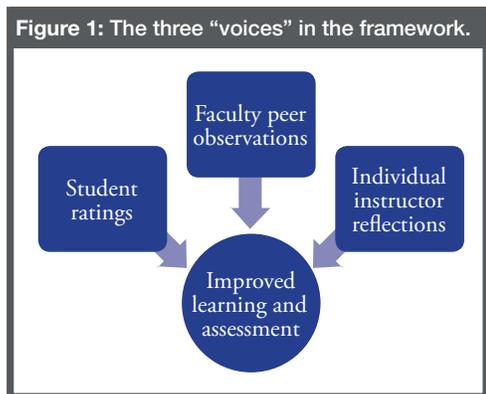


TEACHING QUALITY FRAMEWORK (TQF)

The University of Colorado Boulder requires that “[d]ossiers for comprehensive review, tenure, or promotion must include multiple measures of teaching.”(Guidelines 2007) However, at present we do not have a well-defined framework to guide individuals or departments in the selection and interpretation of such measures, which makes it difficult to assess teaching quality and support systemic faculty growth in teaching. In this project, we outline a framework for supporting and assessing teaching quality for all instructors across all departments on campus that is grounded in the scholarship of higher education. Such a framework will advance individual educational efforts as well as support the alignment of campus resources to enhance education.

The Framework

The goal of the framework is to **support improved teaching** by providing faculty members with feedback that they can use to improve as educators and to **provide better mechanisms for assessing** teaching quality for tenure, promotion, and merit.



This framework defines teaching as a scholarly activity (like research) and assesses core components of such scholarship. One example we draw from is: Glassick et al, *Scholarship Assessed: Evaluation of the Professoriate*, '97 (more on Pg 2).

1. clear goals,
2. adequate preparation,
3. appropriate methods,
4. significant results,
5. effective presentation, and
6. reflective critique.

This assessment of framework criteria is made through the use of the three standard “voices” (data sources): the faculty member, the students, and peers. These framework categories are held constant across all departments; however, the **definition and interpretation of these components of the framework** (making them specific) **and their relative weights would be defined at the unit level**. Thus departments specify in a clear way what is meant by “multiple measures” locally, but using common categories across campus. This approach provides the university with a common framework while preserving disciplinary identity and specificity.

The Process

The implementation of the TQF that is **not** a top-down mandate, but instead focuses on bringing together key faculty leaders and departments and providing them with a structure to help them co-create, test, and evaluate the framework. This is an opt-in model, with pilot departments choosing to engage and become leaders in this process. Thus, this strategy empowers the community to voluntarily engage in the exploration of new ways of assessing teaching and to adopt the framework because they see its value.

Departmental TQF Teams:

- 9 Departments in A&S and CEAS committed
- 3-4 leads in each department
- Tasked with contextualizing the elements of the framework to the discipline and deciding what resources and process are required for implementation in their department.
- Following a Dept. Action Team model.

Campus / Cross-Unit TQF Dialog:

- Wide participation (departmental representatives, deans, VC-level & other key stakeholders)
- Defining the TQF & including changes proposed by the departmental teams.
- Communicate with campus T&P committees, non-pilot departments, etc.

A **facilitator** will support multiple departmental TQF teams and act as a **communication channel** across the departmental teams. Additionally, we expect the departmental teams to generate lists of **required resources** necessary to make the implementation of the TQF feasible given limitations on faculty time.

Ernest Boyer's publication, *Scholarship Reconsidered: Priorities of the Professoriate* (1990), has played a key role in broadening the perception of academic scholarship. Boyer defines four types of scholarship, including the scholarship of teaching. Subsequent work, *Scholarship Assessed: Evaluation of the Professoriate* (Glassick, Huber, & Maeroff, 1997), has made great strides to operationalize the assessment of all forms of scholarship in terms of six components. Adapted from *Scholarship Assessed*:

1. **Clear goals:** Does the instructor state the goals of the course/learning experience clearly? Are these goals realistic and achievable? Do they relate to important questions in the relevant field of study?
2. **Adequate preparation:** Does the instructor have an understanding of the scholarship of teaching and learning in the field? Has he or she practiced the necessary skills and gathered the necessary resources to allow for successful learning?
3. **Appropriate methods:** Does the instructor choose teaching methods appropriate to achieve the learning goals, and does he or she apply them effectively? Does the instructor modify these methods in response to changing circumstances in the classroom?
4. **Significant results:** Does the instructor achieve his or her goals? Does the instructor's work in the classroom add consequentially to the knowledge of teaching in his or her field or open up new areas for exploration?
5. **Effective presentation:** Does the instructor communicate with his or her students using suitable style, effective organization, appropriate forums, and clarity and integrity? Does the instructor communicate the results of his or her teaching to peers using the same set of criteria?
6. **Reflective critique:** Does the instructor critically evaluate his or her teaching, using an appropriate breadth of evidence? Does the instructor use this evaluation to improve the quality of future work?

Each of these six components is elaborated in more detail in *Scholarship Assessed* and has been further operationalized by others (Bernstein et al., 2010). A sample rubric is below; though many exist to draw from.

Figure 2: Rubric for Assessing Teaching as Scholarly Activity (from Bernstein)

Components	Entry into teaching	Basic Skill	Professional	Advanced
Goals of the course or other learning activity	Course/activity goals are absent, unclear, or inappropriate.	Course/activity goals are well articulated and appropriate to the course and to the curriculum.	Course/activity goals identify intellectually challenging and enduring targets and/or are especially well matched to students.	Course/activity goals identify levels of performance that represent excellence and are of interest to many stakeholders.
Preparation for the course or learning activity	Teacher is not adequately knowledgeable and/or has no background in teaching.	The teaching is based on prior scholarship in its area, including current content as well as pedagogical methods and conceptual frames.	The teacher's preparation includes broad synthesis of prior work in content as well as practice in pedagogical methods and conceptual frames.	The teacher acquires and integrates knowledge and skills drawn from the literature of multiple disciplines, both in content and pedagogy.
Methods used to conduct the teaching	No apparent rationale for teaching methods is used; there is no instructional design.	The work follows the conventions of teaching practices within its domain of discipline and institution.	The teaching takes full advantage of effective methods discussed within its discipline.	The work generates new practices that will enable others to improve or enhance their teaching.
Evidence gathered to demonstrate the impact of the teacher's work	There is no measure of student learning, or assessment methods do not match espoused goals.	There is evidence linking students' performance to espoused goals.	Student performances indicate that deep and/or broad learning is taking place.	The learning demonstrated is exemplary in either depth of learning and/or in breadth of students' success.
Communication of teaching results to others	The practice and results of teaching are kept private.	The teacher's work and students' performances are publicly accessible for others to use, to build on, and to review critically.	The teacher's reflective work has been read and adjustments in practice have arisen through the public discourse.	The teacher's work has had an impact on the practices and inquiry of many others and has contributed to related conceptual frameworks.
Reflection on the teaching and its impact on student learning	The teacher provides no indication of having reflected on or learned from prior teaching.	The teacher articulates lessons learned from reflecting on prior teaching.	The teacher has examined the impact on students' performance within a conceptual framework and adjusted practices based on reflection.	Enhanced achievement of learning goals results from reflection on evidence within a conceptual framework, or the teacher revises the conceptual framework based on student learning outcomes.