1. **Do the Standing Rules clearly reflect the function and composition of this committee?**
The Chair of the AOT committee believes that the function and composition of this committee are accurately reflected in the Standing Rules of the committee; however, with recent proposed realignment changes, the committee was poised to review the Standing Rules. Faculty Senate President Burns then requested the AOT committee to undertake a review of the electronic Student Evaluation of Teaching implementation. The proposed university realignment also poses uncertainties as to how the AOT would function in the future, specifically related to the Center for Teaching and Learning and its proposed merger with other units in Academic Affairs.

2. **Have the committee’s actions/functions, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?**
To date, the Standing Rules accurately portray the committee’s work of formulating and evaluating statements of policy that influence the teaching process, including: (1) teaching effectiveness and efficiency, (2) support, (3) dissemination of information, (4) encouragement of innovation and experimentation, and (5) appropriate recognition of good teaching.

3. **Do the annual reports provide a memory of the issues this committee addressed, their activities and any outcomes?**
Yes. Those reports can be accessed at [http://oregonstate.edu/senate/committees/aot/ar/index.html](http://oregonstate.edu/senate/committees/aot/ar/index.html). The annual reports are complete and thoroughly describe the activities of the committee.

4. **What has been the role/benefit of the student members?**
Though there are three student representative slots on the AOT committee, Chair Kurt Peters lamented that no students have participated actively in the deliberations of the committee. This appears to be a problem for many faculty committees.

5. **What connection is there to the University’s strategic plan?**
Quoting from the OSU Strategic Plan, this connection is clear:
“Oregon State University is committed to a rigorous focus on academic excellence in all aspects of its mission: teaching, research, and outreach and engagement. The OSU Strategic Plan rests on a set of three fundamental goals: provide outstanding academic programs, enhance the teaching and learning environment, and increase investment in academic priorities.”

6. To what extent does the committee add value to the university and/or to faculty governance?
The value added to the university and faculty governance through the work of the AOT committee is measured by its consistent efforts to improve the student academic experience by enhancing and rewarding examples of excellence in teaching. The members of this committee display a deep commitment to their work in developing policies and processes that improve teaching, but also in selecting deserving faculty members for recognition.

7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist?
This question is not relevant to this review.

8. Does this committee’s work enhance OSU’s commitment to diversity? If so, how?
The committee’s chair indicates that the work of the AOT committee is applied without consideration of race, class, gender, sexual orientation, and other institutionalized systems of inequality. Faculty recognition and rewards are based on merit. Chair Peters indicated that the AOT committee is balanced in its composition.