Guide for Implementing

Holistic Teaching Evaluation

in UMass Departments

University of Massachusetts Amherst

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Contents

This guide describes an approach to teaching evaluation that is considered holistic[1] because it examines multiple aspects ("dimensions") of teaching work, using multiple forms of evidence, and including a variety of voices ("lenses"). The guide is intended to help academic departments implement this model, either in its entirety or in an adapted form suitable to each department.

1. Background and Overview of the TEval Model

The approach to teaching evaluation described in this guide was developed and piloted at UMass beginning in 2018 in collaboration with 9 academic departments, representing 4 colleges. The approach, called the TEval Model, was developed through an NSF-funded collaboration with four other R1 institutions, in combination with ongoing research and evaluation of its use (Weaver et al., 2020). It is designed to provide a useful level of uniformity for the institution-level assessment of a faculty member's teaching, while also allowing customization at the department/disciplinary level for different cultures and expectations of the primary unit faculty.

The importance of fostering diversity, equity, and inclusion (DEI) highlights the necessity of a holistic approach by equitably supporting under-represented groups of faculty who are disproportionately disadvantaged by the biases known to exist in student surveys (Kreitzer 2022, Heffernan 2021, Dennin et al. 2017). The TEval model aligns with the new MSP contract language that requires the evaluation of teaching to *"capture the total contribution of the candidate to the instructional mission, both inside and/or outside the classroom, through multiple modes of evaluation, not just student evaluations (sect. 33.4 p.146)."*

1 While a full discussion of holistic evaluation can be found elsewhere and is beyond the scope of this guide, it is worth noting here that research literature over decades and across the spectrum of higher education provides a preponderance of evidence that numerous sources of bias and error affect end-of-course student survey tools. This literature base is not specific to the SRTI's used at UMass. In addition, demands on faculty teaching, (use of new teaching approaches and tools, need for active student engagement, meeting variability in student preparation, etc.) are increasing, as are the methods through which faculty engage with students and course content. This argues for a need to be more comprehensive in the manner that teaching is examined.

This guide will first describe the method as a whole and will then address a process for gradually incorporating it into departmental evaluation practices for their faculty, including customizing the method to each department's needs. Figure 1 summarizes the suggested process in four steps, which were identified through the efforts of the nine UMass TEval pilot departments. This guide will return to the process steps in the third section.

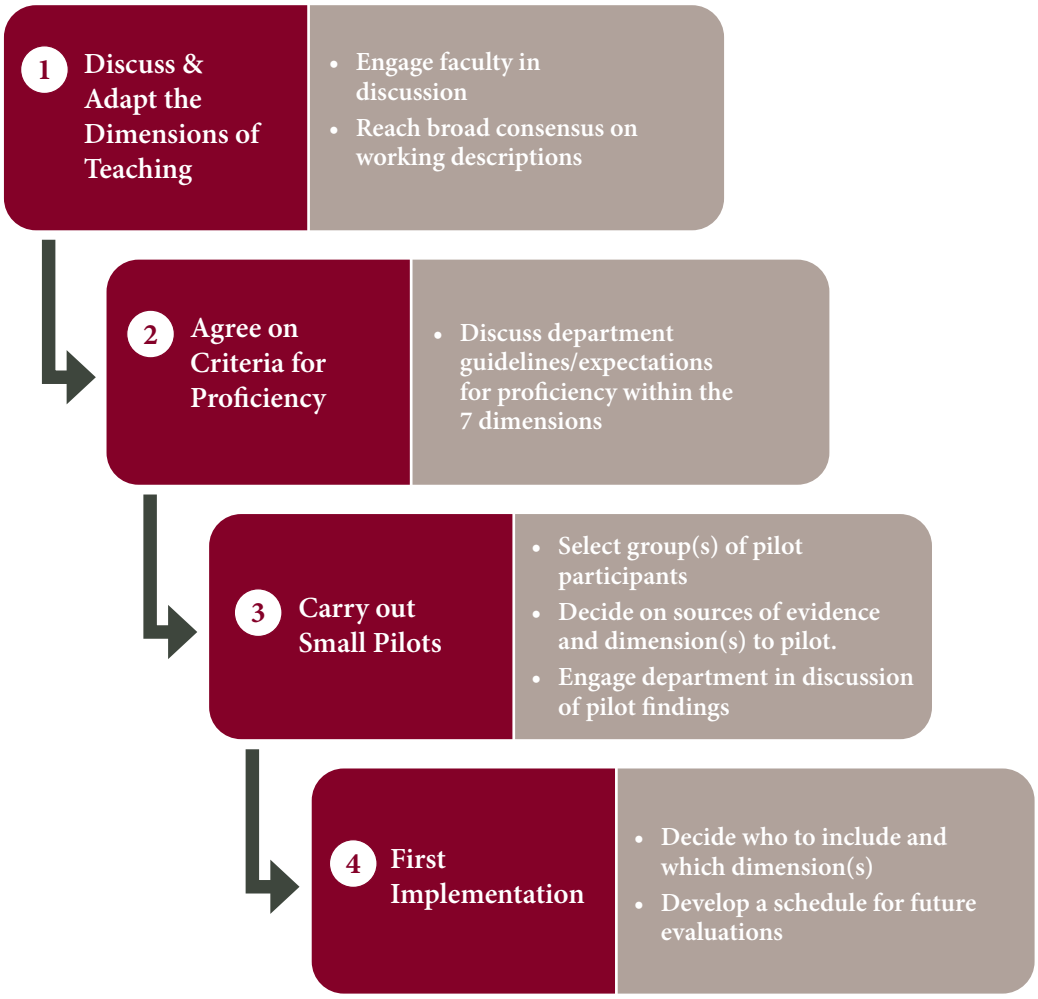


FIGURE 1. Suggested Sequence of Steps for Beginning to Use a Holistic Approach

2. The Evaluation Method

The core structure of this teaching evaluation method uses multiple aspects ("**dimensions**") of the work that an educator does, from three perspectives or "**lenses**" representing different stakeholder voices. The three lenses are: students, instructor, and parties external to the course (e.g. subject-matter peer, DPC members, CTL staff, etc.) The overall effect of this approach is to ensure that the assessment of teaching activities is balanced by using *at least two forms of evidence for each dimension*, representing more than one lens, as indicated by the example check marks in Figure 2.

	Student Lens	Instructor Lens	Third Party Lens
Dimension 1	✓	✓	
Dimension 2		✓	✓
Dimension 3	✓	✓	✓
...	✓		✓

FIGURE 2. Example of how each of the three lenses (student, instructor, a third party) may support various teaching dimensions.

Using multiple dimensions and lenses helps to avoid the biases that are inherent in *any one* measurement (e.g., student surveys) and provides greater depth to the overall evaluation. Different forms of evidence can be used to help inform a departmental committee about a particular dimension through a particular lens. For example, the traditional SRTIs can be used to represent the student lens for dimensions that are classroom-based, such as classroom culture.

A. The Teaching Dimensions

There are seven identified **dimensions** for evaluating teaching in the TEval framework, drawn from the literature on more than 25 years of work on scholarly teaching and its evaluation (Bernstein & Huber, 2006; Glassick et al., 1997; Hutchings, 1995, 1996; Lyde et al., 2016), related work on the peer review of teaching (Bernstein, 2008), and summarized by the Benchmarks for Teaching Effectiveness (Follmer Greenhoot et al., 2017).

Dimensions identified for supporting a holistic approach to teaching evaluation:

1. **Goals, content, and alignment.**
2. **Teaching practices.**
3. **Student progress toward learning goals.**
4. **Classroom culture and student perceptions.**
5. **Mentoring and advising.** (Undergraduate or graduate students)
6. **Reflection and iterative growth.**
7. **Involvement in teaching service, scholarship, or community.**

Collectively the seven **dimensions**, which are designed to span the full array of teaching activities (inside and out of the classroom) with equity and inclusivity as a theme running across each of the dimensions. Not all dimensions need to be considered for any given faculty member, as further described in the process section (Section 3). It is useful to note that dimensions 1–4 are specific to courses taught by the faculty member, and that 5–7 are more comprehensive. The holistic evaluation of teaching looks beyond in-classroom teaching activities. Section 3 will provide additional details describing each dimension.

B. Forms of Evidence

In this guide, "forms of evidence" refers to documents, feedback, and other sources of information that can be gathered and examined to speak to a dimension being considered. Any single form of evidence is limited in its scope and carries some inherent bias. Therefore, integrating multiple forms of evidence leads to a clearer, more reliable, picture of the faculty member's teaching.

Many different forms of **evidence** can be used. Some examples are listed below in Table 1 and Appendix 2 lists a wide variety of sample sources of evidence for each of the three lenses. Any one form of evidence may provide information *for more than one dimension*. Any dimension, in turn, should be evaluated using *at least two different forms of evidence* to support a holistic process and reduce overall bias. Appendix 3 shows a cross-tabulation of different forms of evidence that can be used for different dimensions, organized by the lens they represent. It can serve to provide ideas for how to organize evidence for a particular evaluation in your department. However, this is simply an example and is *not* intended to imply that *all* the forms of evidence listed need to be used in any single case. Departments in conjunction with the faculty member may choose to identify a few forms of evidence for the selected dimensions.

TABLE 1. Types of Evidence and Lenses* They Represent

Description	Lens
A: information on syllabus	Instructor
B: course materials created by instructor	Instructor
C: written or verbal description/reflection by instructor	Instructor
D: observation of teaching by a third party	Third Party
E: examples of student work	Third Party
F: anonymous surveys of students (such as SRTI, Forward Focus, etc.)	Students
G: other forms of student feedback - focus groups, letters, interviews, etc., collected independently of instructor	Students
H: existing records of instructor's activities (such as publications, conference listings, news articles, etc.)	DPC
I: input by external parties familiar with the work, collected by department in collaboration with the instructor	Third Party

* The lens represents the person who examines the work not necessarily the person who creates it.

C. The Analysis Template

Through the work and contributions of the 9 departments that have piloted TEval over several years, a template has emerged to allow the evaluation processes to be succinctly recorded, (Figure 3). This template helps departments *organize* the information carried out in the evaluation for a particular faculty member, while still allowing for each evaluation to be *customized* to the needs of that particular evaluation within the context of the department/program/discipline. For example, the department may have different expectations for a second-year lecturer teaching large, introductory courses than for a professor teaching graduate courses and mentoring graduate students in research.

Customization can occur in various parts of the template:

i. Which dimensions will be used by the department for a given faculty member (2nd column of the template).

ii. Which forms of evidence will be used (columns 3–5).

iii. How the Demonstrated Proficiencies are defined (see section 3B for more details on this).

The organization of the template allows sufficient uniformity that—even with departmental customization—upper levels of administration in the evaluation process can easily interpret and consider the information. Note: the actual form is an online fillable template in which the last column expands to fit a narrative description for each dimension, providing *qualitative* feedback, shown in Appendix 7. This column is complementary to the demonstrated proficiency levels, which could have a quantifiable interpretation.

UMass Teaching Analysis Template

Faculty Member's Name: _____ Date: _____

Type of Review: _____

		Select a Minimum of 2 Types			Demonstrated Proficiency			
Dimensions of Teaching	•Required • Optional or • Not Applicable	1st Evidence Type* **Instructor**	2nd Evidence Type* **Student**	3rd Evidence Type* **3rd Party** e.g., Peer, CTL	Developing	Proficient	Accomplished	Discussion of Evaluation by Committee for this Dimension
Learning goals and alignment to assessments and content.								
Teaching practices.								
Student progress toward learning goals.								
Classroom culture and student perceptions.								
Mentoring and advising. (Undergraduate or graduate students)								
Reflective practices and iterative growth by the faculty member.								
Involvement in teaching service, scholarship of teaching, or community teaching.								

Overall interpretation and feedback:

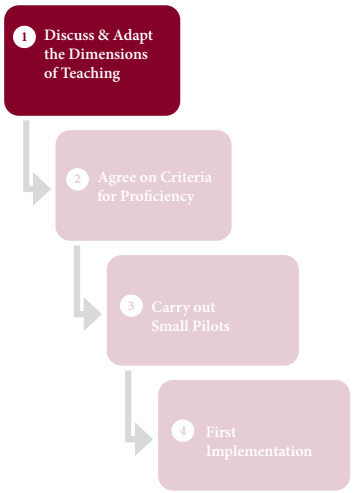
FIGURE 3. The UMass Teaching Analysis Template allows for the organization of information gathered in the evaluation process. Each of the 7 dimensions should be represented by at least 2 forms of evidence (with an optional column for a 3rd form of evidence) to support a faculty member's demonstrated proficiency.

3. Process for Transitioning to a Holistic Approach to Teaching Evaluation

While the teaching analysis template described above has been developed through the work of departments at UMass specifically exploring and piloting a model for holistic teaching evaluation, it should not be considered prescriptive. Through an analysis of the combined efforts of the pilot departments, the TEval model has resulted in a streamlined process for departments to move toward holistic teaching evaluation, removing the need for each department to develop a process anew.

The change to a more holistic and research-based approach to teaching evaluation can seem daunting if attempted all at once. The following section describes a suggested sequence of steps that can provide full engagement for the department without becoming overwhelming. The process can be undertaken in a timeframe that is feasible for the department—given the size of the department, culture and needs—either in a matter of 1–2 semesters or more gradually such as 2–3 years.

A. Discuss the Dimensions



Begin by engaging all faculty in the department in a discussion about the seven **Dimensions of Teaching.** Develop descriptions for each dimension as they apply in your department. Table 2, below, provides guiding questions to assist in this discussion.

In order to provide a starting place for describing these dimensions, the sample descriptions in Table 3 may be helpful to consider. This table provides descriptions that can be used by any department as part of their effort to define the dimensions for their own context. Many departments find these descriptions sufficiently comprehensive and representative of their own goals, so there is no need to start from scratch. Any or all descriptions from Table 3 can be used as is, or the department can modify and/or add their own working descriptions (either in combination with or instead of those provided in Table 3). Appendix 1 shows a combined version of Tables 2 and 3.

TABLE 2. Guiding Questions to Help Define Each Dimension.

Teaching Dimension*	Guiding Questions
1. Goals, content, and alignment	What are students expected to learn from the courses taught? Are learning goals clearly articulated to all students? Are course goals appropriate for the course as part of the larger curriculum and for the audience it is intended? Are topics appropriately challenging and related to current issues in the field? Are the materials high quality and aligned with course goals?
2. Teaching practices (pedagogies, tools, materials)	How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help all students learn? Are effective or high-impact methods being used to improve understanding and engage all students in learning? Do in and out of class activities provide opportunities for practice and feedback on important skills and concepts?
3. Student progress toward learning goals	What impact do these courses have on learners? What evidence shows the level of student understanding? Are standards for evaluating students connected to program or other expectations? Are approaches to evaluating students equitable? Are there efforts to support learning in all students and reduce inequities? Does learning support success in other contexts (e.g., later courses, laboratories, field work, practica)?
4. Classroom culture and student perceptions	Is the classroom climate respectful and cooperative? Does it encourage motivation and engagement for all students? Do all students feel included? What are the students' views of their learning experience? How has student feedback informed the faculty member's teaching?
5. Reflection and iterative growth	How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning and student feedback? Have improvements in student learning been shown, based on past course modifications?
6. Mentoring and advising	How effectively has the faculty member worked individually with undergraduate or graduate students? Is the individual work of the faculty member with students equitable and responsive to diverse students? How does the quality and time commitment to mentoring fit with disciplinary and departmental expectations?
7. Involvement in teaching service, scholarship, or community	In what ways has the faculty member contributed to the broader teaching community, both on and off campus? Is the instructor involved in teaching-related committees, curriculum or assessment activities? Does the faculty member share practices or teaching results with colleagues?

*These guiding questions are reproduced from the University of Kansas *Benchmarks for Teaching Effectiveness* (Follmer Greenhoot et al., 2017).

Table 3. Sample Descriptions for Each Dimension

Dimensions of Teaching
1. Goals, content, and alignment. • Goals for student learning and skill-development are established and are at appropriate level for the course. • The content is clearly aligned to course goals. • Goals and content are inclusive of the diverse needs of the students expected to take it. • The course goals are clearly connected to program/curricular goals. • Content is challenging and innovative or related to current issues and developments in the field. • Topics are of appropriate range and depth, and inclusive of the experiences of a diverse student body. • The instructor includes high quality materials that are well-aligned with the learning and skill-development goals for the course. • Assessments are varied to foster the success of diverse learners and are well-aligned with learning goals.
2. Teaching practices. • Activities are well planned, integrated, and reflect commitment to providing meaningful assignments and assessments. • Use of effective, high-impact and/or innovative methods to improve students' understanding and support diverse learners. • In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts. • Efforts are demonstrated to support learning in **all** students. • Teaching practices are inclusive and result in high levels of student engagement.
3. Student progress toward learning goals. • Standards for evaluating student understanding are connected to program or curriculum expectations which incorporate DEI. • Learning goals are well-communicated to students. • Assessments are well-aligned with learning goals. • Multiple forms of assessment are used to support the success of all students with attention to the needs of diverse learners. • Multiple forms of assessment are used to support student success. • Level of learning supports success in other contexts (e.g., subsequent courses) and/or is increasing over successive offerings.
4. Classroom culture and student perceptions. • Evidence that classroom culture is respectful, cooperative, comfortable, and civil. • Evidence that classroom culture encourages engagement and learning. • Instructor is accessible and interacts well with students. • Students perceive that they are learning important skills or knowledge.
5. Mentoring and advising. *(Undergraduate or graduate students)* • Evidence of quality and time commitment to advising and mentoring *(define as appropriate for the discipline).*

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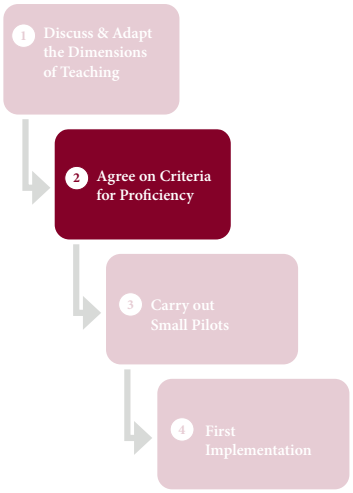
Dimensions of Teaching
6. Reflection and iterative growth. • Evidence that instructor is responsive to, and reflective on, student feedback in the short- and long term. • Evidence instructor is reflective of, and responsive to, the needs of diverse learners. • Regularly makes adjustments to teaching/mentoring practice based on reflections on student learning, within or across semesters. • Re-examines student performance following adjustments. • Improved student achievement of learning goals based on modifications to teaching/mentoring practices.
7. Involvement in teaching service, scholarship, or community. • Engagement with peers on teaching (e.g., teaching-related presentations or workshops). • External and/or internal presentations related to the scholarship of teaching and learning. • Publications to share practices or results of teaching or educational activities. • Scholarly publications and/or grant applications related to teaching and learning • Engaged in community outreach activities that foster the participation of diverse student groups.

* Note: These dimensions were drawn from the literature on 25 years of work on scholarly teaching and its evaluation (Bernstein & Huber, 2006; Glassick et al., 1997; Hutchings, 1995, 1996; Lyde et al., 2016) and related work on the peer review of teaching (Bernstein, 2008). The *Benchmarks for Teaching Effectiveness* (Follmer Greenhoot et al., 2017) from the University of Kansas was the first to articulate and define these dimensions in this manner to support a scholarly approach to teaching evaluation.

Some pilot departments have carried out this step through a series of faculty meetings, while some have held departmental retreats to focus on this topic. It is best to *not* get into a discussion of the evaluation or implementation *process* at this time. Focus *only* on what each dimension means to your department/program/discipline. This conversation is a critical part in building community and consensus around the teaching mission, and is the foundation for developing the implementation steps that follow.

B. Performance Descriptions

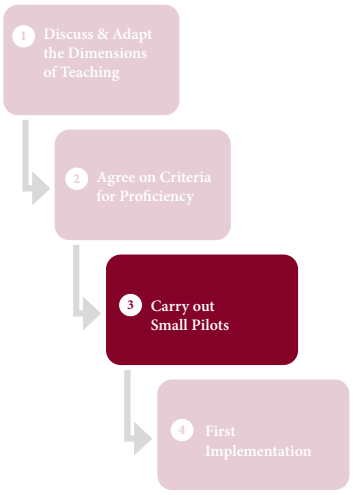


After the dimensions of teaching have been discussed and adapted, engage faculty in the department in a discussion of what comprises "proficient" for each dimension. As shown in Figure 3, the template has three levels of performance descriptors: developing, proficient, and accomplished. We recommend that criteria be established that allow "proficient" to be the benchmark.

"Proficient" is a solid level of teaching. Students receiving proficient instruction are receiving the type of instruction that satisfies the basic requirements for students working toward the degree. For example, if a *proficient* level of mentoring and advising (Dimension 6) includes the criterion "accessible to students on a regular basis" then someone whose hours of availability are limited or not useful for students may be rated as *developing*, while a faculty member who regularly goes out of their way to reach students for advising and mentoring may be rated as *accomplished*. If the *proficient* level is defined, it is not strictly necessary to write out all the characteristics that would be above and below that level, since it is the benchmark. Appendix 4 provides examples of criteria for "proficient" for each dimension; as with the descriptions in Table 3, these example criteria can be used by your department or edited or replaced by descriptions that your faculty find more appropriate for the context of your department.

When the template, shown in Figure 3, is used for evaluations, it is assumed that a person being evaluated would have some dimensions rated *developing*, some *proficient*, and some *accomplished.* Some faculty members may have more dimensions at the *proficient* and *accomplished* levels while others may have more dimensions at the *developing* and *proficient* levels—and the hope is to see those shift to higher levels over time. Achieving at different levels for different dimensions is to be expected. Continuous improvement is inherent in the structure of this process for holistic teaching evaluation. Because of this, the teaching analysis template can be used to gauge the development over time of an individual faculty member's skills as an educator. Comparisons to other instructors' skills/performance are not usually helpful, so the descriptions of the dimensions should not reference such comparisons.

C. Pilot the Approach



It is advisable for the first exploration of the new evaluation approach to be limited in scope and duration. It should be undertaken as a pilot (or more than one pilot) in that it will provide your department with information about the process that can be used in refining the approach you will implement on a larger scale. To begin a pilot implementation, we suggest the following steps:

a. Select a group of individuals willing to engage in a portion of the process voluntarily. It is best if this is for formative or informal purposes in the initial stages. In some departments, the Chair/Head has been a member of the pilot group, which gives that person first-hand understanding of the process. It is advisable to have a mix of faculty types/ranks so that feedback from the pilot is broadly applicable to a variety of contexts.

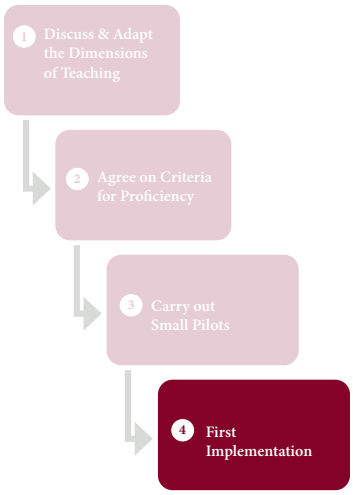
b. Select the dimension(s) and sources of evidence to include in the pilot. It is not necessary to undertake all dimensions at this time. It is helpful to limit the first experience to between one and three dimensions, with a plan to be developed for how and when the others will be piloted as well. Some departments chose to pilot one form of evidence and explore several dimensions in their pilot, while other departments chose to pilot one or two dimensions and multiple forms of evidence.

c. Determine a design for the pilot implementation. For the pilot, consider how you will have some people in the evaluator role and some being evaluated. For example, one department began with a form of peer review where a "triad" of faculty (A, B and C) mutually evaluate each other: a pair of them (such as A and B) evaluating the third one (such as C), in a round-robin fashion so that every member is evaluated by the other two as a pair. In this way, each has experience being evaluated as well as enacting peer review for another person. In this department, the peer review process included the review of curricular materials and student learning objectives (triad-A), as well as classroom visits and discussion of student learning objectives (triad-B). This approach can also be carried out with four people (and "evaluation quartet") with each person being evaluated by a team of three people. A different department selected a different pilot approach, selecting only dimension 1 (goals, content, and alignment) as their focus and faculty in the pilot shared and explored various forms of evidence (syllabi, assignments, and assessments) with one another, examining what each type of evidence could tell them about the dimension.

Engage in a discussion of the internal pilot at a meeting of all faculty to discuss the findings and next steps. Remember that the pilot(s) is/are not an actual implementation, but provide controlled, limited exploration of portions of the method. The information that your

department gleans from this can be used to determine how the new process will be integrated into the regular activities of the department and its faculty members.

D. Implementation and Sustainability



Because the holistic approach to teaching evaluation is comprehensive, it is unlikely that any department will want to do it every year for every faculty member. It is helpful, then, to begin by establishing an implementation timeline that will allow the department to have a phased-in approach to using the new evaluation method. Some examples of this are provided below in Figure 4 and in Appendix 5.

a. Decide which faculty members or groups of faculty will be evaluated using this system. Your department may wish to make this a voluntary choice by faculty or may decide to engage all teaching faculty over time, according to the timeline your department has developed.

Pre-Tenure	F21	S22	F22	S23	F23	Sp24	F24	Sp25	F25	S26	F26	S27	F27	S28
Grp A			1st and 5th yr faculty						☑					
Grp B					☑						☑			
Grp C							☑						☑	

FIGURE 4. Example of timeline for evaluation of tenure-track faculty members. Approximately one-third of the group is evaluated every three years.

b. The TEval-based holistic evaluation approach, using multiple dimensions with multiple lenses and forms of evidence, can be used in either a formative or summative manner. These two purposes should not be carried out simultaneously, however, since their goals are different. Consider making the first evaluations formative, i.e. intended to provide feedback for improvement, with a summative version used for a promotion or continuing appointment evaluation, for example. Formative evaluation is ideal for tenure track faculty in a 4.2 evaluation, or lecturers in their early years before evaluation for continuous appointment. See Appendix 6 for an example of how one department did this.

c. Determine which stakeholders will gather which types of evidence for the review. For example, if a focus group interview will be carried out with students in a course, will that be done by someone on the DPC or someone from the CTL? If learning objectives will be discussed, will that be compiled in a reflection and narrative by the instructor or gleaned

from a review of syllabi by a peer evaluator? Will there be an assigned evaluator for each faculty member that will compile materials, which are then submitted to the DPC? Or will the DPC serve as the body of people to compile and evaluate different forms of evidence. Each has different consequences with respect to streamlining the process, adding bias to the process, and distributing workload. The best solution for each department will depend on the size and practices of each department. However, for the most likelihood of success, the distribution of tasks should be discussed and agreed to when the process timeline is decided. All of these decisions should be revisited on a regular basis (such as every 1–3 years initially, and every 5 years after that) to refine and discuss ways to improve the **outcomes** of the process, shown in Figure 4.

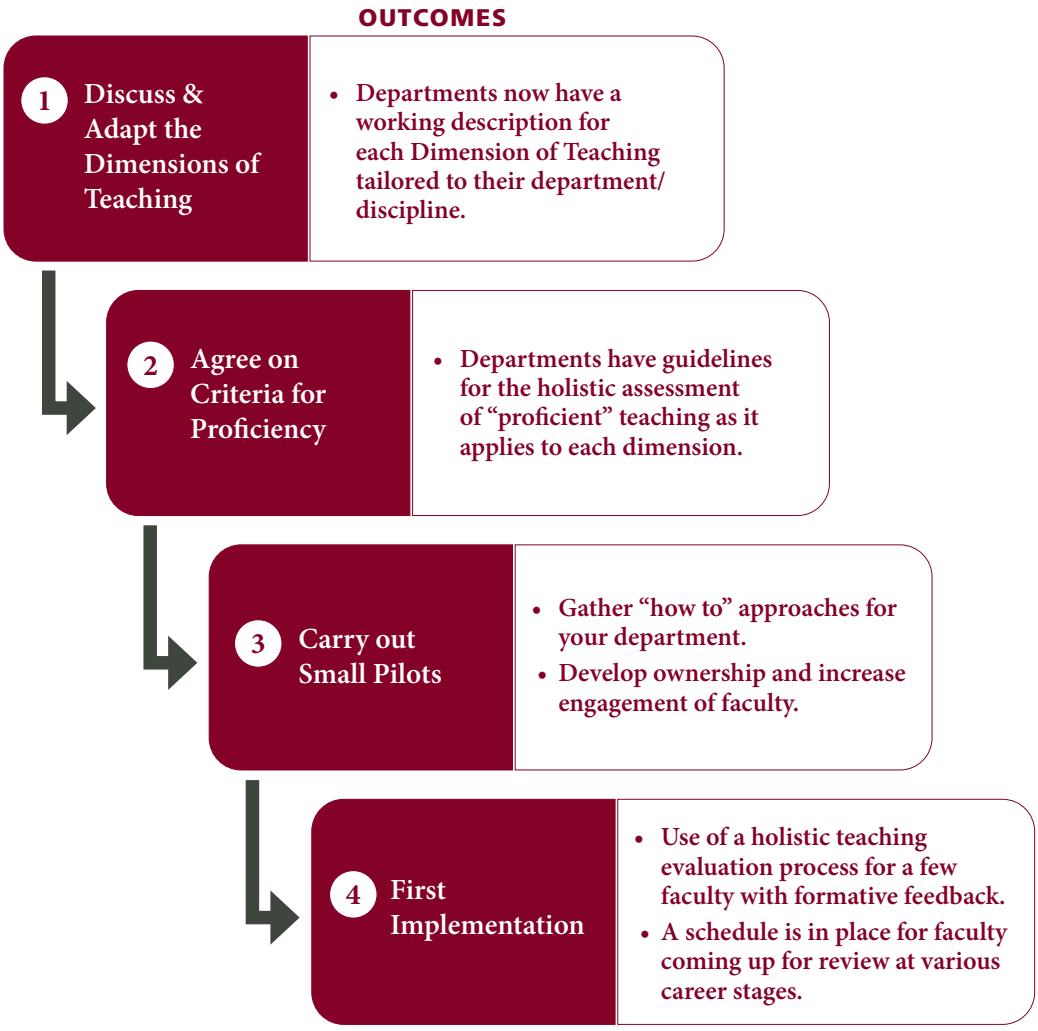


FIGURE 4. Process Steps with Associated Outcomes. These outcomes identify what departments can achieve as a result of carrying out each of the 4 process steps.

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Appendix 1. Dimensions of Teaching with Guiding Questions and Descriptors

Dimensions of Teaching
1. Goals, content, and alignment. *Are the materials high quality and aligned with course goals? Are learning goals clearly articulated to all students?* • Goals for student learning and skill-development are established and are at appropriate level for the course and are inclusive of the diverse needs of the students expected to take it. • The course goals are clearly connected to program/curricular goals. • Content is challenging and innovative or related to current issues and developments in the field. • Topics are of appropriate range and depth, with integration across topics. • The instructor includes high quality materials that are well-aligned with the learning and skill-development goals for the course. • Assessments are varied to foster the success of diverse learners and are well-aligned with learning goals.
2. Teaching practices. *Are effective or high-impact methods being used to improve understanding and engage all students in learning?* • Activities are well planned, integrated, and reflect commitment to providing meaningful assignments and assessments. • Use of effective, high-impact and/or innovative methods to improve students' understanding and support diverse learners. • In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts. • Efforts are demonstrated to support learning in all students. • Teaching practices are inclusive and result in high levels of student engagement.
3. Student progress toward learning goals. *What evidence is used to show the level of student understanding? Are approaches to evaluating students equitable?* • Standards for evaluating student understanding are connected to program or curriculum expectations which incorporate DEI. • Learning goals are well-communicated to students. • Assessments are well-aligned with learning goals. • Multiple forms of assessment are used to support the success of all students with attention to the needs of diverse learners. • Multiple forms of assessment are used to support student success. • Level of learning supports success in other contexts (e.g., subsequent courses) and/or is increasing over successive offerings.

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Dimensions of Teaching
4. Classroom culture and student perceptions. *Is the classroom culture respectful and cooperative? Does it encourage motivation and engagement for all students?* • Evidence that classroom culture is respectful, cooperative, comfortable, and civil. • Evidence that classroom culture encourages engagement and learning. • Instructor is accessible and interacts well with students. • Students perceive that they are learning important skills or knowledge.
5. Mentoring and advising. *(Undergraduate or graduate students)* *How effectively has the faculty member worked individually with undergraduate or graduate students?* • Evidence of quality and time commitment to advising and mentoring *(define as appropriate for the discipline).*
6. Reflection and iterative growth. *How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning?* • Evidence that instructor is responsive to, and reflective on, student feedback in the short- and long term. • Evidence instructor is reflective of, and responsive to, the needs of diverse learners. • Regularly makes adjustments to teaching/mentoring practice based on reflections on student learning, within or across semesters. • Re-examines student performance following adjustments. • Improved student achievement of learning goals based on modifications to teaching/mentoring practices.
7. Involvement in teaching service, scholarship, or community. *In what ways has the instructor contributed to the broader teaching community, both on and off campus?* • Engagement with peers on teaching (e.g., teaching-related presentations or workshops). • External and/or internal presentations related to the scholarship of teaching and learning. • Publications to share practices or results of teaching or educational activities. • Scholarly publications and/or grant applications related to teaching and learning • Engaged in community outreach activities that foster the participation of diverse student groups.

Appendix 2. Sample Sources of Evidence for Each of the 3 Lenses

Items/ideas based on those currently being used by UMass TEval Departments

Sources of Evidence
1. Faculty Member/Instructor: • Self-reflection *(inclusive of student and possibly peer feedback)* • Teaching statement *(inclusive of DEI goals)* • Course materials: assignments (group, short in-class reflective writing prompt, problem set, etc.), assessments • Materials are used to support points made in self-reflection/teaching statement (i.e., are incorporated in a meaningful way and are not stand-alone) • Measures of learning (flexible report of ways in which the instructor may be gathering e.g., learning objectives and evidence of learning outcomes, student work and achievement, evidence of mastery, pre/post evidence/measures/analysis etc.) • CV • Syllabi
2. A Party External to the Course: Review by a peer and/or CTL *Each of the below paired with a pre and/or post meeting with faculty member* • Classroom observation and pre/post dialogue with instructor • Review of course materials, syllabi, class activities, learning objectives (identification of and connection to assessments) • Review of student work • Review of teaching statement and lesson design • Use of Triads to provide formative feedback on course development and/or faculty practice
3. Student: • Surveys: SRTI's, Forward Focus • Interviews • Letters • Focus groups • Examples of student work • Student reflections on in class activity/assignment/lesson and relationship to identified learning goal/objectives

Appendix 3. TEval Evidence Matrix

Below is an example of ways to link sources of evidence to the teaching dimensions.

Note: A blank template of this matrix in Appendix 9 can be a useful organizational tool for both faculty and evaluators to consider various sources of evidence and how they map to the teaching dimensions.

	Instructor					**Third Party Review/ Observation** (e.g. Peer, CTL)				**Student**		
Teaching Dimension	C.V.	Syllabi	Sample course materials	Examples of Student Work	Self-Reflection	Dialogue w/ Instructor Pre/post observation	Class Observation (AZ tool/ COPUS, etc.)	Review of student work	Review of Course Materials	Student Ratings & Comments (SRTI)	Letters/ Feedback	Reflections
Goals, content & alignment		X			X		X			X items from survey		
Teaching practices			X		X		X		X	X Expectation, deadlines,		
Student progress toward learning goals				X		X		X		X Course items		
Classroom culture & student perceptions		X			X		X			X		
Mentoring & advising	X Student achievements				X			X				
Reflection and iterative growth		X			X							X Changes in feedback over time
Teaching service, scholarship, and/or community	X participation in T&L committees					X						

Appendix 4. Examples of Criteria for Step 2: Agree on Criteria for Proficiency

Dimensions	Proficient
1. Goals, content, and alignment *What are students expected to learn? Are course goals appropriate? Is content aligned with the curriculum? Does course content support diverse learners?*	• Course goals are appropriate for curriculum and are communicated to the students. • Content is at the appropriate level for the course. • Curriculum aligns w/learning goals. • Content is innovative/related to current issues and developments in the field. • Course goals and materials are structured to support diverse learners
2. Teaching practices *Does the instructor use effective teaching methods?* *How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help students learn?*	• Courses are well-planned and organized • The instructor includes quality materials that are well-aligned with the learning goals • Use of effective, evidence-based methods to enhance student understanding • Students have some opportunities to practice skills embedded in course learning goals • Assessments/assignments are appropriately challenging, tied to course goals and provide differentiation for diverse learners
3. Student progress toward learning goals *Are standards for evaluating student understanding connected to curricular expectations? Are these well communicated to students? What is the evidence of student learning? Are there efforts to make achievement equitable?*	• Standards for evaluating student understanding are clear and align with course goals and content • Student learning meets department expectations (Discuss criteria & how to assess) • Some use of evidence of student learning to inform teaching • Quality of learning is likely to promote success in other courses/ contexts
4. Classroom culture & student perceptions *What climate for learning does the instructor create? What are students' views of their learning experience and how has this informed teaching?*	• Classroom culture is inclusive and promotes engagement and respect • Classroom culture appears to broadly encourage student participation • No consistently negative student ratings of teacher accessibility or interaction skills • Instructor articulates some lessons learned through student feedback
5. Reflection and iterative growth *How has the instructor's teaching changed over time? How has this been informed by student learning evidence?*	• Continued competent teaching, may include reflection based on input from peers and/or students • Articulates some lessons learned or changes informed by prior teaching, and student learning • May include reflection on student work

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Dimensions	Proficient
6. Mentoring & advising *How effectively has the instructor worked individually with UG or grad students?*	• Some evidence of effective advising and mentoring *(define as appropriate for discipline)*
7. Teaching service, scholarship, or community *How has the instructor contributed to the broader teaching community (on and/or off campus)?*	• Has made some contributions to teaching and learning culture in department or institution • Some engagement with peers on teaching • Has shared teaching practices or results with others (e.g., presentation, workshop, essay)

** This information was adapted from the University of Kansas Center for Teaching Excellence (KU CTE) rubric from the Benchmarks of Teaching.*

Appendix 5. Examples of Holistic Evaluation Schedule Timelines

These are only examples to provide guidance and ideas. Each department should determine what type of timeline works best for their particular set of circumstances (size of faculty, numbers at each level, etc.)

Lecturers

Before Continuing Appointment – every year

Non-TT	F21	Sp22	F22	Sp23	F23	Sp24
Every year of first 3 years	☑		☑		☑	

After Continuing Appointment – half of the group, every other year

Non-TT	F21	Sp22	F22	Sp23	F23	Sp24	F24	Sp25	F25	Sp26
Grp A	☑				☑				☑	
Grp B			☑				☑			

Tenure-track Faculty

- Every third year, approximately 1/3 of the group
- Begin with 1st and 5th-year faculty, and select the other two cohorts as reasonable, considering size and career position of pre-tenure faculty group.
- Each year include new 1st year faculty who are on the tenure track.

Pre-Tenure	F21	S22	F22	S23	F23	Sp24	F24	Sp25	F25	S26	F26	S27	F27	S28
Grp A			1st and 5th yr faculty						☑					
Grp B					☑						☑			
Grp C							☑						☑	

Tenured Faculty

- Every 3 to 5 years, dividing the number of tenured faculty as needed for the size and career stages of the group.
- The following example shows this group divided into 4 cohorts.

Tenured	F21	S22	F22	S23	F23	S24	F24	S25	F25	S26	F26	S27	F27	S28	F28	S29
Grp A					☑								☑			
Grp B							☑								☑	
Grp C									☑							
Grp D											☑					

Appendix 6. A Real Example of a UMass Department's First Implementation

Holistic teaching evaluation process: One of the UMass TEval pilot departments decided to incorporate a peer observation component for individuals who were undergoing a personnel action (i.e., promotion and tenure). This element of **peer review** was considered in addition to **student** feedback via survey (Forward Focus or SRTI), and an **instructor** reflection. Thus, including each of the three lenses and multiple forms of evidence for a faculty member's teaching evaluation.

The Chair's description

The process guidelines were developed by two members of the TEval team, both senior faculty, with input from the full faculty. The guidelines placed emphasis on ways the process was shaped to provide positive and useful feedback rather than negative or punitive. To achieve these goals the chair described the importance of collaboration and transparency. To begin the evaluation, a preliminary meeting takes place between the faculty member and the peer observer. The purpose of this meeting is to gather information prior to the class visit and includes a discussion of class size and context. It also allows the faculty member to identify areas of particular interest/focus for which they would like feedback. A detailed review of the instructor's syllabus also takes place in order to inform the classroom observation.

Ideally, the process entails 2 class visits and feedback from 2 different faculty observers. A post-observation meeting takes place to discuss the observations and provide feedback about what appears to be working and areas that could be improved. Suggestions for improvement are discussed with referral for additional assistance provided as needed (for example, reference to CTL, other resources, etc.)

The Faculty Member's Experience

The faculty member pointed out the critical importance of how the evaluation process is introduced to faculty. She noted that there some people may worry that the process has elements of administrative oversight and monitoring, with punitive intentions and/or loss of faculty independence on course instruction. Hence, the introduction of the evaluation process as a collaborative undertaking is paramount, and must include highlights of how the holistic evaluation process benefits both instructors and students. Ideally this would include an example to illustrate what an evaluation might look like, with emphasis that the selection of indicators (what to observe) is shaped by the faculty member.

The faculty member's evaluation focused on Dimension 1: Goals, Content, and Alignment, and the goals for student learning were aligned with course activities. For the classroom observation the peer observer selected the course materials to review and, to minimize bias, the faculty member suggested they also select the class to observe. During the peer review, the observer also considered assignments and how they mapped to course goals, and reviewed student products. The faculty member appreciated the collaborative aspects involved in the collection of information to support the dimension.

The feedback from the peer reviewer was used by the faculty member to make changes to course syllabi, modify assignments, and enhance activities students found useful for learning course content.

The key motivation for participation in TEval was the holistic nature of the process, an evaluation that minimizes biases associated with student centered evaluations, while generating important formative data that can inform areas for change/growth, as well as identify strengths and areas for growth. The faculty member also felt that the TEval process provides an excellent platform for facilitating the integration of inclusive pedagogy, which is in alignment with the department's strategic goals. Overall, she valued the opportunity the evaluation provided to share her teaching approach and receive constructive input and considerations from colleagues. The collaborative process provided multiple opportunities for discussion, which alleviated the anxiety associated with an evaluation of one's teaching.

As an aside: the chair mentioned that she asks students in her own classes to identify one or more learning objective (LO) and reflect on their progress toward these. During the accreditation process, the identification of LOs was a key element and is now used as standard part of the course review process in the department.

Appendix 7. Fillable Teaching Analysis Template

This blank template allows for the organization of information gathered in the evaluation process. Each of the 7 dimensions should be represented by at least 2 forms of evidence (with an optional column for a 3rd form of evidence) to support a faculty member's demonstrated proficiency.

Faculty Member's Name: _____ Date: _____ Type of Review: _____

		Select a Minimum of 2 Types			Demonstrated Proficiency			
Dimensions of Teaching	•Required • Optional or • Not Applicable	1st Evidence Type* **Instructor**	2nd Evidence Type* **Student**	3rd Evidence Type* **3rd Party** e.g., Peer, CTL	Developing	Proficient	Accomplished	Discussion of Evaluation by Committee for this Dimension
Learning goals and alignment to assessments and content.								
Teaching practices.								
Student progress toward learning goals.								
Classroom culture and student perceptions.								
Mentoring and advising. (Undergraduate or graduate students)								
Reflective practices and iterative growth by the faculty member.								
Involvement in teaching service, scholarship of teaching, or community teaching.								

Overall interpretation and feedback:

Appendix 8. Fillable Table for Step 1: Discuss and Adapt the Descriptions for the Dimensions of Teaching

Note: This is a fillable table, for Part 3 Step A. Discuss the Dimensions (pg.7), for departments who wish to make adjustments and tailor dimensions to meet their specific needs.

Dimensions of Teaching	Required/ Optional/Not Applicable	Description for this Department/Discipline
Learning goals and alignment to assessments and content	R / O / NA	
Teaching practices	R / O / NA	
Student progress toward learning goals	R / O / NA	
Classroom culture and student perceptions	R / O / NA	
Mentoring and advising (Undergraduate or graduate students)	R / O / NA	
Reflective practices and iterative growth by the faculty member	R / O / NA	
Involvement in teaching service, scholarship of teaching, or community teaching	R / O / NA	

Appendix 9. Fillable TEval Evidence Matrix

This blank template can be a useful organizational tool for both faculty and evaluators to consider various sources of evidence and how they map to the teaching dimensions.

	Instructor				**Third Party Review/ Observation** (e.g. Peer, CTL)					**Student**			
Teaching Dimension	Sample course materials (e.g., syllabi)	Examples of Student Work	Self-Reflection	Other	Dialogue w/ Instructor Pre/post observation	Class Observation (AZ tool/ COPUS, etc.)	Review of student work	Review of Course Materials	Other	Student Ratings & Comments (SRTI)	Letters/ Feedback	Focus groups	Other
Goals, content & alignment													
Teaching practices													
Student progress toward learning goals													
Classroom culture & student perceptions													
Mentoring & advising													
Reflection and iterative growth													
Teaching service, scholarship, and/or community													

Appendix 10. Fillable Table for Step 2 Agree on Criteria for Proficient

Dimensions	Example Proficient Descriptions	Department Description of Proficient
1. Goals, content, and alignment *What are students expected to learn? Are course goals appropriate? Is content aligned with the curriculum? Does course content support diverse learners?*	• Course goals are appropriate for curriculum and are communicated to the students. • Content is at the appropriate level for the course. • Curriculum aligns w/learning goals. • Content is innovative/ related to current issues and developments in the field. • Course goals and materials are structured to support diverse learners	
2. Teaching practices *Does the instructor use effective teaching methods?* *How is in-class and out-of-class time used? What assignments, assessments, and learning activities are implemented to help students learn?*	• Courses are well-planned and organized • The instructor includes quality materials that are well-aligned with the learning goals • Use of effective, evidence-based methods to enhance student understanding • Students have some opportunities to practice skills embedded in course learning goals • Assessments/assignments are appropriately challenging, tied to course goals and provide differentiation for diverse learners	

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Dimensions	Example Proficient Descriptions	Department Description of Proficient
3. Student progress toward learning goals *Are standards for evaluating student understanding connected to curricular expectations? Are these well communicated to students? What is the evidence of student learning? Are there efforts to make achievement equitable?*	• Standards for evaluating student understanding are clear and align with course goals and content • Student learning meets department expectations (Discuss criteria & how to assess) • Some use of evidence of student learning to inform teaching • Quality of learning is likely to promote success in other courses/contexts	
4. Classroom culture & student perceptions *What climate for learning does the instructor create? What are students' views of their learning experience and how has this informed teaching?*	• Classroom culture is inclusive and promotes engagement and respect • Classroom culture appears to broadly encourage student participation • No consistently negative student ratings of teacher accessibility or interaction skills • Instructor articulates some lessons learned through student feedback	
5. Reflection and iterative growth *How has the instructor's teaching changed over time? How has this been informed by student learning evidence?*	• Continued competent teaching, may include reflection based on input from peers and/or students • Articulates some lessons learned or changes informed by prior teaching, and student learning • May include reflection on student work	

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