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Teaching, Learning and Evaluation Policy

Appendix B: Multifaceted Evaluation of Teaching and Learning

Office of Accountability:	Office of the Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Office of the Provost and Vice-President (Academic)
Approver:	General Faculties Council Committee on the Learning Environment and Student Affairs (CLESA)

Overview

As outlined in the Teaching Learning and Evaluation Policy, the evaluation of teaching and learning at the University of Alberta will be multifaceted, diverse, and evidence-based. To represent a holistic understanding of teaching practices, this approach integrates multiple dimensions (the voices of students, peers, and instructors) across various modalities (evidence or artifacts of teaching).

Appendix B presents the five domains of the *Framework for Effective Teaching (FET)*, each accompanied by its specific indicators of quality teaching and an aligned range of example evidence sources. The following reference table (*Multifaceted Evaluation of Teaching and Learning Reference Table: Framework for Effective Teaching Indicators and Example Evidence*) is informative and guiding, rather than prescriptive or exhaustive; therefore, not all indicators and evidence types are universally applicable across different teaching and learning contexts at the University of Alberta. Instructors and evaluators should select the most relevant domain(s), indicator(s), and evidence example(s) that reflect their unique teaching context and disciplinary needs.

As noted in the Policy, one of the principles and purposes of the evaluation of teaching is to "allow for both summative and formative feedback on teaching." Appendix B supports reflective, iterative teaching and learning evaluation practices that minimize bias and improve equitable experiences through a thorough and fair evaluation of teaching across all voices. This Appendix provides an overview of the different voices involved, the evidence collected, and how this evidence relates to the Framework. It emphasizes that attributing outcomes to a single source is misleading; success typically involves a collaborative effort among all voices and the institution as a whole. There are other resources available on the Centre for Teaching and Learning Website to assist instructors (and others) in working with the different forms of evidence in both formative and summative reflections on their teaching.

Multifaceted Evaluation of Teaching and Learning Reference Table: Framework for Effective Teaching Indicators and Example Evidence

<table>
<tr><th colspan="2"><u>Expertise, Content, and Outcomes (ECO)</u>: What students are expected to learn as well as the expertise that instructors require to facilitate this learning.</th></tr>
<tr><th>ECO Subdomains and Indicators
(The effective teacher: …)</th><th>Evidence Examples (by Voice)</th></tr>
<tr><td>Rigor and relevance of learning outcomes
● Provides detailed, clear, and well-articulated course learning objectives and outcomes;
● Aligns outcomes, course content, and assessments with course description, curriculum, and/or institutional expectations;
● Provides up-to-date course content to include the most current trends, findings, and research in the field;
● Makes an effort to develop student awareness of the research culture and skills of the discipline.</td><td rowspan="2">Students:
- TSQS Formative/Midterm Feedback: Student feedback on course content and learning outcomes.
- Informal Student Feedback: Selected feedback highlighting course content impact and outcome effectiveness.
- SPOT Data (Comments): Relevant qualitative data from SPOT addressing ECO's indicators.
- Student Achievement Data: Analysis of student performance related to learning outcomes.
- Student Research Involvement: Examples of student research projects or activities stemming from course content.
Peers:
- Peer Review of Course Design/Materials: Formative and/or summative evaluations (preferably multiple times) on course content and rigor.
- Discussions with Colleagues: Documentation of formal/informal discussions relevant to ECO domain indicators.
Instructors:
- Teaching Philosophy Statement: Outlines teaching beliefs and approaches and highlights growth and learning.
- Selected Course Materials: Excerpts from syllabi demonstrating value placed on quality subject matter.
- Disciplinary/Subject-area Resources: Assignments and materials showcasing current trends and research relevance.
- Teaching Reflections: Journal, notes, or artifacts that integrate student and peer feedback in ongoing reflective praxis.
- Teaching Goals Explanation: Alignment with course learning outcomes.
- Course Improvement Plans: Documented plans for course content and outcome improvements based on student learning and peer/student feedback.
- Professional Development Records: Evidence of ongoing learning in the discipline or teaching methods.</td></tr>
<tr><td>Relevance of instructor expertise
● Possesses knowledge of units of instruction, course, and discipline or subject area on a deep level, including current research and interaction with other relevant topics;
● Identifies and resolves common student challenges encountered when learning course-specific content;
● Models professionalism through sharing knowledge, examples, personal anecdotes, etc.;
● Demonstrates enthusiasm, passion, and confidence for teaching.</td></tr>
</table>

Course Design (CD): *Constructive organization of course objectives, resources, assignments, and assessments.*	
CD Subdomains and Indicators *(The effective teacher: …)*	**Evidence Examples** (by Voice)
Coherent Design of Instruction ● Shares detailed, clear, and well-articulated learning objectives, outcomes, teaching and learning activities; ● Plans and organizes activities which develop students' learning; ● Selects course activities which promote student achievement of course outcomes; ● Ensures quality by regularly evaluating and updating learning outcomes and aligned activities and materials.	**Students:** - *SPOT Data (Questions 1-9):* Qualitative and quantitative data that apply to subdomains and indicators of the CD domain. - *TSQS Formative/Midterm Feedback:* Student feedback on the coherence and effectiveness of course design. - *Informal Student Feedback:* Selected feedback highlights relevance of selected course materials and activities, pacing, and assessment tasks. - *Student Achievement Data:* Demonstrate student performance in relation to applicable aspects of course design, learning outcomes, and assessments. - *Student Work Examples:* Samples of student work demonstrating achievement of learning outcomes (include assessment descriptions, rubrics, and feedback methods). **Peers:** - *Peer Review of Course Design/Materials:* Formative and/or summative evaluations (preferably multiple times) and related documentation, focusing on course organization, pacing, and alignment with outcomes. *-Discussions with Colleagues:* Documentation of formal/informal collegial dialogues and activities (participation in Teaching Squares, Mentor-Mentee relationships, etc.) related to specific indicators in CD domain. - *Colleague Feedback on Assignments:* Insights gained from peers on the constructiveness and diversity of course learning activities and assessment tasks. **Instructors:** - *Teaching Reflections:* Journal, notes, or artifacts that integrate student and peer feedback in ongoing reflective praxis related to course design. - *Selected Course/Learning Materials:* Demonstrating approach to design and teaching, such as the following: excerpts from syllabi, assignment descriptions and examples, grading rubrics and explanations, multimodal learning resources, and/or select materials. - *Select Assessment Tasks:* Demonstrate a variety of assessment types and appropriate levels of student achievement. - *Feedback Strategies:* Examples of specific, measurable, and timely feedback. - Course Design and/or Redevelopment Documentation: Records of new course development as well as regular updates/revisions to existing course contents and assessment strategies. - *Reflective Summary:* Describe the peer review experience, identify any new learnings and specific changes, and discuss strengths and areas for improvement. - Learning Materials Portfolio: Sample collection of varied, cost-effective resources aligned (e.g. Open Educational Resources or Zero Textbook Cost designation) with course goals. - *Teaching and Learning Activities*: Documented professional development related to course design and pedagogy.
Constructive Assignments and Assessment Strategies ● Implements various forms of assessment, using a multi-faceted approach to best evaluate students; ● Describes, analyzes, and evaluates the quality of student learning using clear standards; ● Integrates formative and summative assessments throughout the course; ● Provides specific, measurable, achievable, relevant, and timely feedback.	
Useful Learning Resources and Materials ● Creates and curates high-quality and intellectually sound content and instructional materials; ● Integrates guests or media into the learning setting in ways that deepen students' learning; ● Provides course materials using a variety of means of representation (e.g. audio, video, text, etc.).	

Instructional Practices (IP): Teaching preparation, methods, and approaches to facilitate learning. In other words, how instructors interact with their students and the quality of their instruction.	
IP Subdomains and Indicators *(The effective teacher: …)*	**Evidence Examples** (by Voice)
Effective Facilitation of Course Delivery ● Models and conveys the knowledge, skills and attitudes which students are expected to obtain; ● Manages the unexpected effectively while teaching (e.g. technology contingencies, student preparedness); ● Sets and maintains classroom structures and organization (expectations, goals, rules, processes, and feedback).	**Students:** - *SPOT Data (Questions 10-18):* Qualitative and quantitative data that apply to the subdomains and indicators of the IP domain. - *TSQS Mid-Course Surveys:* Student feedback on instructional practices. - *Informal Student Feedback:* Selected feedback on engagement and student interaction. - *Student Work Samples:* Exemplars/excerpts of student learning. - *Student Achievements:* Achievements related to teaching/learning practices (i.e. career placement, grad school admission, publications, presentations). - *Student Self-Assessment Documentation:* Highlight student reflections on learning. - *Letters of Support:* Endorsement of instructor impact (post-teaching/supervisory relationship). - *Supervisee/Mentee Feedback:* Insights on student learning. - *Teaching Awards/Nominations*: Student recognition of teaching. - *Student Research Collaborations:* Document student-instructor research/community learning projects. **Peers:** - *Peer Review (Teaching Observation):* Formative and/or Summative observations of teaching (ideally conducted multiple times). - *Discussions with Colleagues:* Documentation of formal/informal collegial activities (participation in Teaching Squares, Mentor-Mentee relationships, etc.). - *Teaching Invitations:* Peer recognition of teaching abilities. - *Teaching Awards/Nominations*: Peer recognition of teaching. **Instructors:** - *Teaching Reflections:* Journal, notes, or artifact that integrate student and peer feedback in ongoing reflective praxis related to instructional practices. - *Sample Course Materials:* Engaging lesson plans, innovative activities, and assessments. - *eClass/Online Resources:* Showcase relevant resources/activities and explain impacts on learning. - *Assessment Descriptions:* Explain evidence-based approaches, practices, and task types with examples. - *Reflective Summary:* Peer teaching observation experiences, strengths, and improvements. - *Inclusive Community-Building Evidence:* Documentation of skills and experiences in fostering inclusivity. - *Indigenous Pedagogical Integration:* Evidence of holistic, learner-focused practices. - *Teaching Roles and Responsibilities:* Comprehensive list of teaching engagements. - *Graduate Student Learning Contributions:* Documented impact on learning and scholarship. - *Mentorship and Supervision Goals:* Outline current and future objectives. - *Mentorship and Supervision Reflections:* Insights gained from students' and colleagues' experiences. - *Teaching and Learning Activities:* Documented professional development related to IP domain. - *Accessibility Strategies:* Evidence of adapting teaching methods to diverse learning needs (e.g. building in flexibility in due dates).
Student-centered Instruction and Learning Activities ● Utilizes a broad range of instructional strategies and quality teaching practices; ● Provides explanations which are appropriate for the level of the course or students' understanding; ● Engages students and encourages perseverance despite challenges related to the course material; ● Respects and values student contributions to learning; ● Incorporates Indigenous pedagogical approaches, ways of knowing, and student-centered processes into the course.	
Approaches to facilitating a productive and supportive climate for learning ● Builds and sustains proactive and effective collaborative relationships with, and between, students; ● Encourages and creates opportunities for students to take responsibility for an inclusive environment; ● Treats students with respect and requires students to demonstrate respect for others; ● Demonstrates equitable and inclusive teaching practices, while fostering the students' sense of belonging in ways that shape all aspects of course, including its outcomes, content, activities, and assessments.	
Mentoring and supervision ● Demonstrates care and practices that promote students' academic productivity and intellectual growth; ● Sets and sustains clear behavioural expectations to promote optimal teaching and learning; ● Offers students quality advising and mentoring that promotes their growth.	

<u>Learning Environments (LE)</u>: *Physical and virtual support systems where the classroom is viewed as a complex, dynamic, physical and digital system of opportunities for sustained teaching and learning interactions and relationships.*
[This domain is largely the operational responsibility of the University and NOT individual instructors; the learning environment fostered by an instructor in their course is captured in Instructional Practices and particularly the sub-domain on class climate.]

LE Subdomains and Indicators *(The effective teacher: …)*	**Evidence Examples** (by Voice)
Infrastructure ● Ensures course communication and technology tools are used to increase student engagement and facilitate learning; ● Maintains a learning environment (physical, virtual, or hybrid) and associated learning activities to support active student learning; ● Assesses support of diverse learning styles in physical, digital, and hybrid environments.	**Students:** - *TSQS Mid-course Surveys:* Document and share (when appropriate) relevant student feedback. - *SPOT Data (Comments):* Document and share (when appropriate) relevant qualitative data from student feedback addressing this domain's indicators. -Surveys of UofA students (UofA and third party; aggregated results only) - *Student Experience Action Plan (SEAP) survey.* - *National Survey on Student Engagement (NSSE).* - *Quality Assurance Reviews.* - *Accreditation-related Surveys.* - *Student Services Awareness Survey.* - *Campus Security Perception Survey.* - *Canadian Undergraduate Student Consortium Survey* (CUSC). **Peers:** - *Peer Review (Teaching Observations):* Formative and/or Summative observations of teaching (ideally conducted multiple times), including evaluation items specifically related to LE domain indicators. - *Peer Review of Course Design/Materials:* Formative and/or summative evaluations (preferably multiple times), including evaluation items specifically related to LE domain indicators such as the learning environment, accessibility, and student supports. - Other institutional reports and documents - *Quality Assurance Reviews.* - *Accreditation Studies/Reports.* - *Departmental (or Faculty) Council agendas/minutes.* **Instructor:** - *Teaching Reflections:* Journal, notes, or artifacts that integrate student and peer feedback in ongoing reflective praxis related to the learning environment. - *Technology and Teaching Integration Documentation*: Record of technology use to enhance student engagement and learning. - *Accessibility/Accommodations:* Evidence of course design and delivery measures taken to accommodate diverse learning needs and address barriers. - *Student Accessibility and Awareness of Supports:* Examples describing awareness of student support services and how instructional strategies can adapt to individual learning needs. - *Course Scheduling Documentation:* Evidence of course scheduling considerations to facilitate academic progression. - *Reflective Summary*: Analysis of peer review experiences related to the learning environment, new learnings, specific changes, strengths, and areas for improvement.
Support ● Provides resources and accommodations that mitigate or, ideally, eliminate barriers to student learning; ● Demonstrates sensitivity to student wellness / well-being / mental health through sharing information about relevant campus resources & referral services; ● Provides trained Teaching Assistants to support student learning; ● Provides co-curricular programming to support diverse learning needs of all students.	
Scheduling ● Ensures courses are scheduled to facilitate academic career progression; ● Provides clarity about the teaching modality(-ies) of required courses in programs.	

Reflection, Growth, and Leadership (RGL): *Efforts to contribute to growth in self and others' teaching practices. In other words, personal and collaborative efforts instructors engage in to contribute to growth in self or others to improve the learning environment.*

RGL Subdomains and Indicators *(The effective teacher: …)*	**Evidence Examples** (by Voice)
Engagement in Self-Reflection and continuous improvement ● Informs self-reflection on teaching by multiple sources and types of feedback (e.g. students, peers, external experts, benchmark) including student perceptions, learning interactions, or performance measures; ● Adjusts the teaching as informed by lessons learned from prior teaching experience and feedback; ● Expresses one's own perspective, values, and beliefs about teaching and learning through a teaching (philosophy statement); ● Demonstrates comprehension of a variety of learning theories and effective teaching and learning support methods.	**Students:** - *Reflective Praxis Summary:* Quantitative and qualitative student evidence evaluating teaching effectiveness. - *Thematic Analysis of Student Feedback:* Key themes in student feedback and data. - *Systematic Analysis of Student Learning:* Longitudinal study of student learning and experiences. - *Course Improvement Feedback:* Characterize student input on changes made to courses over time. - *Letters of Support:* Endorsement(s) of instructor impact (post-teaching/supervisory relationship). **Peers:** - *Committee Membership:* Involvement in Teaching/Learning Committees. - *Interdisciplinary Teaching Feedback:* Reviews from faculty in different disciplines on teaching, learning, and courses. - *SoTL Presentations and Publications:* Peer-reviewed work related to teaching/learning. - *Invitations to Speak:* Requests to present on teaching/learning topics. - *Impact on Peer Scholarship:* Citations and applications of one's SoTL by another. - *Colleague Letters:* Testimonials about contributions to teaching/learning research and scholarship. - *Peer Feedback on Leadership:* Feedback highlighting leadership and mentorship in teaching and learning. **Instructors:** - *Teaching Dossier/Portfolio:* Documentation of a self-reflective process, teaching practice, and professional development. - *Teaching Reflections:* Analysis of teaching strategies and materials in relation to teaching philosophy. *Self-Reflective Praxis Records:* Journals, notes, and artifacts detailing teaching-related decision-making and outcomes of teaching interventions and improvements. *Teaching Philosophy Statement:* Outlines teaching beliefs and approaches and highlights growth and learning. - *EDI Statement:* Included in the syllabus or Teaching Dossier. - *Future Teaching Goals Statement:* Plans for skill development and contributions to teaching scholarship. - *Professional Development Documentation:* Explain participation in workshops, courses, mentorship, and communities of practice. - *Research-Informed Practices and Course Materials*: Documentation of teaching practices and materials reflecting teaching/learning research. - *Teaching-Related Presentations/Publications:* Documentation of contributions to teaching discourse and inquiry (SoTL). - *Mentorship and Supervisor Leadership Contributions:* Documentation of leadership roles related to teaching and learning.
Pursuit of Teaching and Learning Professional Development ● Investigates a variety of current research and methods in teaching and learning; ● Shows evidence of keeping up with reports or literature on effective teaching practices; ● Works with university educational experts to develop teaching skills, knowledge, and practices.	
Educational leadership ● Participates in departmental or institutional teaching-related committees and curricular decisions through a recognizable leadership role that improves teaching on campus (e.g. with respect to curricular planning, assessment); ● Creates opportunities for self and peers to help others improve teaching such as through peer mentoring, consultations, and formative or summative reviews in service of a positive institutional and/or departmental teaching culture; ● Creates opportunities for self and peers to secure resources (e.g. grant funding) for a positive teaching culture.	
Contributions to Scholarship of Teaching and Learning ● Applies for teaching and learning awards, grants or competitive funding with clear theoretical and scholarly basis; ● Applies, engages in, and disseminates research and scholarship related to one's teaching and learning; ● Engages in systematic inquiry and investigating and disseminating their teaching and learning practices; ● Makes teaching and course design decisions based on teaching and learning scholarship.	

Resources used to compile list:

Australian University Teaching & Criteria & Standards Framework. https://federation.edu.au/__data/assets/pdf_file/0011/409358/Framework_indicative-standards-arrange-by-criteria.pdf

Chalmers, D. & Gardiner, D (2015). An evaluation framework for identifying the effectiveness and impact of academic teacher development programs. *Special Issue: Evaluating Professional Development. Studies in Educational Evaluation. 46*, 81–91. https://doi.org/10.1016/j.stueduc.2015.02.002

Chalmers, D. & Hunt, L. (2016). Evaluation of Teaching. *HERDSA Review of Higher Education, 3*, 25 – 54. http://www.herdsa.org.au/herdsa-review-higher-education-vol-3/25-55

Devlin, M., & Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context. *Higher Education Research & Development, 29*(2), 111-124.

Finkelstein, N., Keating, J., Andrews, S. E., Corbo, J., Gammon, M., Reinholz, D., & Bernstein, D. (2019). *Teaching Quality Framework Initiative, University of Colorado Boulder*. Retrieved from https://www.colorado.edu/teaching-quality-framework/resources

Fields, J., Kenny, N.A., Mueller, R.A. (2019). Conceptualizing educational leadership in an academic development program. *International Journal for Academic Development*, *24*, 3, 218 – 231. https://doi.org/10.1080/1360144X.2019.1570211

Follmer Greenhoot, A., Ward, D., & Bernstein, D. (2017). *University of Kansas Benchmarks for Teaching Effectiveness.* Retrieved from https://cte.ku.edu/rubric-department-evaluation-faculty-teaching

Forgie, S., Nocente, N., Vargas, L. F., & Best-Bertwistle, R. (2017). *Evaluation of Teaching at the University of Alberta, A Summary of Department Chair Interviews across Campus*. Edmonton, University of Alberta Center for Teaching and Learning. Retrieved from https://cloudfront.ualberta.ca/-/media/universitygovernance/documents/member-zone/gfc/agenda-and-docs/2017-09-25-gfc-agenda-and-documents.pdf

Kenny, N., Berenson, C. Radford, S., Nikolaou, N., Benoit, W., Mueller, R., Paul, R. & Perrault, E. (2018). A Guide to Providing Evidence of Teaching. Calgary, AB: University of Calgary Retrieved from https://taylorinstitute.ucalgary.ca/sites/default/files/Content/Resources/Teaching-Dossiers/Guide-for-Providing-Evidence-of-Teaching.pdf

University of Alberta, Teaching, Learning, and Evaluation Policy (UAPPOL) https://www.ualberta.ca/en/alfresco/uappol/academic/teaching-learning-and-evaluation/policy/teaching-learning-and-evaluation-policy.pdf

University of Alberta, Centre for Teaching and Learning. Framework for Effective Teaching Web resources and Supporting documentation, including:

- The Documenting Teaching Activities document (from John Nychka and Janice MillerYoung, April 2020)
- Developing Indicators of Effective Teaching and Learning: An Innovative Framework for Multifaceted Assessment in Higher Education Contexts (CTL Report, 2020)

University of Alberta, Faculty of Arts, Teaching Evaluation Criteria 2019 ATSEC Evaluation Meeting

University of Alberta, Faculty of Arts, Statements of Methods Used to Evaluate Teaching from

2019 - 2021

Weimer, M. (2013) Learner-centred Teaching: Five Key Changes to Practice, Second Edition. Jossey-Bass.

Definitions

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
Students	All learners including undergraduate and graduate students in full-time and part-time degree programs; students in open studies, fresh start program, transition year; international visiting and exchange and study abroad students; postgraduate medical/dental education students; and PDF trainees.
Instructors	Includes Academic Faculty, Faculty Service Officers, Librarians, Academic Teaching Staff and Excluded Academic Administrators. When their responsibilities include teaching, also includes Academic Colleagues, Postdoctoral Fellows and Graduate Students.
Peers	Other instructors. Depending on context, peers may have a similar position and/or disciplinary background. In other contexts, the backgrounds may be diverse. Normally peers are from within the University of Alberta but may, in some instances, also be from another institution, industry or clinical setting.