

The following Motions and Documents were considered by the GFC Committee on the Learning Environment at its Wednesday, March 27, 2024, meeting:

Agenda Title: **Teaching, Learning and Evaluation Policy: Appendix B: Multifaceted Evaluation of Teaching and Learning**

THAT the Committee on the Learning Environment approve by consensus the proposed Teaching, Learning and Evaluation Policy: Appendix B: Multifaceted Evaluation of Teaching and Learning, as set forth in the attachment, for implementation upon approval.

FINAL Item 4.

FINAL ITEM NO.4**Decision** **Discussion** **Information** **ITEM OBJECTIVE**

To seek approval of the final version of the Appendix B: Multifaceted Evaluation of Teaching and Learning of the Teaching, Learning and Evaluation Policy.

DATE	March 27, 2024
TO	GFC Committee on the Learning Environment (CLE)
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

EXECUTIVE SUMMARY: Throughout the development of the [Teaching, Learning and Evaluation Policy](#), consultations and conversations with the University of Alberta communities expressed a commitment to developing a more systematic approach to the multi-faceted evaluation of teaching. This commitment can be found in both the principles and purpose for the evaluation of teaching in the Teaching, Learning and Evaluation Policy and the Collective Agreement of the Association of Academic Staff of the University of Alberta (AASUA).

On February 27, 2023, General Faculties Council approved revisions to [Appendix A](#) of the Policy which came into effect July 1, 2023. Appendix A contains the questions that comprise the Student Perspectives of Teaching (SPOT) Survey. Gathering students' feedback on their experience of courses is an important aspect evaluating teaching which speaks to the Course Design and Instructional Practices aspects of the Framework for Effective Teaching. There are three other aspects—Expertise, Content and Outcomes; Learning Environment; Reflection, Growth and Leadership—that are best substantiated through other methods.

The University of Alberta has long required a multifaceted approach to the evaluation of teaching, and this is a requirement under the Collective Agreement. With the adoption of the new Policy, there is a further opportunity to foster robust use of multifaceted evaluation and provide more concrete suggestions for the different facets of evaluating teaching that complement the SPOT Survey.

Background

The Teaching, Learning, and Evaluation (TLE) Policy suite was approved March 25, 2022, by the Board of Governors, alongside the rescission of GFC Policy Manual section 111. The Policy suite's Appendix A is the new home for questions to be used for capturing the input of student perspectives on teaching. The Policy suite was developed in consultation with many stakeholders and experts within the University of Alberta prior to its adoption.

Analysis / Discussion

Following earlier conversations with the GFC Committee on the Learning Environment and consultations with relevant parties, the next draft of Appendix B of the Policy has been prepared. This draft was developed using the *Multifaceted Teaching Evaluations in the Faculty of Arts*

GOVERNANCE OUTLINE



FINAL ITEM NO.4

Indicators of Teaching Excellence and Effectiveness (Attachment #2) as a starting point, and further mapped to our Framework for Effective Teaching. Appendix B will provide guidance on multifaceted approaches to teaching evaluation.

Where applicable, list the legislation that is being relied upon

Post-Secondary Learning Act

GFC CLE Terms of Reference

UAPPOL Teaching, Learning and Evaluation Policy

UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure

UAPPOL Appendix A: Student Perspectives of Teaching (SPOT) Survey

Supporting Materials:

1. [TLE Policy - Appendix B: Multifaceted Evaluation of Teaching and Learning \(March 2024\)](#)

Background information/relevant reference documents

1. [UAPPOL Teaching, Learning and Evaluation Policy](#)
2. [Multifaceted Teaching Evaluations in the Faculty of Arts Indicators of Teaching Excellence and Effectiveness](#)
3. [CTL Website: Multifaceted Evaluation of Teaching](#)
4. [University of Alberta’s Multifaceted Summative Evaluation of Teaching Symposium \(2015\)](#)
5. [Evaluation of Teaching at the University of Alberta: Report of the Sub-Committee of the Committee on the Learning Environment \(CLE\) \(2008\)](#)

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively *participating* and who have been *consulted*:

- Centre for Teaching and Learning - *ongoing*
- Faculty Relations - *ongoing*
- CLE (February 8, 2023)
- CLE (March 29, 2023)
- Workshop with CLE members (October 25, 2023)
- AASUA (November 17, 2023)
- CLE (November 29, 2023)
- AASUA (January 9, 2023)
- CLE (January 24, 2024)
- GFC (February 26, 2024)
- *CLE (March 27, 2024)*

Those who have been *informed*:

- GSA (January 13, 2023)
- Chairs’ Council (January 17, 2023)
- COSA (January 26, 2023)



FINAL ITEM NO.4

- General Faculties Council (January 30, 2023)
- Deputy Provosts Meeting (February 6, 2023)
- CNAS Education Undergraduate Leadership Meeting (August 30, 2023)
- Faculty Leadership Team Meetings:
 - Rehabilitation Medicine (September 11, 2023)
 - Library (September 12, 2023)
 - Native Studies (September 14, 2023)
 - KSR (September 15, 2023)
 - FOMD (September 26, 2023)
 - Alberta School of Business (September 27, 2023)
 - School of Public Health (October 2, 2023)
 - Education (October 3, 2023)
 - ALES (October 12, 2023)
 - Pharmacy & Pharmaceutical Sciences (October 16, 2023)
 - Engineering (October 17, 2023)
 - Augustana (October 11, 2023)
 - Law (October 25, 2023)
 - Science (October 26, 2023)
 - Campus Saint-Jean (October 30, 2023)
 - Nursing (October 31, 2023)
 - Arts (November 2, 2023)
- Vice-Provost, EDI (November 6, 2023)
- Vice-President Facilities & Operations (October 23, 2023)
- Vice-President, Shared Services & Finance (October 18, 2023)
- Vice-President, Research and Innovation (October 20, 2023)
- Vice-President, External Relations (November 2, 2023)
- General Council & University Secretary (October 17, 2023)

Approval Route:

CLE (March 27, 2024)

Supplementary Notes / Context:

Original Approval Date:
Most Recent Approval:

March 2024

Teaching, Learning and Evaluation Policy

Appendix B: Multifaceted Evaluation of Teaching and Learning

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	GFC Committee on the Learning Environment

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

Expertise, Content, and Outcomes (ECO): <i>What students are expected to learn as well as the expertise that instructors require to facilitate this learning.</i>	
ECO Subdomains and Indicators <i>(The effective teacher: ...)</i>	Evidence Examples (by Voice)
<p>Rigor and relevance of learning outcomes</p> <ul style="list-style-type: none"> ● 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. 	<p>Students:</p> <ul style="list-style-type: none"> - <i>TSQS Formative/Midterm Feedback:</i> Student feedback on course content and learning outcomes. - <i>Informal Student Feedback:</i> Selected feedback highlighting course content impact and outcome effectiveness. - <i>SPOT Data (Comments):</i> Relevant qualitative data from SPOT addressing ECO’s indicators. - <i>Student Achievement Data:</i> Analysis of student performance related to learning outcomes. - <i>Student Research Involvement:</i> Examples of student research projects or activities stemming from course content. <p>Peers:</p> <ul style="list-style-type: none"> - <i>Peer Review of Course Design/Materials:</i> Formative and/or summative evaluations (preferably multiple times) on course content and rigor. - <i>Discussions with Colleagues:</i> Documentation of formal/informal discussions relevant to ECO domain indicators.
<p>Relevance of instructor expertise</p> <ul style="list-style-type: none"> ● 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. 	<p>Instructors:</p> <ul style="list-style-type: none"> - <i>Teaching Philosophy Statement:</i> Outlines teaching beliefs and approaches and highlights growth and learning. - <i>Selected Course Materials:</i> Excerpts from syllabi demonstrating value placed on quality subject matter. - <i>Disciplinary/Subject-area Resources:</i> Assignments and materials showcasing current trends and research relevance. - <i>Teaching Reflections:</i> Journal, notes, or artifacts that integrate student and peer feedback in ongoing reflective praxis. - <i>Teaching Goals Explanation:</i> Alignment with course learning outcomes. - <i>Course Improvement Plans:</i> Documented plans for course content and outcome improvements based on student learning and peer/student feedback. - <i>Professional Development Records:</i> Evidence of ongoing learning in the discipline or teaching methods.

Course Design (CD): Constructive organization of course objectives, resources, assignments, and assessments.

CD Subdomains and Indicators <i>(The effective teacher: ...)</i>	Evidence Examples (by Voice)
<p>Coherent Design of Instruction</p> <ul style="list-style-type: none"> • 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. 	<p>Students:</p> <ul style="list-style-type: none"> - <i>SPOT Data (Questions 1-9):</i> Qualitative and quantitative data that apply to subdomains and indicators of the CD domain. - <i>TSQS Formative/Midterm Feedback:</i> Student feedback on the coherence and effectiveness of course design. - <i>Informal Student Feedback:</i> Selected feedback highlights relevance of selected course materials and activities, pacing, and assessment tasks. - <i>Student Achievement Data:</i> Demonstrate student performance in relation to applicable aspects of course design, learning outcomes, and assessments. - <i>Student Work Examples:</i> Samples of student work demonstrating achievement of learning outcomes (include assessment descriptions, rubrics, and feedback methods).
<p>Constructive Assignments and Assessment Strategies</p> <ul style="list-style-type: none"> • 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. 	<p>Peers:</p> <ul style="list-style-type: none"> - <i>Peer Review of Course Design/Materials:</i> Formative and/or summative evaluations (preferably multiple times) and related documentation, focusing on course organization, pacing, and alignment with outcomes. - <i>Discussions with Colleagues:</i> Documentation of formal/informal collegial dialogues and activities (participation in Teaching Squares, Mentor-Mentee relationships, etc.) related to specific indicators in CD domain. - <i>Colleague Feedback on Assignments:</i> Insights gained from peers on the constructiveness and diversity of course learning activities and assessment tasks. <p>Instructors:</p> <ul style="list-style-type: none"> - <i>Teaching Reflections:</i> Journal, notes, or artifacts that integrate student and peer feedback in ongoing reflective praxis related to course design.
<p>Useful Learning Resources and Materials</p> <ul style="list-style-type: none"> • 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.). 	<ul style="list-style-type: none"> - <i>Selected Course/Learning Materials:</i> 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. - <i>Select Assessment Tasks:</i> Demonstrate a variety of assessment types and appropriate levels of student achievement. - <i>Feedback Strategies:</i> Examples of specific, measurable, and timely feedback. - <i>Course Design and/or Redevelopment Documentation:</i> Records of new course development as well as regular updates/revisions to existing course contents and assessment strategies. - <i>Reflective Summary:</i> Describe the peer review experience, identify any new learnings and specific changes, and discuss strengths and areas for improvement. - <i>Learning Materials Portfolio:</i> Sample collection of varied, cost-effective resources aligned (e.g. Open Educational Resources or Zero Textbook Cost designation) with course goals. - <i>Teaching and Learning Activities:</i> Documented professional development related to course design and pedagogy.

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 <i>(The effective teacher: ...)</i>	Evidence Examples (by Voice)
<p>Effective Facilitation of Course Delivery</p> <ul style="list-style-type: none"> 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). 	<p>Students:</p> <ul style="list-style-type: none"> - <i>SPOT Data (Questions 10-18)</i>: Qualitative and quantitative data that apply to the subdomains and indicators of the IP domain. - <i>TSQS Mid-Course Surveys</i>: Student feedback on instructional practices. - <i>Informal Student Feedback</i>: Selected feedback on engagement and student interaction. - <i>Student Work Samples</i>: Exemplars/excerpts of student learning. - <i>Student Achievements</i>: Achievements related to teaching/learning practices (i.e. career placement, grad school admission, publications, presentations). - <i>Student Self-Assessment Documentation</i>: Highlight student reflections on learning. - <i>Letters of Support</i>: Endorsement of instructor impact (post-teaching/supervisory relationship). - <i>Supervisee/Mentee Feedback</i>: Insights on student learning. - <i>Teaching Awards/Nominations</i>: Student recognition of teaching. - <i>Student Research Collaborations</i>: Document student-instructor research/community learning projects.
<p>Student-centered Instruction and Learning Activities</p> <ul style="list-style-type: none"> 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. 	<p>Peers:</p> <ul style="list-style-type: none"> - <i>Peer Review (Teaching Observation)</i>: Formative and/or Summative observations of teaching (ideally conducted multiple times). - <i>Discussions with Colleagues</i>: Documentation of formal/informal collegial activities (participation in Teaching Squares, Mentor-Mentee relationships, etc.). - <i>Teaching Invitations</i>: Peer recognition of teaching abilities. - <i>Teaching Awards/Nominations</i>: Peer recognition of teaching. <p>Instructors:</p> <ul style="list-style-type: none"> - <i>Teaching Reflections</i>: Journal, notes, or artifact that integrate student and peer feedback in ongoing reflective praxis related to instructional practices. - <i>Sample Course Materials</i>: Engaging lesson plans, innovative activities, and assessments. - <i>eClass/Online Resources</i>: Showcase relevant resources/activities and explain impacts on learning. - <i>Assessment Descriptions</i>: Explain evidence-based approaches, practices, and task types with examples. - <i>Reflective Summary</i>: Peer teaching observation experiences, strengths, and improvements. - <i>Inclusive Community-Building Evidence</i>: Documentation of skills and experiences in fostering inclusivity. - <i>Indigenous Pedagogical Integration</i>: Evidence of holistic, learner-focused practices. - <i>Teaching Roles and Responsibilities</i>: Comprehensive list of teaching engagements. - <i>Graduate Student Learning Contributions</i>: Documented impact on learning and scholarship. - <i>Mentorship and Supervision Goals</i>: Outline current and future objectives. - <i>Mentorship and Supervision Reflections</i>: Insights gained from students' and colleagues' experiences. - <i>Teaching and Learning Activities</i>: Documented professional development related to IP domain. - <i>Accessibility Strategies</i>: Evidence of adapting teaching methods to diverse learning needs (e.g. building in flexibility in due dates).
<p>Approaches to facilitating a productive and supportive climate for learning</p> <ul style="list-style-type: none"> 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. 	<p>Students:</p> <ul style="list-style-type: none"> - <i>SPOT Data (Questions 10-18)</i>: Qualitative and quantitative data that apply to the subdomains and indicators of the IP domain. - <i>TSQS Mid-Course Surveys</i>: Student feedback on instructional practices. - <i>Informal Student Feedback</i>: Selected feedback on engagement and student interaction. - <i>Student Work Samples</i>: Exemplars/excerpts of student learning. - <i>Student Achievements</i>: Achievements related to teaching/learning practices (i.e. career placement, grad school admission, publications, presentations). - <i>Student Self-Assessment Documentation</i>: Highlight student reflections on learning. - <i>Letters of Support</i>: Endorsement of instructor impact (post-teaching/supervisory relationship). - <i>Supervisee/Mentee Feedback</i>: Insights on student learning. - <i>Teaching Awards/Nominations</i>: Student recognition of teaching. - <i>Student Research Collaborations</i>: Document student-instructor research/community learning projects. <p>Peers:</p> <ul style="list-style-type: none"> - <i>Peer Review (Teaching Observation)</i>: Formative and/or Summative observations of teaching (ideally conducted multiple times). - <i>Discussions with Colleagues</i>: Documentation of formal/informal collegial activities (participation in Teaching Squares, Mentor-Mentee relationships, etc.). - <i>Teaching Invitations</i>: Peer recognition of teaching abilities. - <i>Teaching Awards/Nominations</i>: Peer recognition of teaching. <p>Instructors:</p> <ul style="list-style-type: none"> - <i>Teaching Reflections</i>: Journal, notes, or artifact that integrate student and peer feedback in ongoing reflective praxis related to instructional practices. - <i>Sample Course Materials</i>: Engaging lesson plans, innovative activities, and assessments. - <i>eClass/Online Resources</i>: Showcase relevant resources/activities and explain impacts on learning. - <i>Assessment Descriptions</i>: Explain evidence-based approaches, practices, and task types with examples. - <i>Reflective Summary</i>: Peer teaching observation experiences, strengths, and improvements. - <i>Inclusive Community-Building Evidence</i>: Documentation of skills and experiences in fostering inclusivity. - <i>Indigenous Pedagogical Integration</i>: Evidence of holistic, learner-focused practices. - <i>Teaching Roles and Responsibilities</i>: Comprehensive list of teaching engagements. - <i>Graduate Student Learning Contributions</i>: Documented impact on learning and scholarship. - <i>Mentorship and Supervision Goals</i>: Outline current and future objectives. - <i>Mentorship and Supervision Reflections</i>: Insights gained from students' and colleagues' experiences. - <i>Teaching and Learning Activities</i>: Documented professional development related to IP domain. - <i>Accessibility Strategies</i>: Evidence of adapting teaching methods to diverse learning needs (e.g. building in flexibility in due dates).
<p>Mentoring and supervision</p> <ul style="list-style-type: none"> 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. 	<p>Students:</p> <ul style="list-style-type: none"> - <i>SPOT Data (Questions 10-18)</i>: Qualitative and quantitative data that apply to the subdomains and indicators of the IP domain. - <i>TSQS Mid-Course Surveys</i>: Student feedback on instructional practices. - <i>Informal Student Feedback</i>: Selected feedback on engagement and student interaction. - <i>Student Work Samples</i>: Exemplars/excerpts of student learning. - <i>Student Achievements</i>: Achievements related to teaching/learning practices (i.e. career placement, grad school admission, publications, presentations). - <i>Student Self-Assessment Documentation</i>: Highlight student reflections on learning. - <i>Letters of Support</i>: Endorsement of instructor impact (post-teaching/supervisory relationship). - <i>Supervisee/Mentee Feedback</i>: Insights on student learning. - <i>Teaching Awards/Nominations</i>: Student recognition of teaching. - <i>Student Research Collaborations</i>: Document student-instructor research/community learning projects. <p>Peers:</p> <ul style="list-style-type: none"> - <i>Peer Review (Teaching Observation)</i>: Formative and/or Summative observations of teaching (ideally conducted multiple times). - <i>Discussions with Colleagues</i>: Documentation of formal/informal collegial activities (participation in Teaching Squares, Mentor-Mentee relationships, etc.). - <i>Teaching Invitations</i>: Peer recognition of teaching abilities. - <i>Teaching Awards/Nominations</i>: Peer recognition of teaching. <p>Instructors:</p> <ul style="list-style-type: none"> - <i>Teaching Reflections</i>: Journal, notes, or artifact that integrate student and peer feedback in ongoing reflective praxis related to instructional practices. - <i>Sample Course Materials</i>: Engaging lesson plans, innovative activities, and assessments. - <i>eClass/Online Resources</i>: Showcase relevant resources/activities and explain impacts on learning. - <i>Assessment Descriptions</i>: Explain evidence-based approaches, practices, and task types with examples. - <i>Reflective Summary</i>: Peer teaching observation experiences, strengths, and improvements. - <i>Inclusive Community-Building Evidence</i>: Documentation of skills and experiences in fostering inclusivity. - <i>Indigenous Pedagogical Integration</i>: Evidence of holistic, learner-focused practices. - <i>Teaching Roles and Responsibilities</i>: Comprehensive list of teaching engagements. - <i>Graduate Student Learning Contributions</i>: Documented impact on learning and scholarship. - <i>Mentorship and Supervision Goals</i>: Outline current and future objectives. - <i>Mentorship and Supervision Reflections</i>: Insights gained from students' and colleagues' experiences. - <i>Teaching and Learning Activities</i>: Documented professional development related to IP domain. - <i>Accessibility Strategies</i>: Evidence of adapting teaching methods to diverse learning needs (e.g. building in flexibility in due dates).

Learning Environments (LE): 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)
<p>Infrastructure</p> <ul style="list-style-type: none"> 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. 	<p>Students:</p> <ul style="list-style-type: none"> - <i>TSQS Mid-course Surveys</i>: Document and share (when appropriate) relevant student feedback. - <i>SPOT Data (Comments)</i>: 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) <ul style="list-style-type: none"> - <i>Student Experience Action Plan (SEAP) survey</i>. - <i>National Survey on Student Engagement (NSSE)</i>. - <i>Quality Assurance Reviews</i>. - <i>Accreditation-related Surveys</i>. - <i>Student Services Awareness Survey</i>. - <i>Campus Security Perception Survey</i>. - <i>Canadian Undergraduate Student Consortium Survey (CUSC)</i>.
<p>Support</p> <ul style="list-style-type: none"> 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. 	<p>Peers:</p> <ul style="list-style-type: none"> - <i>Peer Review (Teaching Observations)</i>: Formative and/or Summative observations of teaching (ideally conducted multiple times), including evaluation items specifically related to LE domain indicators. - <i>Peer Review of Course Design/Materials</i>: 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 <ul style="list-style-type: none"> - <i>Quality Assurance Reviews</i>. - <i>Accreditation Studies/Reports</i>. - <i>Departmental (or Faculty) Council agendas/minutes</i>. <p>Instructor:</p> <ul style="list-style-type: none"> - <i>Teaching Reflections</i>: Journal, notes, or artifacts that integrate student and peer feedback in ongoing reflective praxis related to the learning environment. - <i>Technology and Teaching Integration Documentation</i>: Record of technology use to enhance student engagement and learning. - <i>Accessibility/Accommodations</i>: Evidence of course design and delivery measures taken to accommodate diverse learning needs and address barriers. - <i>Student Accessibility and Awareness of Supports</i>: Examples describing awareness of student support services and how instructional strategies can adapt to individual learning needs. - <i>Course Scheduling Documentation</i>: Evidence of course scheduling considerations to facilitate academic progression. - <i>Reflective Summary</i>: Analysis of peer review experiences related to the learning environment, new learnings, specific changes, strengths, and areas for improvement.
<p>Scheduling</p> <ul style="list-style-type: none"> Ensures courses are scheduled to facilitate academic career progression; Provides clarity about the teaching modality(-ies) of required courses in programs. 	<p>Students:</p> <ul style="list-style-type: none"> - <i>TSQS Mid-course Surveys</i>: Document and share (when appropriate) relevant student feedback. - <i>SPOT Data (Comments)</i>: 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) <ul style="list-style-type: none"> - <i>Student Experience Action Plan (SEAP) survey</i>. - <i>National Survey on Student Engagement (NSSE)</i>. - <i>Quality Assurance Reviews</i>. - <i>Accreditation-related Surveys</i>. - <i>Student Services Awareness Survey</i>. - <i>Campus Security Perception Survey</i>. - <i>Canadian Undergraduate Student Consortium Survey (CUSC)</i>. <p>Peers:</p> <ul style="list-style-type: none"> - <i>Peer Review (Teaching Observations)</i>: Formative and/or Summative observations of teaching (ideally conducted multiple times), including evaluation items specifically related to LE domain indicators. - <i>Peer Review of Course Design/Materials</i>: 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 <ul style="list-style-type: none"> - <i>Quality Assurance Reviews</i>. - <i>Accreditation Studies/Reports</i>. - <i>Departmental (or Faculty) Council agendas/minutes</i>. <p>Instructor:</p> <ul style="list-style-type: none"> - <i>Teaching Reflections</i>: Journal, notes, or artifacts that integrate student and peer feedback in ongoing reflective praxis related to the learning environment. - <i>Technology and Teaching Integration Documentation</i>: Record of technology use to enhance student engagement and learning. - <i>Accessibility/Accommodations</i>: Evidence of course design and delivery measures taken to accommodate diverse learning needs and address barriers. - <i>Student Accessibility and Awareness of Supports</i>: Examples describing awareness of student support services and how instructional strategies can adapt to individual learning needs. - <i>Course Scheduling Documentation</i>: Evidence of course scheduling considerations to facilitate academic progression. - <i>Reflective Summary</i>: Analysis of peer review experiences related to the learning environment, new learnings, specific changes, strengths, and areas for improvement.

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 <i>(The effective teacher: ...)</i>	Evidence Examples (by Voice)
<p>Engagement in Self-Reflection and continuous improvement</p> <ul style="list-style-type: none"> • 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. 	<p>Students:</p> <ul style="list-style-type: none"> - <i>Reflective Praxis Summary</i>: Quantitative and qualitative student evidence evaluating teaching effectiveness. - <i>Thematic Analysis of Student Feedback</i>: Key themes in student feedback and data. - <i>Systematic Analysis of Student Learning</i>: Longitudinal study of student learning and experiences. - <i>Course Improvement Feedback</i>: Characterize student input on changes made to courses over time. - <i>Letters of Support</i>: Endorsement(s) of instructor impact (post-teaching/supervisory relationship). <p>Peers:</p> <ul style="list-style-type: none"> - <i>Committee Membership</i>: Involvement in Teaching/Learning Committees. - <i>Interdisciplinary Teaching Feedback</i>: Reviews from faculty in different disciplines on teaching, learning, and courses. - <i>SoTL Presentations and Publications</i>: Peer-reviewed work related to teaching/learning. - <i>Invitations to Speak</i>: Requests to present on teaching/learning topics. - <i>Impact on Peer Scholarship</i>: Citations and applications of one's SoTL by another. - <i>Colleague Letters</i>: Testimonials about contributions to teaching/learning research and scholarship. - <i>Peer Feedback on Leadership</i>: Feedback highlighting leadership and mentorship in teaching and learning.
<p>Pursuit of Teaching and Learning Professional Development</p> <ul style="list-style-type: none"> • 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. 	<p>Instructors:</p> <ul style="list-style-type: none"> - <i>Teaching Dossier/Portfolio</i>: Documentation of a self-reflective process, teaching practice, and professional development. - <i>Teaching Reflections</i>: Analysis of teaching strategies and materials in relation to teaching philosophy. - <i>Self-Reflective Praxis Records</i>: Journals, notes, and artifacts detailing teaching-related decision-making and outcomes of teaching interventions and improvements. - <i>Teaching Philosophy Statement</i>: Outlines teaching beliefs and approaches and highlights growth and learning. - <i>EDI Statement</i>: Included in the syllabus or Teaching Dossier. - <i>Future Teaching Goals Statement</i>: Plans for skill development and contributions to teaching scholarship. - <i>Professional Development Documentation</i>: Explain participation in workshops, courses, mentorship, and communities of practice. - <i>Research-Informed Practices and Course Materials</i>: Documentation of teaching practices and materials reflecting teaching/learning research. - <i>Teaching-Related Presentations/Publications</i>: Documentation of contributions to teaching discourse and inquiry (SoTL). - <i>Mentorship and Supervisor Leadership Contributions</i>: Documentation of leadership roles related to teaching and learning.
<p>Educational leadership</p> <ul style="list-style-type: none"> • 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. 	<p>Contributions to Scholarship of Teaching and Learning</p> <ul style="list-style-type: none"> • 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.
<p>Contributions to Scholarship of Teaching and Learning</p> <ul style="list-style-type: none"> • 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.

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University of Alberta, Teaching, Learning, and Evaluation Policy (UAPPOL)

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/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

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.