Characteristics of a " Teaching Institution": Administrative Objectives, Actions, Activities and Assessment

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ABSTRACT

All institutions of higher learning offer courses. In that sense all institutions of higher learning can designate themselves as teaching institutions. In this article we point out that, while stated objectives may be similar or even identical, there are differences in the level of commitment to teaching that characterizes institutions of higher learning. We present an outline of actions and activities derived from those objectives that we believe distinguish the level of both human and financial resources that institutions of higher learning should commit to be recognized as a "Teaching Institution" as compared to a teaching institution.

The actions and activities we discuss are drawn from the literature on teaching. Objectives and examples of required actions that proceed from the objectives and the activities that proceed from these actions are drawn from the authors' institution and exemplified by the authors' record of publication regarding objectives, actions, and activities.

INTRODUCTION

Universities are designed to impart knowledge to students. As such, all Universities are, at least hypothetically, teaching institutions. However, a recent article that appeared in the Chicago Tribune conveyed what are now oft-heard criticisms of colleges and universities: students attend classes in large lecture halls, students and professors don't have meaningful interactions, students are taught by adjunct instructors and/or TAs, the cost of attending college steadily rises while the quality of instruction steadily declines, universities focus on research rather than instruction, etc. (Grossman 2016). This article is consistent with other articles found in the popular press such as an article reporting that in an effort to cut labor, costs universities and colleges are making extensive use of adjunct faculty as instructors at the undergraduate level

(Elejalde-Ruiz 2015). This article states (on page 2) that according to the American Association of University Professors "the share of faculty appointments held by tenured and tenure track faculty in the US fell to 30 percent in 2011 from 57 percent in 1975... and the share of "contingent "faculty which includes part-time and full-time without tenure grew to 70 percent from 43 percent in the same period". These concerns that appear in the popular press are echoed by critiques arising from within the academy as evidenced by a professor who recently characterized universities as institutions where the super star professors, whose pictures and biographical summaries are featured in the institution's brochures and on its web site, devote the greater part of their time to pursuing research grants and honors, publishing the results of their work in books and prestigious scholarly journals with time out for the occasional op-ed or interview with the popular press and,

by doing so, avoiding, as much as possible, any contact with undergraduate students (Collier 2013).

Concern about the state of teaching at colleges and universities is not a new issue. A quarter of a century ago, Boyer (1990) wrote about a framework for building a community of learning focused on the centrality of an intellectual life and the relationship between the educator and the student. These concerns parreled increasing concerns about the importance of assessment on college campus (Kemp & O'Keefe 1993, 1994). The concerns expressed by Boyer may have been relatively new at the time, but his work has been a catalyst for stimulating concern with the importance of teaching. Since his work, and perhaps from before his work, the concern about teaching on campus has been heightened by pressure from many external sources.

Recently, O'Keefe, Lopez, Xu, and Lall (2014) drew attention to external pressures emanating from "Government agencies that offer grants and from individual and corporate donors who support existing programs are demanding that institutions requesting funding or donations present evidence of assessment outcomes indicating that the goals and objectives made explicit in their mission statements are being met". The authors also noted that, more recently, accrediting bodies at the college and university levels have been more insistent on the presentation of evidence regarding the institutions' approaches to insuring high quality instruction and programs of assessment or, better stated, assurance of learning.

Add to these pressures the dissatisfaction being expressed by potential employers who have lost faith in the GPA as a measure of the skills they require (Ehrenfreund 2015) and those students who are deeply in debt but cannot find opportunities in the fields in which their degrees are supposed to be applicable (Bloomburg Business Week 2012). Students may like to think of themselves as customers (Collier 2013) but they are, in fact, the products of institutions of higher learning. If graduates cannot demonstrate that they possess the knowledge and skills expected by potential employers the institution is an easy target for blame (Kline 2014; Krislov 2015).

Last, but certainly not least, are the complaints from parents regarding the ever increasing costs of tuition, books, fees and related educational expenses (Campos 2015). For example, Jacob & Benzkofer (2015 p.14) reported that average tuition and fees at four-year public colleges nearly quadrupled over the past 40 years, from $2,469 in 1974-75 to $9,139 in 2014-15(with both figures stated in 2014 dollars). Despite the sentiments expressed above, prospective students and their families are increasingly finding it difficult to pay for college and increasingly concerned about the value of the college experience (Hanover Research

2014). These concerns about the value of college suggest it is critically important for colleges and universities to focus on teaching; indeed it is typical for colleges and universities to emphasize their teaching as part of their efforts to recruit prospective undergraduate students. However, questions about what factors define a "Teaching Institution" and what activities differentiate a "Teaching Institution" from other types of institutions of higher learning seem difficult to answer. This paper seeks to answer those two questions. But before those questions are addressed, we want to state some basic assumptions relevant to our presentation. First, we understand that while all institutions of higher education can be characterized by some level of teaching activities and some level of research activities, those that we consider to be "Teaching Institutions" are somehow different from both those considered to be teaching institutions and from those identified as research institutions. Second, we assumed that the difference(s) between "Teaching Institutions" and teaching institutions and research institutions could be evidenced by observable activities rather than mere differences in the words institutions employ in their self-designations.

WHAT IS A TEACHING INSTITUTION

Any school may refer to itself as a "teaching institution". Self- designation, however, is a weak source of validation of that title. An institution of higher learning may harbor and even present its vision of itself as a teaching institution. But as Albert Einstein was reported to have said: "A vision that does not stimulate the institution to relevant and appropriate actions in its support is really no more than a hallucination". (Berrett 2012, Isaccson 2014).

The term "teaching institution" seems to be used in many contexts without a clear understanding of the operational meaning of the term. For example, the publication US News & World Report equated the term with a commitment to undergraduate teaching.

US News &World Report defined a teaching institution as an institution with "a strong commitment to teaching undergraduates instead of conducting graduate-level research." While this definition may seem fairly straightforward, it is not clear what tangible and measurable activities are associated with this commitment. The term was defined by examining the responses of "college presidents, provosts, and admissions deans" who were asked to list 10 peer institutions with a "strength in undergraduate teaching".

Ulrich (2007) offered three definitions of "teaching institution". The first, which is very similar to the US News definition, defines a teaching institution as "an institution that focuses primarily on undergraduate education rather

than graduate education." Second, Ulrich stated that a teaching institution can be defined using the Carnegie classification system as those schools classified as either Master's/Comprehensive or Baccalaureate/Liberal Arts universities and colleges. This definition partly contradicts the first definition offered by Ulrich as Master's/Comprehensive universities are defined as those institutions that "offer a full range of baccalaureate programs and are committed to graduate education through the master's degree" while Baccalaureate/Liberal Arts are defined as those that "are primarily undergraduate colleges with major emphasis on baccalaureate degree programs." This definition seems problematic because it defines a teaching institution by the degrees awarded by that institution rather than by the activities that take place within the institution. In other words, this definition would seem to assume that the interactions between teachers and students are equivalent across all institutions that offer similar or identical degrees. Ulrich's third definition teaching institution is "an institution that is not a research institution". This third definition defines a teaching institution by what it is *not* rather than by what it *is* and so fails to clarify those characteristics that define a "research institution".

Another approach to defining a teaching institution was suggested by the work of Harvey and Green (1993). They defined three types of quality: (1) Quality as value for the money (this definition of quality leads to concerns about *accountability*), (2) quality as fit for the purpose (this definition of quality leads to concerns about *assessment*), (3) quality as transforming (this definition of quality leads to concerns about the institution's ability to transform students' perceptions of their world as well as teachers' perceptions of their roles as teachers). Accepting the premise that the transformative definition of quality speaks to the mission of teaching institutions could lead to the following definition of a teaching institution:

> "A Teaching Institution is a university or college whose culture places primary importance on education as a transformative experience for learners and instructors". (Harvey and Green, 1993; Biggs 2001).

WHAT ACTIVITIES DIFFERENTIATE A TEACHING INSTITUTION

William James once wrote: "The ultimate test of what a truth means is the conduct it dictates or inspires."(James, 1907) In brief and less elegant language the common phrase is that actions speak louder than words. As an example of extensive words without paired actions, in their recent review of Boyer's (1990) work, Moser & Bryant

(2014) reported that many institutions of higher learning have given no more than "lip-service" to the suggestions regarding the value of teaching as scholarship that Boyer's work had suggested be considered. On a higher level, the work of Kemp and O'Keefe (1993 and 1994) suggests that any activities that define a "teaching institution" arise from an institutional culture that is supportive of teaching. These researchers provide a number of factors that characterize this supportive teaching culture (see Table 1

TABLE 1
CHARACTERISTICS OF A SUPPORTIVE TEACHING CULTURE

1. High-level administrative support.

2. Adopts a broader definition of scholarship.

3. Includes a teaching demonstration as part of the hiring process.

4. Frequent interaction, collaboration and communication among faculty.

5. A teaching demonstration used to evaluate candidates for teaching positions.

6. Supportive and effective departmental chairpersons.

7. Rigorous evaluation of teaching included as part of tenure and promotion decision

The key point seems clear and direct: If an institution of higher learning wants to describe itself and wants to be considered by its several constituencies and its competitors as a teaching institution, it should be able to express the characteristics and, importantly, the activities in service of those characteristics that frame and support the credibility of the designation.

Feldman and Paulsen (1999) suggested that the culture of an institution has a great impact on that institution's goals, activities, and effectiveness of achieving its goals. With respect to teaching institutions, Feldman and Paulsen identified several characteristics of a supportive teaching culture some of these characteristics are paraphrased and included in Table 1. If one accepts the validity of these characteristics, the question then becomes what programs, processes, and policies are likely to result in the given characteristics? Further, these programs, processes, and policies should take into account the nature of faculty at faculty in general and faculty at teaching institutions in particular. While conventional wisdom would suggest that incentives and rewards should be used to mo-

tivate faculty, the work of Tang and Chamberlain (2003) suggests that this approach will have limited effectiveness because the relationship between rewards and teaching seems to weaken as a faculty member's length of service increases. This implies that methods of motivation that are not reward-based are needed to help create a supportive teaching culture for longer-term faculty.

There is also evidence that the need for non-reward based motivation methods is particularly important for teaching institutions. Faculty at non-research institutions seem to be intrinsically motivated and desirous of support structures that increase the effectiveness of their work. This is evidenced by the work that found faculty at non-research institutions were particularly interested in facilities/equipment, travel/conferences, summer funds, internal grants, and working with students (National Center for Post Secondary Improvement 2000). While some of the items on this list can be viewed as incentives, it is important to note that the incentives stated are concern professional development as much as financial rewards. Combining the characteristics of a supportive teaching culture from Table 1 with the findings regarding the nature of faculty at teaching institutions from the proceeding paragraph results in an understanding of the types of activities in which a teaching institutions should be engaged.

The data reported by the National Center for Postsecondary Improvement (2000) and the items reported by Feldman & Paulson (1993) and paraphrased in Table 1 and our own accounting of activities discussed later in this paper agree that the most important element of creating and maintaining an environment conducive to high quality teaching is an administrative structure than supports both incremental and radical innovative pedagogical methods and curriculum. (O'Keefe & Hamer 2011; O'Keefe 2013) The policies and actions mentioned above are agreed to be important but one must recognize that such policies and actions in support of these policies do not spontaneously arise and become accepted practice. It really doesn't matter whether the ideas for improvement originate from faculty members and are transformed into practice by administrative policies or, if an administration's ideas for the improvement of teaching are initially championed by one or a group of faculty members. It is the innovation and continual improvement of the innovation that really matters.

University administrations in cooperation with trustees and boards of directors traditionally set the institution's short and long-term objectives. The procedure is similar to the "objectives down plans up practices" found in many corporations. The expectation is that each division of the corporation or in our case the university must submit a plan outlining the actions it will put in place in order to achieve the objectives. There will be some short -term objectives that are specific to units of the institution and others that are long-term and relevant to all units. Objectives concerning teaching are examples of general and long term objectives and so command units to create long-term actions in the service of satisfying those objectives.

OBJECTIVES OF A TEACHING INSTITUTION

In the section to follow we offer two major long-term objectives and go beyond a simple listing to discuss the actions (activities and assessment procedures) that may be used to achieve the objectives.

Objective 1: Become a College Whose Faculty is Recognized for Skill in Teaching

Action 1.1:   Examine methods for evaluating teaching skills.

Faculty members recognize the need for both formative and summative student and peer evaluations of their teaching skills. They understand the place of these evaluations in decisions made by departmental, college and university committees and boards regarding contract renewal, promotion and tenure. O'Keefe. Hamer &Kemp (2003) reviewed the presentation of teaching evaluation outcomes in ours and other colleges. They reported that the presentation of summative data was useful in overcoming the frequent complaint that student evaluations of teaching were unreliable. The major conclusion of the study was that the presentation of teaching evaluations by faculty was inconsistent, confusing and, especially when faculty members were ranked, frequently statistically misinterpreted. Rather than a confusing array of averages, the researchers' suggested that the units agree on expected performance levels, scale these levels as unsatisfactory to outstanding and report the outcome of the evaluations by reference to the scale. This method has become policy.

Action 1.2:   Institute an individual teaching portfolio system.

The college has made progress in having a section on teaching included as a section of the individual faculty member's annual report. Also the entries, syllabi, teaching materials etc., are used as means of peer review and review by the various committees and boards charged with making decisions about retention, promotion and tenure and, where relevant, salary increases and other incentives.

Action 1.3:   Establish a program for the enhancement of teaching.

Over the course of several years we had discussed establishing a Program for the Enhancement of Teaching (please see Table 3 for the program's annual calendar of events). It began as a traditional mentoring program with senior faculty mentoring junior faculty. In the course of these mentoring activities we noted that mentoring could be reciprocal. Senior faculty could assist junior faculty with syllabi creation and other class management activities. Junior faculty who were better schooled in technology could assist senior faculty in incorporating technology into their classes. We realized the benefits gained by the exchange of information and formally proposed a program aimed at increasing faculty participation. Our experience with leading the AACSB workshops (Kemp & O'Keefe 1994; 1995) was the stimulus for establishing the Program for the Enhancement of Teaching. The program was discussed at several local conferences and a broader account of the program's activities was published in *College Teaching*. (Kemp & O'Keefe 2003) A listing of the program's activities is presented in Table 3. While initially a program within our college of business, the University administration expanded the reach of the program by instituting an Office of Teaching and Learning that conducts presentations such as those listed in Table 3.

Action 1.4:   Pursue grants focused on dimensions of teaching skills.

Most institutions of higher education have an office devoted to grants and contracts. This action requires that this office search out sources of funds that support the development of teaching skills or recognize skilled teachers.

Action 1.5:   Participate in conferences focused on teaching in higher education.

There are conferences devoted solely to this topic. In addition a number of conferences with multi tracks devote sessions and tracks to educational issues. These conferences bring faculty members from different institutions and so result in the exchange of information on issues of relevance to the elements of quality teaching.

Action 1.6:   Nominate faculty members for national or regional teaching awards.

Some conferences include invited presentations of innovative approaches to teaching. The participating faculty members are nominated for entry and the prize winners are chosen by vote of a committee composed of representatives chosen by the sponsor. Again these contests may vary in the details of the nominating and vetting processes but they all represent an opportunity for an institution to showcase its outstanding teachers. National awards call attention to the institution and are evidence for its claim of being a "Teaching Institution". For example, see O'Keefe, Kelly & Kemp (1996 2006(1) and 2006).

Action 1.7:   Institute a teaching mentor system.

TABLE 2
ANNUAL CALENDAR OF EVENTS HELD BY PROGRAM FOR THE ENHANCEMENT OF TEACHING

- Bright Ideas Lunch
- Student Case Method Seminar (3 days)
- Case Teaching Discussion Group
- Classroom Management: What Do I Do Now?
- New Faculty Discussion Group
- Classroom Management: How Students Learn
- Classroom Management: The Effective Use of Technology
- Classroom Management: Master Teacher Seminar (3 days)
- Classroom Management: What is the Most Effective Delivery Method for You?
- Classroom Management: Use of Course Management Tools (e.g., Blackboard)

TABLE 3
ACTIVITIES COMPRISING WORKSHOP ON DEFINING TEACHING INSTITUTIONS

1. Derive goals and objectives related to teaching from the mission statement of participants' colleges.

2. Prioritize the teaching objectives derived.

3. Determine which of the objectives had been acted upon by the participants' institutions. What programs, have been offered and are currently in place.

4. Discuss with the participants their experiences in implementing their programs.

5. Discuss assessment procedures in place to measure the effectiveness of these programs.

6. Discuss the need for an organizational unit to coordinate activities bearing on improving the quality of instruction within the academic programs offered.

Exchanges of information between and among senior and junior faculty are common. These may be one on one exchanges or topics discussed at more formal departmental meetings. The important point is that these relationships represent a foundation on which an academic department, a college or a university might construct an efficient program for enhancing the quality of teaching.

Action 1.8: Achieve recognition by publication in functional disciplines' educational journals.

Every business discipline has one or more journals devoted to publishing articles centered on teaching methods and the results of research into the effectiveness of those methods. All units of the institution keep faculty members apprised of these and of other journals that welcome such articles. Journal publication provides tangible evidence of an institution's interest in and support of quality teaching. Lists of these journals opinions regarding their ranking are readily available online.

Action 1.9: Nominate faculty members for university level teaching awards.

For nearly forty years our college has presented teaching awards to selected faculty members. The awards are described in the section that immediately follows. The recipients of these awards are decided on the basis of undergraduate or graduate student votes. The university also presents Excellence in Teaching awards to faculty members from the several colleges that comprise the university. Faculty members are nominated for the award and submit documentation in support of receiving the award. Members of a faculty committee known as the Quality of Instruction Council (QIC) examine the documentation and decide on the recipients. The award is presented to faculty members at the university convocation.

Action 1.10: Recognize nominees for college level teaching awards.

As mentioned above our college has three teaching excellence awards. There is an undergraduate and graduate award and, a recently added award for an adjunct faculty member. These awards are presented at the college's commencement ceremony. We've noted that several times only one or two votes decided the recipient. Our, as yet unrealized objective, is to recognize the top five vote getters. The faculty member receiving the most votes would be awarded the plaque while the other four would receive an Excellence in Teaching certificate. This suggestion is based on Hollywood's Academy Awards. Nominees for the Oscar receive certificates of nomination. These certificates attest to their talent and are cherished items for display.

As an addition to actions stated above we wish note the importance of cooperation between academic units, departments and programs and the institution's public relations and enrollment management divisions. Public relations representatives have contacts with the traditional and contemporary media and so are in a position to transmit messages about the institution's position as a "Teaching Institution" to audiences beyond our open houses and recruiting events. The PR representatives are also involved in filling requests from the media for interviews with faculty members.

Objective 2: Be Responsive To Our Market Through Innovative Teaching.

The actions and activities relevant to our second objective represent, for the most part, approaches to establishing and maintaining continuous improvement in the interests of supporting high level teaching and encouraging learning.

Action 2.1: Increase the number of technologically equipped classrooms.

Action 2.2: Increase participation in technology instructional sessions for faculty members.

This is an activity that the Program for Excellence in Teaching (PET) found that senior faculty considered to be especially useful. Textbooks and supplementary text materials assume familiarity with contemporary technology.

Action 2.3: Expand Instructional support systems.

Institutions of higher education usually have a centralized Information Technology or Classroom Technology sections. These sections oversee the equipment used to augment teaching. Our college has put in place its own Technology Services office. The office conducts instructional sessions related to the use of technology. These services are offered to groups of faculty members and, frequently, as independent, instructional sessions arranged to assist individual faculty members who are not familiar with the systems in use within the college and the university.

Action 2.4: Institute a course leader system.

This activity is especially critical for multi-section required courses. Because these courses represent a foundation for the more advanced courses, course sections should have the same course teaching and learning objectives and incorporate the same set of topics. A extended discussion of these expectations is presented by O'Keefe & Hamer (2013) and O'Keefe, Lopez, Xu and Lall (2014) Without a course leader who continually monitors the course content and the assessment methods multi-section courses can revert to conditions that approach anarchy. Inconsis-

tency means that assessment or assurance of learning results cannot be considered valid.

Action 2.5: Institute a continuous curricula improvement policy.

As we pointed out earlier in this paper there will always be incremental changes and sometimes even radical changes in a curriculum. The important point is to have a set policy and procedure for adding, combining, replacing and deleting current courses. These issues and applicable policy matters are discussed in Chadraba & O'Keefe (2007): O'Keefe &Hamer (2011,2011) and O'Keefe (2013) The policy we report on has been in place since 1992.

Action 2.6: Expand the ISS 398 undergraduate and GSB 798 special topics courses.

The ISS 398 and GSB798 are designations applied to special interest courses which may be considered for permanent addition to a departmental curriculum, offered from time to time or, after one or two unsuccessful offerings, deleted Again the process for converting a proposed ISS 398 or GSB 798 as a permanent addition is detailed in O'Keefe & Hamer (2011). Our experience has been that it is more efficient to test market the fit and feasibility of proposed ISS 398 and GSB 798 courses rather than simply give them a departmental listing. A lack of policy in curriculum revisions leads to curriculum clutter.

Action 2.7 Experiment with team teaching.

Our research and first-hand experience has shown us that faculty members are divided in their willingness to consider participation in team teaching. We have found that some faculty members are unclear regarding how participation in team teaching will be credited toward the hours (number of courses) that faculty members are expected to teach. This is another instance where there needs to be an accepted statement of policy that faculty members understand and agree to. The terms of such a policy statement have been reported by O'Keefe & Hamer (2012).

Action 2.8: Experiment with "clinical" faculty.

The idea of clinical faculty seems to have originated in colleges of medicine and law. In these colleges clinical faculty could be full time and tenured. They were charged with instructing the students with the more practical aspects of the profession. Law professors instructed students on the theories of legal practice while the clinical faculty members taught them procedures such as preparing and submitting legal briefs and other matters. Our college has benefitted greatly by employing executives in residence.

These have duties that go beyond those expected of adjunct or part time teachers. The executives in residence teach a full schedule of classes, have their teaching evaluated by students, counsel students, attend faculty meetings and assist in recruiting efforts. Though they are encouraged to publish, they are not expected to meet the standards set for tenured and tenure track faculty.

Action 2.9: Expand both case and problem centered coursework.

It seems that every institution of higher learning wants its students to be capable of critical thinking. Case and problem centered coursework provide a venue for assessing whether this very important educational outcome will be assured. To accomplish that desired end the institution must provide facilities that are designed to accommodate group discussion, and , especially for business programs contacts with firms that will provide real world problems and evaluate the solutions submitted by the students. Also the institution should sponsor student groups that wish to take part in graduate and undergraduate case analysis competitions.(O'Keefe & Chadraba 2013)

Action 2.10: Expand teamwork and leadership exercises in classes.

Hamer & O'Keefe (2012) reported that in many instances students claimed that they disliked team projects. Their primary objections centered on their experience with unequal participation by some students in their groups. This meant additional work for the other members. The authors could empathize with the students but also understood that the ability to work efficiently in groups is expected in the business environment. The article referenced above describes an approach to incorporating instruction in group skills within a course that required group projects.

Action 2.11: Explore or expand investment in distance learning.

There is very wide agreement in institutions of higher learning that online courses will continue to reach larger audiences. An institution that intends to include online courses as an integral part of its curriculum needs to be aware that preparation for the addition of online instruction requires a significant investment of both human and technological resources. On the human side there must be an investment in training faculty members to effectively use the online environment and on the technological side equipment that is reliable and equal to the task.

Action 2.12: Explore or expand certificate programs.

Certificate programs designed for the employees of local firms can benefit the institution by providing additional

revenue, offering faculty members opportunities to supplement their earnings and forming sustained relationships with local firms. Also contact with the certificate students can generate positive word of mouth or social media evaluations.

Action 2.13: Install software programs for mathematics and statistics coursework.

Faculty members frequently report that they are forced to dilute their presentation of course materials because both undergraduate and graduate students are to some degree deficient in their ability to apply mathematical or statistical methods necessary to understanding course content. O'Keefe & Hamer (2010; 2011) discussed this problem and offered as a solution what they called the "just in time " method. The JIT method requires that a faculty member specifically states which techniques or tests will be required to both compute and interpret required statistical results.

Action 2.14: Institute a "Writing Across the Curriculum" program.

Another complaint commonly voiced by faculty is that their students cannot seem to write very well. Writing takes practice and the purpose of a "writing across the curriculum" program is to continually provide that practice. Some faculty consider that they are really do not feel qualified to provide in depth evaluations of all aspects of student reports. Others point out the length of time that it takes to wade through the student reports and provide constructive criticism. Students complain that faculty members take too much time in returning their papers and when they are returned they have a grade but very few comments. In order to try to satisfy both students and their instructors we have adopted a "comment code" for evaluating student reports and a grading system that evaluates the structure, substance and style of a student's report. (O'Keefe 1996, 1 & 1996 2.; O'Keefe et.al. 2014; O'Keefe & Lopez 2015) The comment code article was chosen for inclusion in Indiana University's Selected Library of the Scholarship of Teaching and Learning http. www.indiana.edu/teaching/allaboutpubs.

Action 2.15: Advance the idea that an institution is both "A Teaching Institution" and " A Learning Institution".

This objective concerns a truly important component of the efforts that define the creation, implementation and maintenance implementing and maintaining a comprehensive assessment program. Recently O'Keefe, Lopez, Xu & Lall (2014) discussed the reasons for the importance of assessment. The article referred to the criteria required by the AACSB and other regional or national associations

to gain or retain their accreditation. Our college has been concerned with the issue of formal assessment activities for at least the past 20 years. A number of articles published by our faculty have dealt with the pressures for the assurance of learning. (O" Keefe, Kelly & Kemp 1996 2006; O'Keefe & Hamer 2012,2013; Hamer &O'Keefe 2013; O'Keefe & Lopez 2015. We have had some experience cooperating with faculty groups beyond our own. (Mlllin, Ricks, Schiffman, Schaeffer, Wilson & O'Keefe (1995) and those experience lead us to question the utility of centralized comprehensive program. Such programs eventually make compromises that are at variance with their overall assessment objectives. In several of the articles referenced above, we have presented our view that, for a number of reasons, an assessment program must assure that each individual class is assessed in each academic term. This requires leadership on the part of the university and college administrations; departmental chairpersons; faculty appointed as course leaders and importantly the faculty members teaching the classes.

CONCLUSION

While every institution of higher education has faculty and students, they differ on the relative importance placed on the interaction between these two groups and the power of that interaction to transform both parties to the interaction. Thus, not all colleges and universities should be thought of as "Teaching Institutions". This article has presented an operational definition of the designation "Teaching Institution" that focuses on the learning and the transformative nature of education. Further, the work that that we have cited offers guidance to institutions that wish to define themselves as "Teaching Institutions" by suggesting policies, objectives, actions and related activities that can help guide such institutions as they educate their students in the face of a variety of external demands and pressures. As discussed in the body of this paper, many of these actions have been put into place at the authors' own institution, and our assessment activities have lead to a significant strengthening of our teaching mission. The authors, in our roles as administrators have attended and spoken to audiences of prospective students and the parents of these potential enrollees. We have over the years observed that the term "Teaching Institution " seems to resonate well with both the students and their parents.

Our overall goal is not simply to have our audiences attend our recruiting open houses so can tell them that we are a "Teaching Institution". Rather we want them to attend because they have been assured that we are a "Teaching Institution" in the full sense of the designation.

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