

**Principles of Good Practice in Teaching at Youngstown State University**  
Prepared by The Academic Senate Committee on Teaching and Learning,  
with input from campus. April, 2022

At Youngstown State University excellent teachers are those that, like the best college teachers everywhere, have achieved success in *“helping their students learn in ways that made a sustained, substantial, and positive influence on how those students think, act, and feel”* (Bain, 2004).

Although understanding of instructional efficacy is ever-changing with new information, these “Principles of Good Practice in Teaching at Youngstown State University” are outlined via the five values below. This document offers a framework for good practices in teaching to help our students learn, persist, and achieve their educational goals.

Because academic fields have differing styles of teaching and have various professional goals, there are multiple ways to be an excellent teacher, who has a deep and thoughtful approach, that is consistent with the principles below. These practices may be implemented differently according to class size, modality, and academic discipline. Effective teaching helps students achieve deep learning that they will carry with them.

This document is intended to articulate institutional values, and serve as a source of conversation and support of continuous improvement.

**Teaching at YSU Aims to be...**

- **Transparent**
- **Evidence-Based**
- **Aspirational**
- **Communicative**
- **Humane**
  
- **Transparent: The Teacher...**
  - Provides and follows the course syllabus
  - Clearly defines grading and attendance policies
  - Posts syllabus and grades
  - Offers a clear and organized course structure (calendar, consistent expectations)
    - YSU [common syllabus](#)
  - Sets expectations for returning student work
  - Connects course activities and learning goals
  - Explains what success looks like (e.g., gives examples, rubrics)
  
- **Evidence-Based: The Teacher...**
  - Uses a variety of student-centered strategies such as

- [active learning](#),
    - [high impact practices](#), and/or
    - other evidence-based teaching [strategies](#)
  - Designs instruction to help students see connections to prior understanding
  - Helps students apply [metacognition](#) to their learning
- **Aspirational: The Teacher...**
  - Participates in professional development related to teaching and learning
  - Stays current in their field of study and its pedagogies
  - Reflects on and continuously improves own teaching and materials
  - Engages in course/dept. assessment of student learning
  - Stays up to date on YSU teaching/classroom policies
- **Communicative: The Teacher...**
  - Is available during scheduled student support (office) hours
  - Effectively presents information, and checks for and responds to student understanding
  - Is approachable to students outside the classroom
  - Gives regular and meaningful formative feedback
  - Is an active listener and open to diverse viewpoints
- **Humane: The Teacher...**
  - Recognizes students' lives impact their role as learners
  - Relates subject matter to life outside the classroom
  - Inspires and motivates students to learn
  - Is encouraging, supportive, and approachable
  - Believes that all students can succeed
  - Is welcoming and accommodating to all students
    - e.g, [Inclusive teaching strategies](#)
    - works with [YSU Accessibility Services](#)

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