

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.

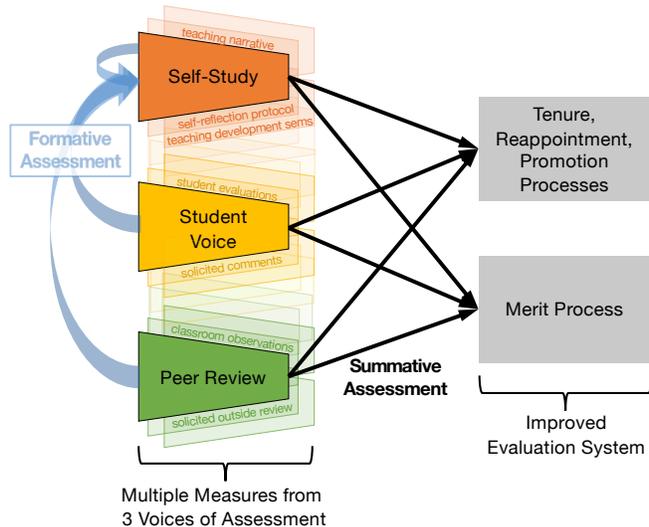
TQF Framework and Process

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 (developmental) and summative (evaluative).

A Model of Improved Teaching Assessment



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 Categories 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. *Department Evaluation of Faculty Teaching Rubric*). 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 categories:**

| | Entry into Teaching <i>Requires Improvement (1)</i> | Basic Skill <i>Competent (2)</i> | Professional <i>Professional (3)</i> | Advanced <i>Advanced (4)</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goals, Content, Alignment <i>What are students expected to learn from the courses taught? Are course goals appropriately challenging? Is content aligned with the curriculum?</i> | 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 <i>Content Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics prep (e.g. grading, activities, tech, etc).</i> | 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 <i>What assignments, assessments, & learning activities are implemented? Are methods appropriate for environment & aligned for population (inclusive ed, course level) & goals?</i> | 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 <i>What are students' views of the learning experience? How has student feedback informed the teaching? Are methods implemented effectively? Are students supported?</i> | 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 <i>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?</i> | 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 <i>How effectively has the faculty member worked individually with undergrad or grad students?</i> | 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 <i>How has the faculty member reflected on/improved their teaching, sought prof. development, and contributed to the teaching community?</i> | 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

- More than 14 CU departments involved in campus-wide dialogues to improve teaching assessment.
- Seven departments engaged in regular meetings (department action teams) to change department practices.
- 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