

Establishing Teaching Evaluation Frameworks: When Reality Meets Rhetoric

Nancy Turner, University of Saskatchewan

Bev Hamilton, University of Windsor

Agenda

- Components of teaching evaluation frameworks
- Rationale for adopting
- Two approaches to adoption
- Lessons learned
- Implementing in your context



Reflection: Your Interest?

Take a minute to think over the following question:

- Why are teaching evaluation frameworks of interest to you?

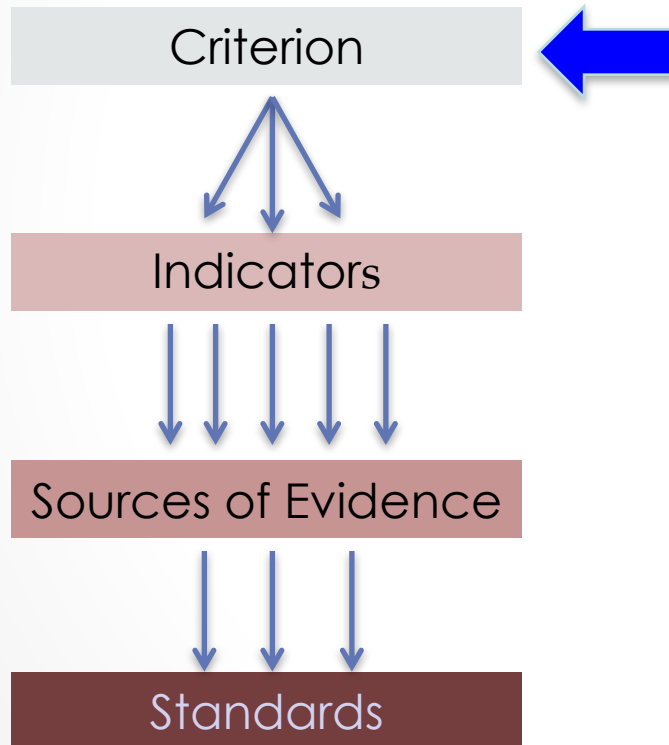
You'll be invited to share your answer with the group – in an answer of 1-3 words!



The Australian Teaching Criteria & Standards Framework

- Templates for development of criteria, indicators, and standards for teaching
- Designed collaboratively by faculty members at five different universities across a variety of disciplines
- Intended for adaptation to suit disciplinary practices and cultures

Framework Components

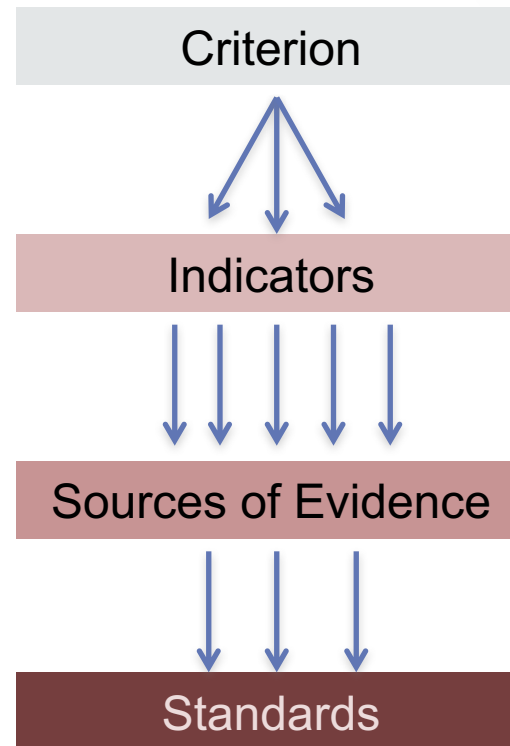


**7 dimensions of teaching
identified through research
review and multi-
institutional, cross-
disciplinary consultation**

Chalmers et al., 2014

Each Criterion Has Indicators

Concrete examples of the kinds of actions that would indicate a person is meeting a criterion



Adapted from Chalmers et al., 2014

For Example...

Criterion 1

Design and
planning of
learning activities

Possible
Indicators

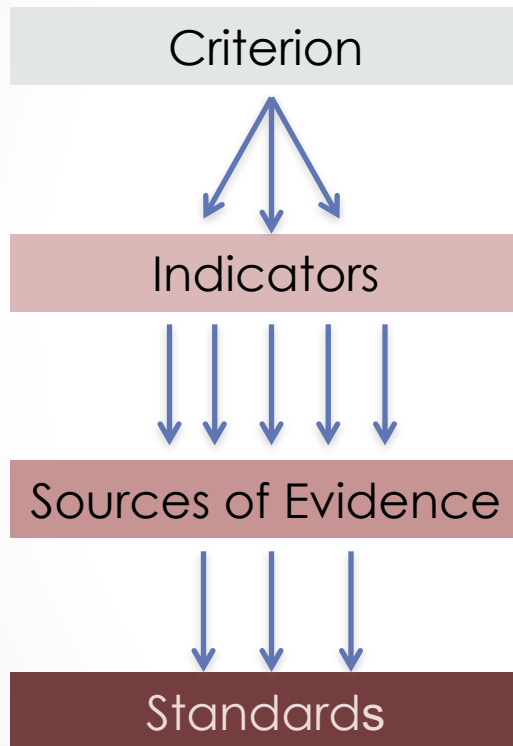


Learning activities designed to
develop student learning

Learning activities reflect
sound knowledge of the
course content and
material

Course outline clearly details
learning outcomes, teaching and
learning activities, and
assessment

Each Criterion Suggests Sources of Evidence



What proponents might use to build their case.

Adapted from Chalmers et al., 2014

For Example...

Criterion 1

Design and planning of learning activities

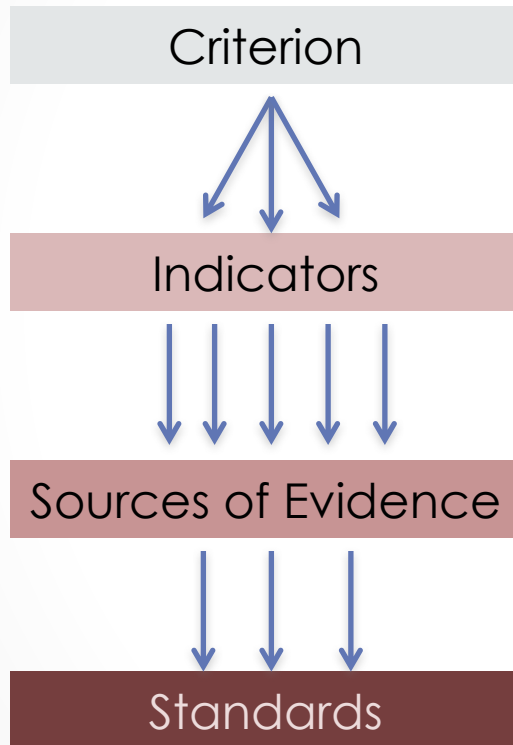
Possible Indicators

- Learning activities designed to develop student learning
- Learning activities reflect sound knowledge of the course content and material
- Course outline clearly details learning outcomes, teaching and learning activities, and assessment

Possible Sources of Evidence

- Course outlines
- Sample course material
- Peer feedback)
- Peer review of course materials course coordinator, administrator, or external reviewer
- Evidence of adoption of teaching/curriculum materials by others

Basic Structure: Standards



The level at which the criterion must be met

Adapted from Chalmers et al., 2014

For Example...

Criterion 1

Design and planning of learning activities



One Possible Indicator

Course outline clearly details learning outcomes, teaching and learning activities, and assessment

Possible Standards



Renewal

Course outlines are **generally consistent** with bylaw and policy, and outline intended learning outcomes, activities and assessments with **a degree of clarity**

Tenure

Consistently in compliance with bylaw and policy, **outlines show** the alignment of materials, activities and assessments with intended course learning outcomes.

Promotion to full professor

Consistently in compliance with bylaw and policy, course outlines are **highly readable**, and **clearly show** how materials, activities, and assessment align with the intended learning outcomes.

Standards

- Clarifying **the level of performance** required
- Clarifying **what's mandatory**, and what is more flexible
- Identifying a **workable format** for the department



AUTCSF Criteria (1)

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support, and guidance

AUTCSF Criteria (2)

- 5. Integration of scholarship, research, and professional activities with teaching in support of student learning
- 6. Evaluation of practice and continuing professional development
- 7. Professional and personal effectiveness

Reflection

How do these criteria align with what you think of as the core characteristics of teaching?

How do they align with the evaluation model you're using at your institution now?

Handout, p. 2



A Tale of Two Institutions

- Origin and Purpose
- Process
- Current state



University of Saskatchewan Objectives



The purpose of the project was to collaboratively develop a teaching quality framework for the University of Saskatchewan that could be used as a common point of reference for processes that relate to quality teaching across the institution.

How do we understand and describe teaching quality at the U of S?

What might this mean for us as we develop, evidence and assess teaching quality?

University of Saskatchewan Rationale



- Develop an expanded shared understanding of teaching quality and how all elements may be assessed
- To connect this conception to a richer and more connected array of evidence to be drawn on to demonstrate success
- To shift away from only considerations of 'evidence of practice' to include 'evidence of development'
- Enable meaningful and informed conversations about teaching quality, to support ongoing development of faculty, enhancement of teaching practices and curricula, and strengthen collegial processes,
- Assist faculty in interpreting the University of Saskatchewan Standards for Promotion and Tenure, connecting them to their practice and supporting them in evidencing their achievement.

University of Windsor Rationale

- Greater **clarity**
- Greater recognition of **diversity of practice**
- Greater **consistency** documents an practice
- Greater **faculty control** of their own case
- Greater awareness of and **reflection on teaching**
- Improved **balance** between teaching and research/creative activity

Reflection: Purpose and Rationale

Take a moment to consider:

- What reasons might your institution have for making changes to teaching evaluation practices?
- How might a framework model help?
- How might it hinder?

We will briefly collect responses after reflection.



(Handout, (p. 4)

University of Saskatchewan Process



Alignment in our Understanding

- • Need greater alignment (e.g., espoused values like community outreach, experiential learning, Indigenization)
- • Reflected in Learning Charter, but not further

Alignment in our Evaluation Processes

- • Values and priorities should guide practice (e.g., ethics, citizenship, embracing multiple ways of knowing, connection to local community)
- • Should this guide our sources and metrics for evaluation?

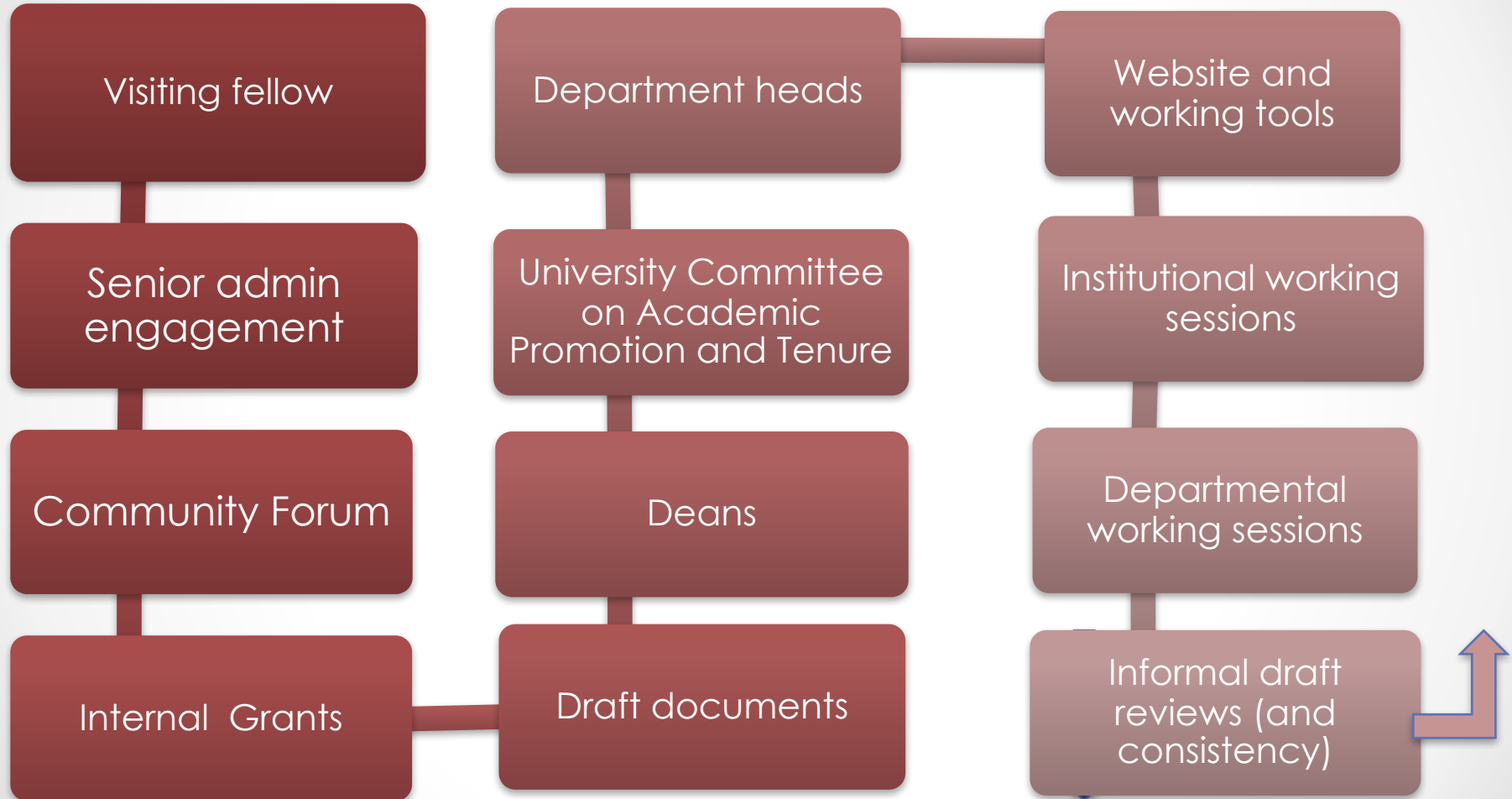
Evaluation Methods

- • SEEQ is not well aligned with institution-level priorities and values
- • Somewhat aligned with Standards (but which is driving?)
- • Focused much more on delivery than design
- • Options: Modular approach? Different tool?

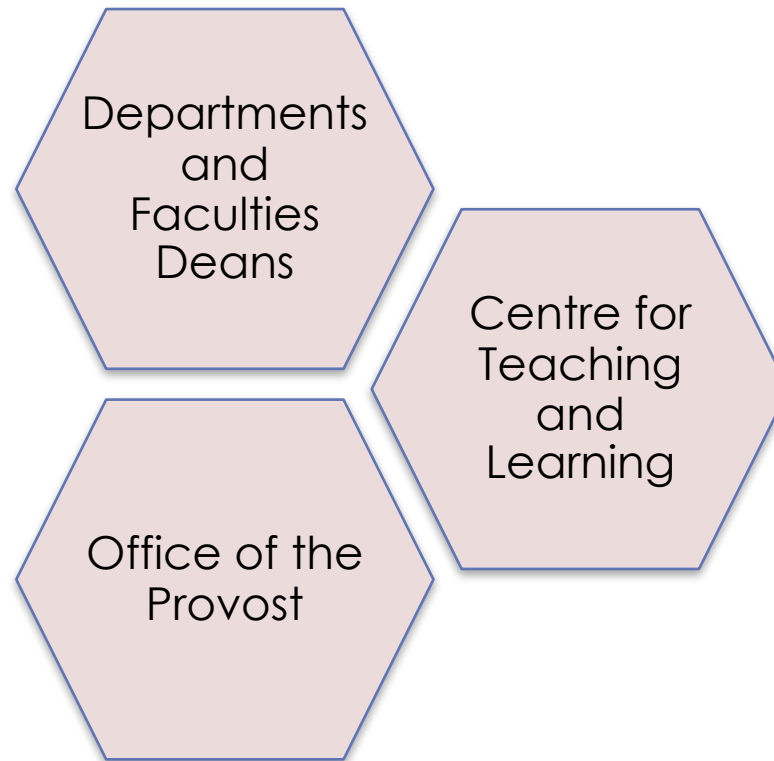
Evaluation Philosophy

- • Heavy emphasis on SRIs
- • Student satisfaction vs. learning
- • Peer review, mentorship, self-evaluation?

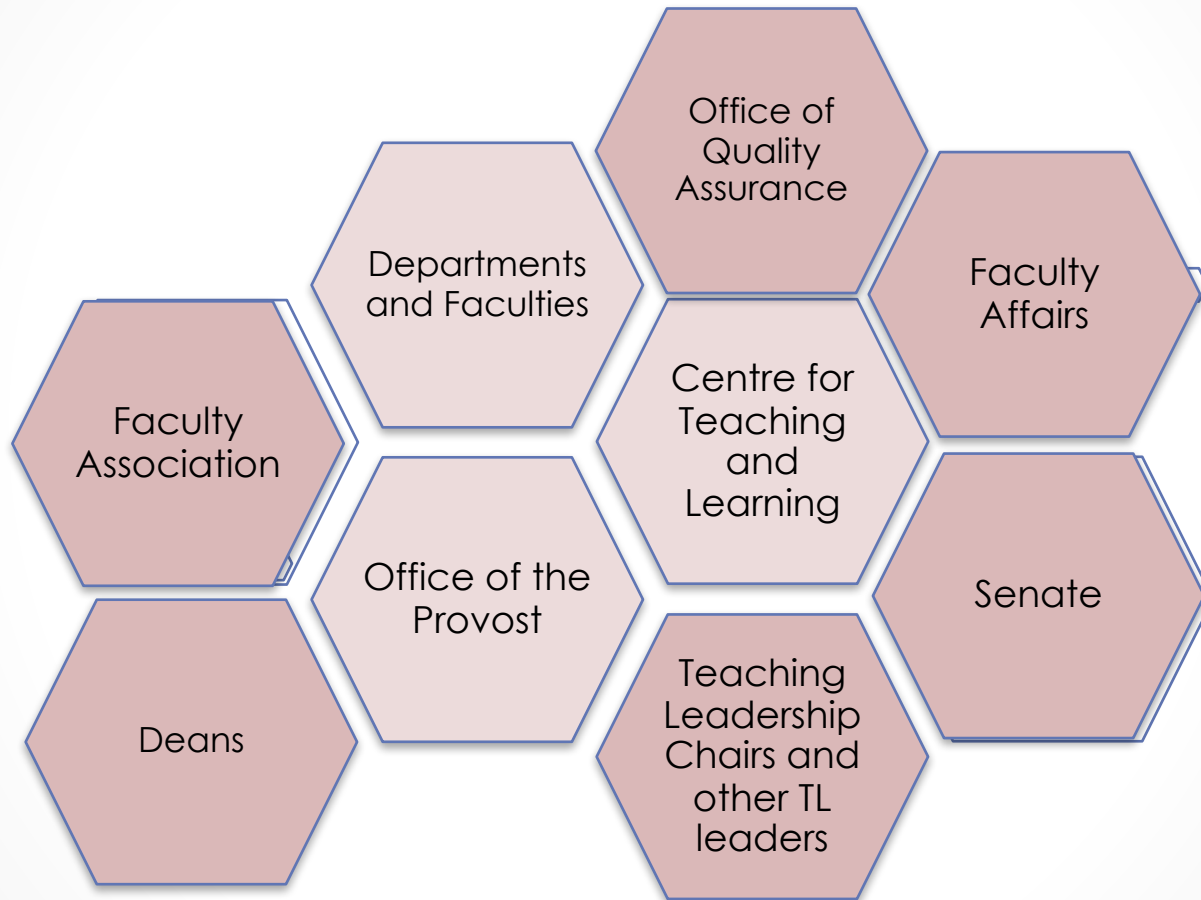
UWindsor's Unfolding Process



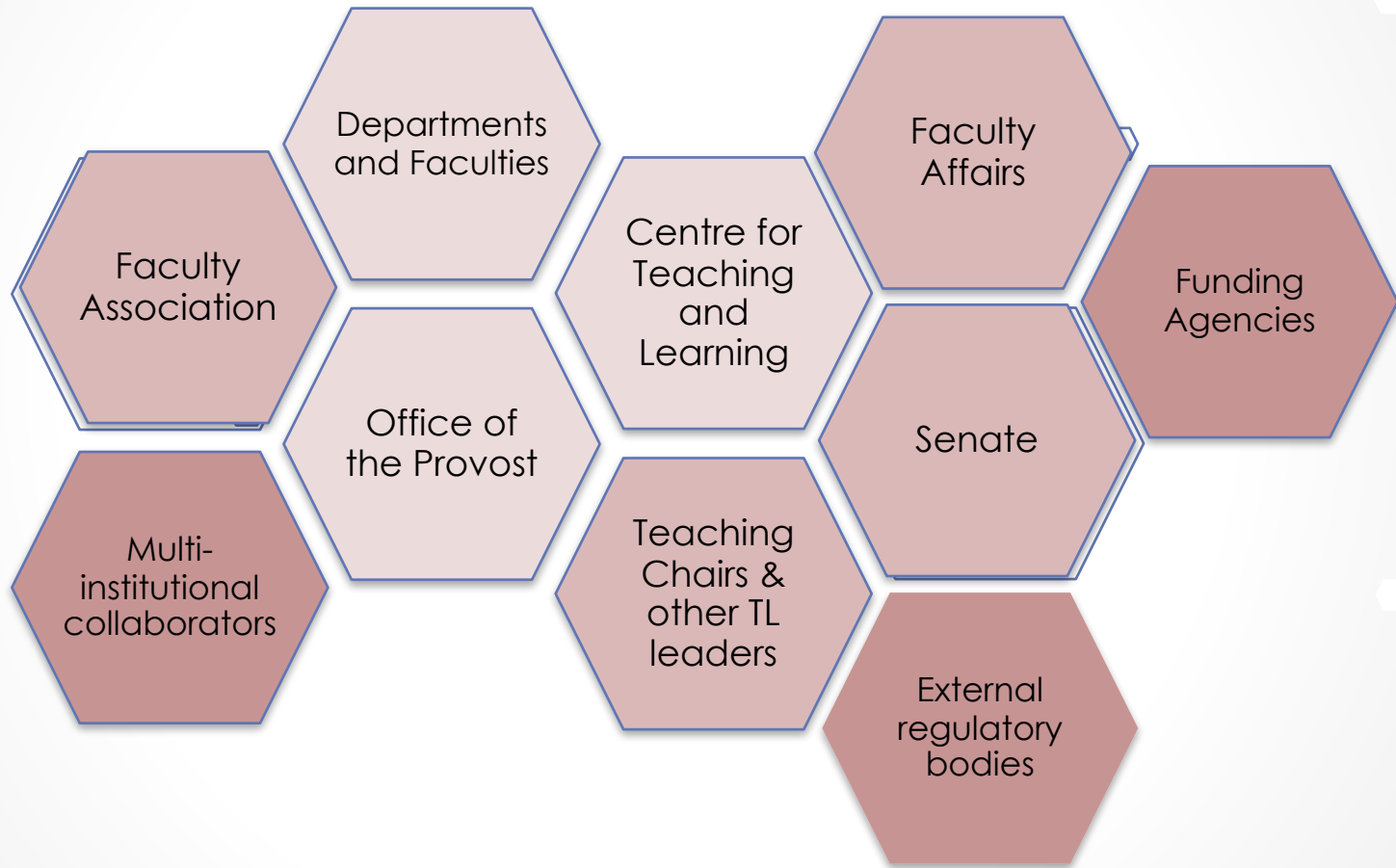
UWindsor's Unfolding Process



UWindsor's Unfolding Process



UWindsor's Unfolding Process



Process Comparison...



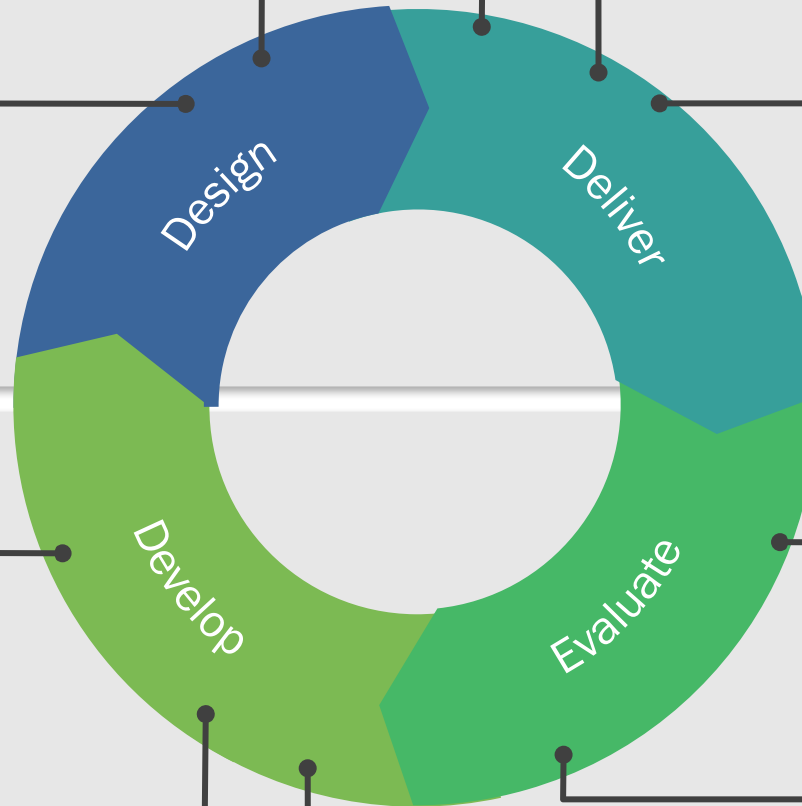
Evidence of Practice

Develop effective
learning
environments and
student support

Design and plan
learning
experiences

Teach and support
student learning

Assessment &
feedback
to students on
their learning



Continuing
professional
development

Integration of
research,
scholarship &/or
professional
activities with
teaching

Evaluation of
practice

Reflection on
practice

Evidence of Development

Design & Deliver

Develop effective learning environments and student support

Standards:

- **Willingness to respond to students' questions and concerns**
- Ability to stimulate student's interest
- Availability for students outside of class time
- Adequacy of support and direction provided to graduate students
- Fairness in dealing with students

This might look like:

Level 1:

- Provision of quality student support (including graduate supervision)
- Availability to students
- Creating an inclusive learning environment (students feel valued and able to contribute and engage)
- Connecting students to appropriate supports and services as appropriate
- Supporting students with diverse backgrounds and perspectives equitably
- Appropriately dealing with issues in student conduct (academic and non-academic)

Level 2:

- Facilitate creation of a supportive learning community (students support each other)
- Innovation in supporting students appropriate for the context
- Innovation in creating inclusive learning environments
- Creating environments that encourage and enable academic integrity and student engagement in their learning

You might draw this type of evidence from:

Students

- Student experience of teaching and learning questionnaire outcomes
- Student and alumni testimonials
- Other forms of student feedback (formative, focus groups)

Peers

- Peer testimonials
- Peer teaching observation outcomes
- Evidence of adoption of techniques/approaches by others
- Recognition from university, national or international peers

UWindsor Model

Teaching Evaluation Framework

For each criterion, the Framework provides:

a definition, possible indicators, potential sources of evidence, associated UCAPT report categories.

Criterion 1: Design and planning of learning activities		
Planning, development and preparation of learning activities, learning resources and materials for a course, course or degree program; including coordination, involvement or leadership in curriculum design and development		
Possible Indicators	Sources of Evidence	UCAPT Categories
<ul style="list-style-type: none"> Preparation of course materials <ul style="list-style-type: none"> Planned learning activities designed to develop the students' learning Sound knowledge of the course content and material Course outline clearly details learning outcomes, teaching and 	<p>Possible Data sources from relevant sections in UWindsor Teaching Dossier template:</p> <ul style="list-style-type: none"> Course outlines (A2, <i>Teaching Practices</i>)³ Sample course material (A2, <i>Teaching Practices</i>, and appendices) Peer feedback (C, <i>Teaching Feedback</i>) Peer review of course materials by course/course coordinator (C, <i>Teaching Feedback</i>) Evidence of Adoption of teaching/curriculum materials by others (A4, <i>Teaching-Related Activities</i>, A5, <i>Teaching-Related Publications and Other Contributions</i>) <p>Possible data found in SET Questions:</p> <p>Course outlines</p> <p>B1. How effective was the</p>	<p>Consistent with UCAPT categories:</p> <p>A. Course outlines</p> <p>B. Organization of class</p> <p>C. Preparation for classes</p> <p>J. Appropriateness of material presented</p>

Departmental Perspectives: Some Key Questions

- What are you trying to encourage more of?
- What cases so you want to be sure your standards will be able to catch – during probationary period and at decision making?
- What needs to be clear to people about what counts, and what doesn't?
- What decisions did your department make in previous cases? Why?

Commonalities

- Model:
 - Consistency with flexibility
 - Extending kinds of practices included in thinking and talking about teaching
 - Seeing individual pieces as part of a whole
 - Triggering important discussions about what matters to you at your own departmental level
- Process:
 - No matter where you start -- time, renegotiation, reiteration, response....
 - Design is one thing, adoption another
- A difference: contextual factors

Lessons Learned?

With a partner,
generate key
challenges that
you think would
have to be taken
into account to
make something
like this work.



(Handout, p. 21)

Lessons Learned

- Timelines
- Iterative approaches
- Collaboration
- Importance of working with a guide
- Goal of faculty and student success
- Developmental vs. evaluative perspectives
- Support for multiple kinds of evidence

SO Many Lessons Learned....

- Importance of training relevant groups to read and use documents
- Unpredictable impact of history
- Need to go in with flexible stance
- Communication
- Communication
- Communication
- Communication....

Reflection: Application to Your Project

Goals:

- At a deep level What are you trying to accomplish?
Why does it matter?
- What would success look like?

Process:

- What is your context?
- What processes will that necessitate?
- Who's involved?
- How do you want to operate around people who are resistant, and why?

(Handout, p. 22)

Summary

- Teaching Framework Components
- Two adaptations
- Two contexts
- Two processes
- Common challenges and strategies
- Reflection and application



Web Materials and Resources

<http://www1.uwindsor.ca/provost/renewal-promotion-and-tenure-rpt-research-and-teaching-evaluation-frameworks>

<http://uniteachingcriteria.edu.au>

Contact us:

nancy.turner@usaks.ca

beverley@uwindsor.ca