



Teaching Effectiveness Initiative Program

Assessment Report: Summer 2024 – Spring 2025

Program Overview

Launched in Spring 2022, the [Teaching Effectiveness Initiative \(TEI\) Program](#) is a voluntary program that incentivizes instructors to engage in professional development aligned with the [CSU Teaching Effectiveness Framework \(TEF\)](#), implement evidence-based practices, and reflect on these practices using a [Post Implementation Reflection Form](#) for each professional development experience.

The program design encourages faculty to engage in a scholarly teaching practice by moving beyond learning about new teaching strategies. Domain experience units (DEUs) are awarded to instructors who report and reflect on the implementation of evidence-based practices in their classrooms. As depicted in Figure 1, participants earn TEF *Domain Certificates of Achievement* and *Letters of Commendation*, and ultimately, the *Teaching Effectiveness Fellow Award* upon earning all seven TEF domains. Participants' artifacts can subsequently be used as evidence of teaching success in annual review and Promotion and Tenure (P&T) applications.

Figure 1: TEI Recognition Progression



The TEI Program promotes a scholarly approach to teaching, and the emphasis on the incorporation of evidence-based best practices provides an opportunity for faculty to be recognized and rewarded for this work. According to [Bathgate et al. \(2019\)](#), instructors who feel supported in their use of evidence-based practices are more likely to implement them in their classrooms. Also, the regular integration of evidence-based practices can positively impact student outcomes. For example, in [Reeves et al. \(2024\)](#), “students who reported being exposed to evidence-based practices every couple of classes also reported that they learned more and had a higher ability to work in groups when compared to students who were exposed to evidence-based practices less frequently.”

This annual report summarizes program growth from the TEI Program’s inception in 2022 through Spring 2025.

Program Updates/Highlights

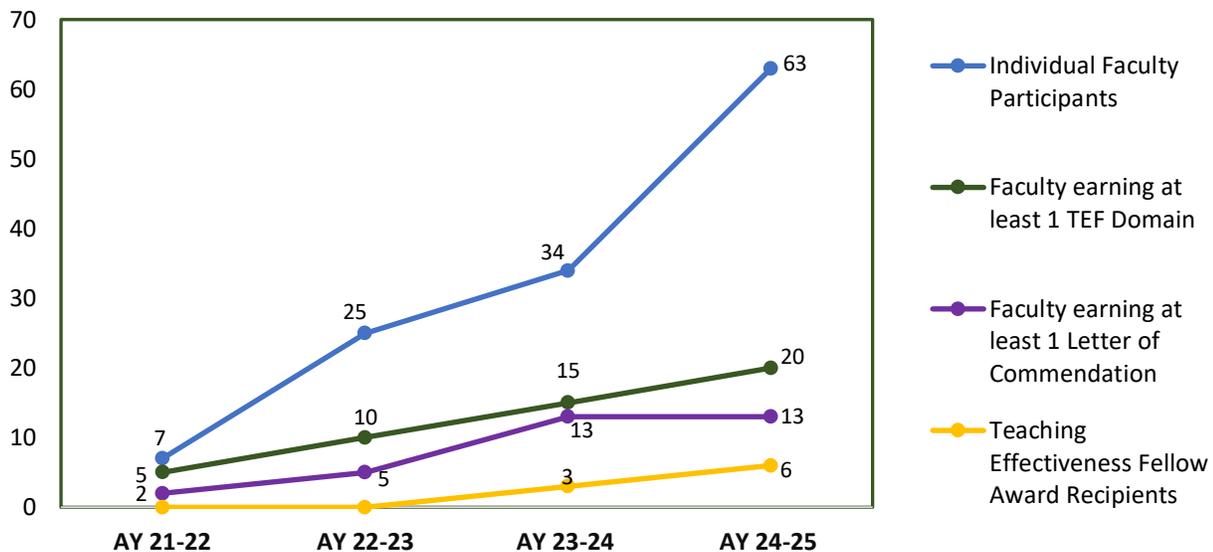
- In AY 24-25, **six** faculty earned the **Teaching Effectiveness Fellow Award** after completing *Certificates of Achievement* in all seven domains of the TEF. Congratulations to Day Halsey and Dr. Ashley Harvey (Human Development & Family Studies), Dr. Kimberly Jeckel (Biomedical Sciences), Dr. Annie Krieg, (Art and Art History), Dr. Alyssia Miller De Rutté (Languages, Literatures and Culture) and Dr. Tian Guo (Natural Resources)! This brings the total number of [Teaching Effectiveness Fellows](#) to **nine**.
- **One** Fellow is tenured and the other **eight** are Continuing, Contract, and Adjunct Faculty (CCAF).

- Participants appreciate the **supportive, custom feedback** on Post-implementation Reflections from the TEI Program review team.
- Numerous participants report **using TEI Program artifacts as evidence of teaching success in annual review and Promotion and Tenure applications**. Artifacts include Post-implementation Reflections, DEU attainment in TEF domains, Domain Certificates of Achievement, and Letters of Commendation from the Vice Provost for Faculty Affairs.

I am truly honored to be recognized for my efforts in teaching effectiveness. It can be difficult to demonstrate productivity and excellence as a teaching faculty, as I do not have numerous grants or publications as evidence of my efforts. The Teaching Effectiveness Fellow Award is a university-recognized achievement of my commitment to teaching excellence and completion of hundreds of hours of teaching-related professional development.

Program Growth

Figure 2: TEI Participant Growth



Since its inception in May 2022, the TEI Program has experienced steady growth (Figure 2).

- **Faculty participation has increased by 85%.** In AY 24-25, there were **63 participants** from **32 departments** and **8 colleges** compared with 34 instructors from 19 departments and 8 colleges in the prior year.
- **Human Development and Family Studies** has the **largest number of participants (8)** followed by **Chemistry (6)** and **Music (4)**.
- The **Inclusive Pedagogy domain leads with 22 Certificates of Achievement** earned, followed by **Classroom Climate (16)** and **Curriculum/Curricular Alignment (16)**.
- In AY 24-25, participants submitted **140 post-implementation reflection forms** (an **increase of 24%**) highlighting their use of evidence-based practices since the program's inception. This brings the overall total to **400+ reflections since the program's inception**.

The reflections were incredibly helpful for processing my experiences and considering how to build on my progress. I also found the experience of reflecting helped me adapt some of my teaching strategies to include more student reflection!

Program Impact

The TEI Program recognizes participants for implementing evidence-based teaching practices. Participants are spread across a variety of faculty positions: CCAF (40), tenured/tenure track (18), administrative professional (2), and research (2).

A survey was sent to the 33 currently enrolled TEI participants in March 2024; 20 completed the survey for an overall response rate of 60 percent.

- Respondents reported **continuous improvement of teaching, documentation for annual review or P&T, and earning Certificates of Achievement** as their top reasons for participating in the TEI Program.
- Respondents indicate that the program supports their professional development by **encouraging them to focus on teaching practices/skills (13), documenting efforts for annual review or P&T (7), providing a structure or path to move forward with professional development (7), and supplying motivation to make changes in their courses (5).**
- Overwhelmingly, respondents indicate they **would recommend participating in the TEI Program to a colleague (90%)** and that **participation in the program has been beneficial (95%)**. The following are representative comments demonstrating these findings:

"I found the feedback to be incredibly supportive, encouraging, and thoughtful. The TEI is a huge undertaking and the feedback made me feel visible in the process!"

"I used participation in the TEI to demonstrate my commitment to student success and teaching effectiveness in faculty annual reports, promotion materials, and a variety of applications (e.g., awards, fellowships)."

Future Directions

TILT will continue to **expand TEI Program participation through strategic outreach to faculty and department chairs and heads across campus and the continuation of the Teaching Effectiveness Initiative Ambassador Program**. The ambassador program invites recipients of the Teaching Effectiveness Fellow Award to extend their involvement in the program by promoting the use of evidence-based practices and the TEI Program in their home college. Dr. Julie Taylor-Massey (College of Health & Human Sciences) and Dr. Tian Guo (Warner College of Natural Resources) will be the TEI Ambassadors in AY 25-26.



A **follow-up program survey** will be sent to TEI participants in **Spring 2026** to obtain feedback and identify faculty and program needs.

The TEI is a win-win-win. For administrators, it provides quantitative and qualitative metrics useful when reviewing faculty's efforts toward teaching effectiveness. For faculty, it offers a structured and easy way to adopt evidence-based strategies and bolster their teaching practices. For students, it leads to enhanced course experiences and bolsters their success.
