Teaching Quality Framework (TQF)

The Teaching Quality Framework (TQF) initiative facilitates departmental and campus-wide efforts to provide a richer evaluation of teaching. Through enhanced evaluations, we promote and value high-quality teaching, align resources, and reward scholarly approaches to improving student learning. Drawing on decades of scholarship and national models, this initiative creates a common campus-wide approach that is disciplinarily defined and enacted, and centrally supported.
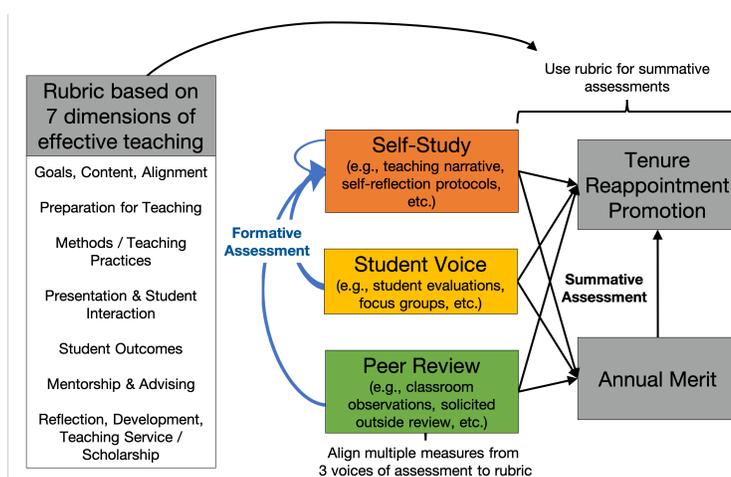
TQF Framework and Process

The Teaching Quality Framework engages faculty leaders, departments, and administration officials, and provides a structure to identify (or co-create), refine, and implement improved teaching assessment practices. It is an opt-in model, with departments choosing to become leaders in this process. This strategy empowers the community to voluntarily engage with new ways of assessing teaching and to adopt an evidence-based framework for teaching assessment.

Key TQF principles:

- Grassroots (faculty-level) selection, refinement, and adoption of new assessment practices is important to improve teaching and teaching assessment.

- Effective teaching assessment should be multidimensional and incorporate 3 "voices" (data sources) of assessment: the instructor/self, student voice, and peer review.

- Assessment should drive improvements to teaching by being formative

A Model of Improved Teaching Assessment

Rubric based on 7 dimensions of effective teaching
Goals, Content, Alignment
Preparation for Teaching
Methods / Teaching Practices
Presentation & Student Interaction
Student Outcomes
Mentorship & Advising
Reflection, Development, Teaching Service / Scholarship

Formative Assessment

Self-Study (e.g., teaching narrative, self-reflection protocols, etc.)
Student Voice (e.g., student evaluations, focus groups, etc.)
Peer Review (e.g., classroom observations, solicited outside review, etc.)

Use rubric for summative assessments

Tenure Reappointment Promotion

Summative Assessment

Annual Merit

Align multiple measures from 3 voices of assessment to rubric

Outcomes:

Increased value of teaching

Aligned resources for development

Improved instruction

Increased learning

Aligned hiring decisions

Improved climate

Improved student outcomes

Reputation / ratings

National model

TQF-Central Team

The TQF-central team provides organization, resource gathering, alignment across departments, and connection to the administration. TQF facilitators also support multiple departmental action teams and act as a communication channel across the departmental teams and with institutional structures.

Departmental TQF Teams:

- 3-5 dept faculty in regular, facilitated meetings
- Tasked with selecting tools and processes to improve assessment, spearheading implementation and sustainable change within the department, and externalizing department values for effective teaching
- Uses a Departmental Action Team model (Corbo et al, 2015)

Campus / Cross-Unit TQF Dialogues:

- Wide participation (departmental representatives, deans, VC-level, & other key stakeholders)
- Forum for developing shared objectives/language and pursuing collective action to improve teaching and teaching assessment
- Communicate with campus P&T committees, non-participating departments, administration, etc.

TQF Dimensions and Example Rubric:

TQF is rooted in over 50 years of research, including *Scholarship Reconsidered* (Boyer, 1990), *Scholarship Assessed* (Glassick, Huber, & Maeroff, 1997), and work at the University of Kansas (e.g. *Benchmarks for Teaching Effectiveness*). We help departments, programs, and colleges at CU Boulder select, refine, and implement tools and processes consistent with **a scholarly approach to teaching and teaching assessment, along 7 key dimensions:**

	Entry into Teaching *Requires Improvement (1)*	**Basic Skill** *Competent (2)*	**Professional** *Professional (3)*	**Advanced** *Advanced (4)*
Goals, Content, Alignment *What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?*	Goals/content inappropriate, not aligned w/ curriculum, institutional expectations Content outdated/unsuitable Range/depth/treatment of topics is too narrow or broad	Most goals/content are articulated & appropriate for topic, students, curriculum Standard, intellectually-sound materials & content Range/depth/treatment of topics generally appropriate	Goals/content/materials have high quality elements; are current, appropriate, aligned Range/depth appropriate, integrated across topics Some innovation/connection to current research	Goals/content connect to curricular, programmatic, dept goals Content integrates across topics/courses, is innovative, challenging, connects to current research
Preparation for Teaching *Content Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics prep (e.g. grading, activities, tech, etc).*	Limited knowledge of content/teaching methods Insufficient materials prep Inadequate class mechanics	Standard understanding of content/teaching practices "Standard" materials prep Adequate class mechanics	Knows subject deeply, incl. current/related research Evidence-based teaching practices/methods/materials Excellent syllabus/materials	Very knowledgeable about classroom teaching practices Activities for common challenges Advanced class mechanics
Methods/Teaching Practices *What assignments, assessments, & learning activities are implemented? Are methods appropriate for environment & aligned for population (inclusive ed, course level) & goals?*	No rationale for methods; no instructional design Practices not well executed; little methods development Student engagement is variable or absent	Conventional teaching practices for course/discipline Standard course practice/execution Consistent engagement Some inconsistency in quality	Innovative or evidence-based teaching methods Opportunities for practice/feedback on skills/concepts Consistent/high engagement Implementation is consistent	Consistently uses innovative/evidence-based methods Students frequently practice skills, define some activities Consistent high engagement High-quality implementation
Presentation & Student Interaction *What are students' views of the learning experience? How has student feedback informed the teaching? Are methods implemented effectively? Are students supported?*	Class climate discourages motivation/engagement Negative reports of instructor accessibility/interaction Little attempt by instructor to address feedback	Climate supports civility/motivation/engagement Students report satisfactory accessibility/interaction Responsive to some feedback	Consistently positive accessibility/interaction Students perceive learning important skills or knowledge Instructor gathers feedback, articulates lessons learned	Class climate encourages motivation and engagement, is respectful and cooperative Instructor gathers feedback, responsive short-/long-term
Student Outcomes *What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shift in student performance as a result of class/instruction) aligned w/ goals?*	Poor measures of student learning, do not match goals; no effort to improve learning Low understanding/skill required, poor learning Poor course-level outcomes (e.g. retention, interest, etc)	Standard attention to student achievement Clear assessment standards; sporadic attempts to improve Typical level of skill achieved	Clear efforts to support learning in all students Quality evaluations of learning, efforts to improve Some excellent course-level outcomes for students	Exceptional efforts to support learning in all students Learning evaluations connect to dept/program goals Exceptional outcomes, supports broad success
Mentorship & Advising *How effectively has the faculty member worked individually with undergrad or grad students?*	Ineffective advising Discourages independent work Does not define goals/scope	Minimal evidence of effective advising and mentoring Occasionally supports students' independent work	Consistent evidence of effective advising Supports independent work Input from advisees on goals	Exceptional commitment to advising and mentoring Goals are mutually-defined, collaborative w/ students
Reflection, Development, Teaching Service/Scholarship *How has the faculty member reflected on/improved their teaching, sought prof. development, and contributed to the teaching community?*	Little reflection/learning from prior teaching or feedback Little professional development (PD) Does not contribute to dept/teaching community	Some reflection, learning from teaching/feedback/PD Informally shares teaching materials/methods Some involvement in dept teaching-related committees	Regularly improves based on prior teaching/feedback/PD Reflection on teaching informed by more than FCQs Mentors others, contributes to community re: teaching	Continuously improves based on prior teaching/feedback Reflection on teaching informed by multiple sources Recognized leadership role in improving teaching

Project Success

- Current & ongoing expansion to college-wide initiatives in CUs College of Engineering & Applied Science (TQF in CEAS) and the College of Arts & Science (Quality Teaching Initiative in A&S)
- More than 45 CU departments & programs involved in campus-wide dialogues to improve teaching assessment.
- Thirteen departments have engaged in TQF facilitated meetings (department action teams) to change department practices; many examples are available at https://bit.ly/TQFTools.
- Collaboration with and funding from CU's Colleges of Arts & Sciences, Engineering, and Business.
- Collaboration with CU's Academic Technology Design Team, the Office of Data Analytics/Institutional Research, the Boulder Faculty Assembly, and multiple administrative offices.
- National engagement with the AAU, Bay View Alliance, APLU, NSEC, ASCN, and funding from NSF

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