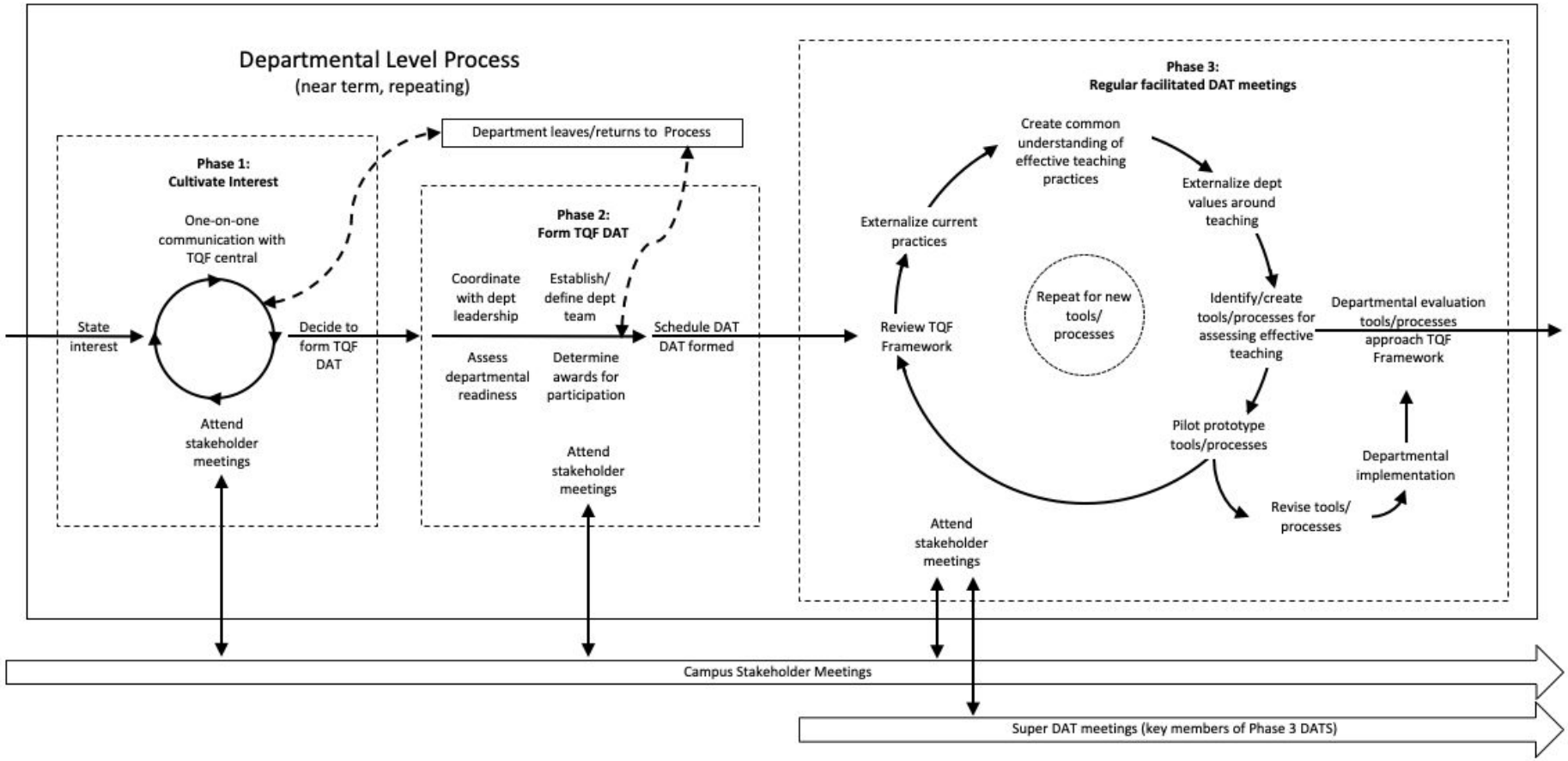

The Teaching Quality Framework (TQF) Initiative Three-Phase Departmental/Unit Process. Departments/units that have expressed interest in engaging with the TQF Initiative begin in Phase 1, where interest is cultivated via one-on-one meetings with TQF central team members and attendance at regular campuswide stakeholder discussions. Units may stay in this phase for extended periods depending on: 1) unit-level interest/support for active engagement (department readiness for change) and 2) TQF central resources (e.g., time, personnel). During Phase 2, the TQF central team and departmental leadership coordinate to define timelines, processes, and members for Departmental Action Teams (DATs; Corbo et al., 2016) using an opt-in model: departments choose to participate and determine who participates and how participants will be rewarded. In Phase 3, DATs engage in regular facilitated meetings to align their teaching evaluation practices with the TQF framework by a) externalizing their current teaching evaluation practices and values about teaching and learning; b) identifying or creating tools that better assess teaching quality, fill gaps within their current evaluation practices, and collectively represent an alignment of multiple measures from three key voices (peers, students, and self); and c) implementing these tools along with procedures for their use. We combine these regular facilitated DAT meetings (where departmental level change happens) with regular stakeholder and cross-departmental "Super DAT" meetings, outreach to key administrative officials, and the sharing of resources and ideas across departments to create campus-wide change. More information at: https://www.colorado.edu/teaching-quality-framework/. See also http://teval.net/ for information about the broader NSF-funded multi-institutional teaching evaluation project.

This work was sponsored by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.