to students and refers students to appropriate University resources. Students on academic warning and probation receive special intervention through required meetings with advisors and instructors, and are strongly encouraged to enroll in a study skills course offered by the School. The School supports diverse students through programs such as the Multicultural Mentoring Program, which pairs underrepresented pre-major students with upper-class students. Learning is extended beyond the classroom through internships and co-curricular programs. All PAES majors require internships and/or field experiences, ensuring graduates have extensive hands-on experiences. Additionally, co-curricular programming, often in conjunction with student organizations, provides opportunities for students to engage with faculty outside of the classroom.

Procedures are in place to facilitate quick and fair resolutions to student petitions, grade grievances, and other complaints and issues. These procedures are documented in the School’s Pattern of Administration and in the Undergraduate and Graduate Studies Handbooks. Students are apprised of departmental decisions and other important information via email listservs, the School website, and informational meetings. Student and alumni input, through web-based surveys, is regularly sought to insure continuous quality improvement.

Provision of Resources at the Programmatic Level

Technology also affects instruction at the programmatic level. As an example, the Special Education and Counselor Education programs recently purchased PDAs (including software to download PowerPoint® presentations) for use by all their students. The PDAs are used for presentations and to help children with behavioral interventions. The Special Education program also purchased digital cameras and camcorders for their students to use as part of their instruction or to have digital photos and video for their e-portfolios.

PAES has a fully functional and supported Technology Laboratory in Pomerene Hall. The PAES budget supports one GTA, and the annual rate funds secured by SEE faculty secure two additional GTAs and funds to upgrade the equipment (PC and Macs as well as cameras, scanners, and multi-media software). The GTAs provide support to faculty and GTAs who integrate technology into their teaching. The Counselor Education program has a computer and technology lab, staffed by a full-time GTA, with specialized testing software used by students in the program.

Provision of Resources at the Individual Faculty Member Level

Faculty receive training grants to fund students. The Rehabilitation Services program fully funds 12 graduate students per year. An interdisciplinary project on Early Intervention funds 20 students a year across five programs. A faculty member in Special Education has had three Leadership Training Grants to train doctoral students. Other faculty members make individual contributions. Although all sections have funding to assist students as they travel to national conferences, one section has set up a university fund for faculty to make individual contributions to assist their students. Another faculty member has established a private fund into which all proceeds from her textbook are collected and distributed to students for conference travel.

Outcomes

The efforts at the School, programmatic, and individual faculty level provide extremely strong evidence that PAES has a *culture where teaching is valued, supported, and continuously improved*. All of this evidence fits with the University Academic Plan. The efforts to continually improve instruction support goal #1 – to Build a World Class Faculty and goal #3 – Enhance the Quality of the Teaching and Learning Environment. The programmatic initiatives, such as SFHP and FEED, are designed to Enhance and Better Serve the Student Body (goal #4), and the outreach and engagement programs into urban districts and special needs populations both Create a Diverse University Community (goal #5) and Help Build Ohio's Future (goal #6). All of these efforts, taken together, help to Develop Academic Programs That Define Ohio State As The Nation's Leading Public Land-Grant University (goal #2).

We believe the following outcomes support the nomination for the 2003-2004 University Departmental Teaching Excellence Award:

- *Evidence that teaching is valued*
 - Teaching is supported through commitment of resources, promotion & tenure requirements, and is valued by the faculty who make efforts to improve teaching through FTAD consultations, attendance at discussions and workshops, publications and research
- *Evidence that faculty make changes to their teaching as appropriate*
 - Faculty demonstrate that they use multiple methods of feedback and multiple ways to be updated on pedagogy, and there is evidence that they use that information to make changes to their teaching, revise syllabi, and employ new pedagogical tools in the classroom
- *Evidence that the process is valued as well as the outcome*
 - Faculty engage in the process of self-reflection around teaching and believe in the importance of discussion, attending discussion groups, book clubs, and mentoring luncheons
- *Evidence that faculty take ownership*
 - The teaching initiative, mentoring programs, SFHP and FEED GTA trainings, and outreach and engagement efforts are managed by faculty, with high levels of faculty participation.
- *Evidence that others look to PAES for leadership in teaching*
 - Presentations of the PAES model of instructional enhancement have been made at several national conferences on teaching, and an article on the model is currently being developed.
- *Evidence of a cultural change*
 - Instruction has become something that is publicly-shared and continuously-improved. PAES faculty talk about teaching, are interested in sharing and using each other's ideas, and support a culture where teaching is important and valued at all levels.