E3. Faculty Instructional Effectiveness

The school ensures that systems, policies and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The school establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The school supports professional development and advancement in instructional effectiveness.

1) *Describe the school's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.*

Course Evaluations
Course evaluations are the primary method for evaluating faculty instructional effectiveness. All students complete online course evaluations at the end of each term for every course in which they are registered. Course evaluations are organized at the university level through the GW Office of Survey Research and Analysis. The university uses the SmartEvals system to gather course evaluation data. All evaluation surveys have a standard set of questions containing both open-ended and Likert-scale questions. GWSPH requested that some personalized questions specific to the school and our accreditation needs be included in GWSPH students' evaluations. While evaluations are not required, student participation is encouraged through faculty promotion and SmartEvals system reminder emails, which are sent until students complete their evaluations or the evaluation period ends, whichever comes first. The evaluation period usually opens in the last week of the term and closes before final grades are posted. Data are released three weeks after the term ends and final grades have been posted.

Evaluation data are reviewed by instructors; department (vice) chairs; the Assistant Dean for Academic Innovation; Associate Dean for Undergraduate Education and Senior Associate Dean for Academic, Student and Faculty Affairs; and the Dean. Data reports include deidentified and summarized quantitative data and all open-ended responses. Faculty who receive below-average evaluation scores meet with their department chairs to review their feedback and are coached by experts at LAI; the department (vice) chair; or the Senior Associate Dean for Academic, Student and Faculty Affairs. In rare cases, if a full-time faculty member repeatedly scores below average even after coaching and mentoring the faculty is removed as course lead. Evaluation data are a required component in promotion and tenure decisions. Student evaluation data may also be used in the decision to rehire adjunct instructors.

MPH@GW faculty who consistently receive positive evaluations are recognized by the Senior Associate Dean for Academic, Student and Faculty Affairs and the Assistant Dean for Academic Innovation. These faculty receive a thank-you note and gift from GWSPH for their engagement and excellence in teaching. Faculty teaching in residential programs are recognized at the annual fall and spring faculty assemblies.

Peer Evaluations
Peer evaluations are an optional method for evaluating faculty instructional effectiveness. Most departments provide faculty with faculty mentorship in the form of co-teaching a course and/or peer evaluation for new educators. Each department has a slightly different process for providing feedback on faculty instructional effectiveness. A schoolwide process is currently in development but has yet to be finalized and implemented.

Example: The Department of Health Policy and Management currently has a faculty teaching evaluation process, which was developed through a scan of common practices across universities and designed to be open-ended and led by the instructors who are being evaluated. Instructors complete a form, provide their syllabus and provide dates for observation. A member of the department's ad hoc committee is assigned as an evaluator. Prior to the classroom observation, evaluator and instructor meet to discuss goals of the observation. Another discussion occurs after the observation so that the evaluator can provide feedback. The process in this department is for educational and personal improvement purposes; faculty teaching peer evaluations are not linked to hiring and promotion.

Team-Teach Approach
The MPH@GW program pioneers the school's team-teach approach based on the community-of-practice model.[89] Course directors meet weekly or biweekly with their section leaders to maintain consistency and address any feedback obtained from students, academic advisors and program directors. This team-teach approach and the continuous formal and informal meeting of instructional teams for each course has effectively formed a community of practice focused specifically on applied teaching strategies at the individual course level. An internal study conducted in 2019 indicated high levels of intrinsic motivation, role clarity and job satisfaction for both full-time and part-time faculty teaching in the online programs that use this team-teach approach (see ERF > Criterion E > Criterion E3 > E3.1: Instructional Effectiveness).

Annual Performance Review
Faculty instructional effectiveness is evaluated as a whole during the annual performance review process, which occurs every spring. Faculty highlight feedback from course evaluations, innovative activities they implemented in the classroom as well as resources and education they obtained and subsequently integrated into their instruction. Faculty document their instructional effectiveness in Lyterati. Annual performance reviews are conducted by department chairs with faculty during annual one-on-one review meetings as well as by the relevant academic deans (academic and research with respect to specialized faculty) and the Dean to ensure concurrence.

Promotion and Tenure
According to the APT guidelines, instructional effectiveness is required of all faculty, including research faculty. Evidence of educational responsibilities include the development of curricula, design of courses, degrees and concentration, teaching, academic advising, formal lectures in other faculty's courses, and preparation and publication of educational materials (e.g., textbooks, articles, teaching tools). Faculty undergoing promotion and tenure review prepare a dossier that includes a teaching pedagogy, course evaluation results, a list of courses taught and any peer evaluations by colleagues (see ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents).

2) *Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of school involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.*

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[89] Wenger, M. S., and Hornyak, M. J. (1999). Team Teaching for Higher Level Learning: A Framework of Professional Collaboration. Journal of Management Education, 23(3), 311–327. https://doi.org/10.1177/105256299902300308

Master Teacher Academy

The Master Teacher Academy (MTA) provides ongoing education, support and expertise to GWSPH faculty, staff, and students regarding teaching excellence and pedagogical science. Composed of GWSPH educational leaders and role models who cultivate a culture of teaching and learning excellence within GWSPH, and in the broader public health and academic communities. MTA membership is both an acknowledgement of teaching excellence and an opportunity to engage collaboratively with GWSPH faculty colleagues and the larger school community in promoting personal teaching growth and pedagogical leadership activities. MTA currently has 13 members (11 full-time and two part-time) plus two ex-officio members (Senior Associate Dean for Academic, Student and Faculty Affairs and Assistant Dean for Academic Innovation) and two fellows. Membership in MTA is competitive; of the seven 2023 applications, only four were accepted (see ERF > Criterion E > Criterion E3 > E3.2: Continuous Improvement). MTA core activities have included:

- Hosting faculty webinars and teaching-related opportunities
- Testing and promoting innovative GWSPH teaching practices
- Providing technical assistance for teaching reviews/practices, as requested
- Participating in peer review of teaching/internal mentorship opportunities
- Participating in GW Teaching Day
- Developing peer-reviewed articles regarding pedological excellence and innovation

Example No. 1: In fall 2022, MTA hosted two sessions focused on Dr. James Lang's book *Cheating Lessons: Learning from Academic Dishonesty*. Dr. Lang led the first session, which was open to all GWSPH faculty and discussed strategies to reduce cheating and improve student performance by adjusting the learning environment and assessments. The session was well received by faculty, and two weeks later, a second session focused on application of learnings in an assignment design workshop. This session was also open to any GW faculty member and was highly rated by attendees.

Example No. 2: On October 20, 2023, MTA hosted a session on disability support. The workshop was attended by 30 GWSPH employees, including 19 full-time faculty, eight part-time faculty and three full-time staff members. Two members from the GW Office of Disability Support Services (DSS) led the session. Topics discussed included the types of DSS accommodations and their meanings, how to implement accommodations, how to discuss specific disability/diagnosis information with students (i.e., what can and cannot be said), how to fundamentally alter courses to meet student needs and when to engage with DSS. The session closed with a Q&A period.

Online Teaching-Faculty Development Workshops and Training

With input and guidance from the Assistant Dean for Academic Innovation, 2U provides workshop series, seminars and asynchronous training experiences around topics relating to excellence in online teaching such as student-instructor interactions; team and collaborative course activities; leveraging educational technologies for successful online course outcomes; supporting diversity, equity and inclusivity in the teaching process; and integrating progressive pedagogies.

Example No. 3: Between 2020 and 2022, 127 new instructors attended a new online faculty orientation hosted by the Assistant Dean for Academic Innovation, the Associate Dean for MPH Programs and the Program Director for MHA@GW. During these orientations, new online faculty were introduced to the online team-teach program model, offered strategies for successfully working with students in our online program model and provided administrative contact points and suggestions for being successful in a part-time faculty role at GWSPH.

Example No. 4: In 2020–2021, there were over 130 full-time and limited-service faculty teaching in our MPH@GW and MHA@GW programs who enrolled in faculty enrichment workshops. These workshops were facilitated by 2U with input from the Assistant Dean for Academic Innovation and program directors. Faculty participated alongside faculty peers from over 20 other institutions who also operate online programs with this vendor. Responses to these workshops were highly positive.

Example No. 5: Between 2020 and 2022, 2U trained 127 new instructors on the 2GW LMS platform. This training consists of guidance on asynchronous LMS features such as navigation, communicating with students and grading. The training also provided hands-on preparation for scheduling synchronous class sessions and meeting with students in the live classroom environment.

Library Teaching and Faculty Support
LAI offers services for faculty in continuous improvement in teaching practices and student learning. Faculty receive support through one-on-one consultations, in-depth workshops and teaching programs.
- The Instructional Core consists of educational consultants, instructional designers, media producers and instructional technology specialists. It partners with faculty to facilitate syllabus and course design and enhanced teaching methods (both residential and online).
- The Course Design Institute is open to a limited number of faculty each year. During this virtual event, experienced facilitators support faculty as they design new or redesign existing course syllabi. Learning-centered design principles are emphasized.
- Faculty may request access to specific course materials (articles, media, book chapters, etc.), which can be linked directly in Blackboard or searchable via the library catalog (course reserves).
- The Instructional Technology Laboratory provides technical support and guidance on choosing specific tools to help facilitate learning.
- Librarians help identify open educational resources, improving access for students.
- The Strategic Digital Learning Initiatives team guides faculty on integrating technology and creative design concepts into instructional activities.
- Librarians assist faculty with designing a class, workshop or online module focused on using library resources such as citation managers, search databases and specialty software.

Teaching Day
The university's annual Teaching Day is held every fall and promotes innovative teaching methodologies, supportive technologies and collaboration. Sessions are available in person and virtually so distance-based educators and adjuncts may participate.

Teaching Network for Early Career Faculty
The Teaching Network for Early Career Faculty is a cohort-based program for early career faculty new to teaching at GW. Faculty attend six sessions between October and March and engage in a peer review process in February. Participants read *Small Teaching: Everyday Lessons from the Science of Learning* by James Lang, develop engaging class sessions, create clear assignments and practice active learning techniques.

GWSPH Faculty Career Development
GWSPH seeks to develop and guide enrichment activities for faculty in areas of career development, teaching, research, public health practice and administration. GWSPH orients new faculty each fall. The purpose of the event is to help new faculty acclimate to academia and become familiar with university and GWSPH policies, procedures and resources. GWSPH also

encourages faculty to join professional organizations like the American Public Health Association (APHA) and Society for Public Health Education (SOPHE).

GW Leadership Academy
The GW Academic Leadership Academy (GWALA) is a yearlong, cohort-based program where participants build leadership skills and lead a project that serves as a case study to apply their learning. GWALA facilitates cross-institutional networking among academic leaders. Acceptance is through a competitive nomination process. GWSPH faculty who participated include:
- Sara Wilensky
- Amanda D. Castel
- Jane Hyatt Thorpe
- Manya Magnus
- Melissa Napolitano
- Carlos Rodriguez-Diaz
- Heather Young

Faculty Recognition and Awards
There are several university and school awards granted to faculty and graduate teaching assistants for their excellence in teaching, service and research. Awards specifically recognizing teaching excellence are:
- Oscar and Shoshana Trachtenberg Prize for Teaching Excellence is presented to a tenured member of the faculty who regularly teaches undergraduate students.
- Morton A. Bender Teaching Awards recognizes full-time and part-time faculty who teach undergraduate, graduate and professional courses at GW. Zoe Beckerman won the Bender Teaching Award in 2023.
- Philip J. Amsterdam Graduate Teaching Assistant Awards are given to GW Graduate Assistants who have had at least three semesters of GA experience. In 2019, GA Chulwoo Park from the Department of Global Health won this award.
- WID Distinguished Teaching Awards honor faculty members and graduate teaching assistants who have demonstrated excellence in teaching and planning WID courses. In 2023, Amanda Visek won the Dymond WID Distinguished Teaching Award.
- GWSPH Excellence in Teaching Award (Undergraduate) honors a GWSPH faculty member who teaches undergraduate courses. In 2023, Elizabeth Gray won the award. Past winners include Melisa Napolitano, Amanda Visek and Monica Ruiz.
- GWSPH Excellence in Teaching Award (Graduate Residential) recognizes a GWSPH faculty member teaching residential graduate courses. In 2023, Bart Bingenheimer won the award. Past winners include Manya Magnus, Scott Quinlan and Heather Hoffman.
- GWSPH Excellence in Teaching Award (Graduate Online) is given to a GWSPH instructor for excellence in teaching online graduate courses. In 2023, Seble Frehywot won the award. Past winners include Maureen Byrnes, Peter La Puma and Joy Volarich.
- Professor of the Year Award is given to a GWSPH instructor selected by GW student-athletes. In 2023, this award was earned by Kyle Levers and Elizabeth Gray.
- Instructors who have taught a number of classes in the online programs and consistently receive high student satisfaction rates receive recognition from the Senior Associate Dean for Academic, Student and Faculty Affairs and Assistant Dean of Academic Innovation.

Sabbatical Leave
GW grants sabbatical leave to faculty as "recognition of notable service through teaching and scholarly contributions and as an aid and inspiration to further achievements." Faculty request a leave to engage in "opportunities for scholarly development and contacts which shall contribute

to their professional effectiveness and to the value of their later service" to the university (see ERF > Criterion E > Criterion E3 > E3.2: Continuous Improvement).

<u>Pivot to Virtual Teaching and Learning</u>
In 2020 with the pivot to virtual schooling, GWSPH hosted multiple workshops for faculty on topics such as student engagement, innovative technology use and instructional adaptation and flexibility. With the return to on-campus instruction, faculty are still utilizing the techniques learned in these workshops in their residential classes.

<u>Academic Resilience</u>
During the COVID-19 pandemic, GWSPH sought to assess how services and support mechanisms provided by the school may have helped students maintain academic resilience and achieve their academic goals. A two-part survey consisting of 30 adapted questions from the Academic Resilience Scale (ARS-30) and 13 questions specific to GWSPH's support services was administered during spring 2021. Over 230 students participated in the survey, and of those, 83 students (69% MPH and DrPH) provided responses to at least 80% of the ARS-30 questions. GWSPH services were categorized as (1) academic support; (2) flexibility and student-centeredness; and (3) administrative and financial services. Analysis indicated that academic support and flexibility and student-centeredness services explained a significant level of variability in academic resilience scores while financial and administrative services did not. For example, "My instructor(s)' flexibility and understanding supported my learning" and "The design, structure and flow of my remote courses supported my learning" were significant predictors of high academic resilience (see ERF > Criterion E > Criterion E3 > E3.2: Continuous Improvement).

3) *Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.*

GWSPH expects faculty to maintain currency in their areas of instructional responsibility through a variety of mechanisms. Faculty are expected to engage in research with other faculty and external collaborators to maintain currency in research methodology. Faculty are encouraged to attend professional development activities, particularly related to instructional effectiveness. Many of the activities offered by the university are free of charge, or in the case of the Course Design Institute, pay faculty to attend. Last, faculty learn of emergent public health challenges and participate in peer-to-peer learning when presenting and attending public health conferences, such as APHA and SOPHE. Financial support is available for full-time faculty to attend such meetings.

Departments evaluate all faculty on a regular basis to ensure currency. As syllabi reflect faculty preparedness and knowledge to teach in a prescribed area, departmental curriculum committees review these syllabi periodically. The reviews focus on ensuring that current readings and content are included. Likewise, course evaluations provide program directors insights into students' perceptions of faculty preparedness. On an annual basis, all faculty undergo an annual performance review, during which faculty provide evidence of their currency in their area of instructional responsibility. Faculty are further assessed when undergoing a review for promotion or tenure. Currency in instructional responsibility is evaluated using the submitted dossier.

4) *Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.*

Educational responsibilities are considered during promotion and tenure reviews for all PIF and non-PIF faculty. All faculty, regardless of whether they are designated as research or teaching, tenure or non-tenure track, are expected to demonstrate educational responsibilities, which may include teaching and mentoring. Faculty prepare dossiers documenting their teaching narrative, teaching evaluations (peer and student), courses taught, teaching awards won, mentoring activities and any other relevant information. At GWSPH, educational responsibilities encompass a wide array of activities including curricular development, design of courses, degrees and concentrations, teaching, student advisement, formal lectures, and preparation and publication of educational materials. According to the school's APT guidelines, "an effective teacher leads students to think purposely and critically, broadens the interest of students, seeks out innovative techniques and transmits knowledge effectively" (see ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents).

5) *Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness.*

Select at least three indicators, meaningful to the unit, with one from each listed category.

Faculty Currency
GWSPH conducts periodic internal reviews of syllabi for currency of readings, topics, methods, etc. In 2021–2022, the GWSPH Curriculum Committee thoroughly reviewed residential and online versions of core public health courses to ensure attainment of assigned competencies, alignment with course learning objectives and consistency across formats. The review process was well received and plans to review courses used across departments in multiple programs is slated for 2023–2024 (see ERF > Criterion B > Criterion B2 > B2.2: Eval Plan_Implement).

Departmental curriculum committees regularly review course syllabi, particularly ones running multiple sections or that are used in several programs. Discussions typically involve ensuring consistency across sections, proposed additions to readings or contents and carving out some content to develop new classes.

Faculty Instructional Technique
Data on student satisfaction with instructional quality are collected in course evaluations, which are disseminated in the final weeks of each term. The data points highlighted below are all five-point Likert scale questions where a score of 5 indicates the greatest agreement or positive sentiment toward the statement.

	Overall instructor rating	Instructor knowledgeable	Instructor enthusiastic	How much learned in course
2022–2023	4.5	4.8	4.7	4.3
2021–2022	4.5	4.8	4.7	4.2
2020–2021	4.5	4.8	4.7	4.3

School Level Outcomes
All GWSPH PhD students and graduate teaching assistants are trained in pedagogical techniques. The Graduate Teaching Assistantship Program (GTAP) is a university-wide endeavor aimed at informing newly appointed graduate assistants (GAs) on GW policy, university resources and teaching strategies. Additionally, GWSPH GAs enroll in a free credit/no credit course, UNIV 0250.DE Graduate Assistant Certification Course, designed to be an introduction to the complex process of teaching and learning in undergraduate and graduate education settings. The coursework focuses on philosophical and research foundations of higher education and practical suggestions and examples of skills relevant for GAs. Last, GAs complete

a school-specific training organized by the Office of Admissions and Recruitment. This training focuses on GWSPH-specific policies and procedures.

6) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

Strengths
- GWSPH continuously and consistently collects and reviews data on the measures noted above. For example, our instructors are continually rated by students as highly knowledgeable and enthusiastic, which serves as confirmation that our instructors are experts in their fields and dedicated to student learning.
- Processes for distributing course evaluations and requiring GTAP and Graduate Assistant Certifications are well-established and well-enforced.
- Departmental curriculum committees follow consistent processes and procedures for reviewing syllabi in collaboration with the GWSPH Curriculum Committee flowing from standards set in the school's Curriculum Guidebook (see ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents).
- The university provides some financial support for part-time faculty to engage in professional development opportunities. In 2023, the funds available increased to benefit more faculty. GWSPH will be promoting this more heavily to our part-time faculty.
- Sara Rosenbaum, JD, won the 2022 Welch-Rose Award for Distinction in Public Health from the Association of Schools and Programs of Public Health. This prestigious ASPPH Excellence Award recognizes public health leaders for their service and achievements in teaching, practice and student services.

Challenges
- The greatest challenge associated with these measures is the volume of the school. For example, the number of course offerings at GWSPH numbers in the hundreds, meaning that while curriculum committees are constantly reviewing syllabi, a course may only be reviewed once every few years.

Future Plans
- GW coordinates an annual Teaching Day and while faculty attend, there has not been a history of GWSPH faculty-submitted abstracts to present. In 2023–2024, GWSPH leadership is pushing for a stronger showing at the event.
- The MTA is currently developing a standardized faculty teaching peer evaluation process. Like the process in the Department of Health Policy and Management, the goal of the observation will be instructor-led. MTA is planning to pilot this new peer evaluation process in 2023–2024.