AAU Undergraduate STEM Education Initiative

AAU is aware that there is a large body of literature on how people learn as well as a number of valid ways for faculty members to engage in formative assessment of their teaching. This matrix is intended to capture strategies campuses are using to incorporate evidence beyond student course evaluation in the summative evaluation of faculty members’ teaching (e.g., promotion and tenure, and annual/merit reviews). AAU is continuously developing this matrix and considers it a living document. If you are aware of an effort not included in this list and would like to add it, please visit http://bit.ly/AAUmatrix. As a critical lever for change, AAU is intentionally working to highlight these strategies across the AAU membership. We are also engaged with national projects focused on this topic.

<table>
<thead>
<tr>
<th>Institution/Project Name</th>
<th>Evaluation Area</th>
<th>Level</th>
<th>Unit Name</th>
<th>Strategy Type</th>
<th>Description of Effort</th>
<th>Links to Documents/Websites</th>
<th>Leadership</th>
<th>F_Name_Contact</th>
<th>L_Name_Contact</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise State University</td>
<td>Teaching</td>
<td>Institution</td>
<td>Framework - Framework for Assessing Teaching Effectiveness (FATE)</td>
<td>Development of a framework and rubric to formatively and summatively assess teaching that is applicable to all teaching faculty. Implementing and studying its use, and changes in teaching behavior and student learning.</td>
<td>Shawn Simmons</td>
<td><a href="mailto:shawn.simmons@boisestate.edu">shawn.simmons@boisestate.edu</a></td>
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<tr>
<td>Career Framework for University Teaching</td>
<td>Teaching</td>
<td>Institution</td>
<td>Framework</td>
<td>Use of an adaptable framework to guide and support the progression of academics on the basis of their contribution to teaching and learning.</td>
<td>Royal Academy of Engineering</td>
<td>Ruth Graham</td>
<td><a href="mailto:ruthgraham@me.com">ruthgraham@me.com</a></td>
<td></td>
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</tr>
<tr>
<td>Cornell University</td>
<td>Teaching</td>
<td>Institution</td>
<td>Guidance and Consultations</td>
<td>CTI provides information and resources for faculty members to document their teaching and provides consultations to departments/collages using peer review of teaching as part of P/T review.</td>
<td>Center for Teaching Innovation</td>
<td>Matthew Ouellett</td>
<td><a href="mailto:mlo59@cornell.edu">mlo59@cornell.edu</a></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CU Boulder</td>
<td>Teaching</td>
<td>Department</td>
<td>Framework - Teaching Quality Framework (TQF)</td>
<td>Brings together key faculty leaders and departments, and provides them with a structure to help them create, test, and evaluate a framework for assessing teaching quality.</td>
<td>Center for STEM Learning/Departments</td>
<td>Noah Finkelstein</td>
<td><a href="mailto:noah.finkelstein@colorado.edu">noah.finkelstein@colorado.edu</a></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MSU</td>
<td>Teaching</td>
<td>College</td>
<td>College of Natural Science</td>
<td>Framework - Guidelines</td>
<td>REU, CU-Boulder, and U Mass-Amherst will implement an evaluation framework to develop and use a teaching evaluation rubric. The process of transformation will be studied within and across the 3 campuses.</td>
<td>NSF Promotion and Tenure Committee</td>
<td>Kathy Miller</td>
<td><a href="mailto:miller@wustl.edu">miller@wustl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSF IUSE Project #1723595</td>
<td>Teaching</td>
<td>Institution</td>
<td>Action Research Project</td>
<td>The PULSE Recognition process is an ambitious endeavor designed to motivate important changes in the life sciences education ecosystem.</td>
<td>UMass Amherst (Weaver), UC Boulder (Finkelstein), Unv of Kansas (Greenhoot), MSU (Austin)</td>
<td></td>
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</tr>
<tr>
<td>Partnership for Undergraduate Life Science Education (PULSE)</td>
<td>Teaching</td>
<td>Country</td>
<td>Life Sciences</td>
<td>Framework - rubrics designed for life science departments to use in reflecting, assessing, and discussing their approaches to teaching and learning in their programs</td>
<td>PULSE Leadership Fellows</td>
<td>Kathy Miller</td>
<td><a href="mailto:miller@wustl.edu">miller@wustl.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Related Conference Presentations:
<table>
<thead>
<tr>
<th>University</th>
<th>Type of Evaluation</th>
<th>Contact Person</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of Amherst</td>
<td>Teaching Framework - Teaching Evaluation Framework</td>
<td>Gabriela Weaver</td>
<td><a href="mailto:gweaver@acad.umass.edu">gweaver@acad.umass.edu</a></td>
</tr>
<tr>
<td>U of Arizona</td>
<td>Peer Review - Peer Review of Teaching Protocol</td>
<td>Hybrid</td>
<td><a href="mailto:ruval@demail.arizona.edu">ruval@demail.arizona.edu</a></td>
</tr>
<tr>
<td>U of Kansas</td>
<td>Teaching Framework - Benchmarks for Teaching Effectiveness</td>
<td>Greenhoot</td>
<td><a href="mailto:agreenhoot@ku.edu">agreenhoot@ku.edu</a></td>
</tr>
<tr>
<td>U of KwaZulu-Natal in South Africa</td>
<td>Teaching Policy - Multiple criteria for evaluating teaching</td>
<td>Vithal</td>
<td><a href="mailto:vithalukzn@gmail.com">vithalukzn@gmail.com</a></td>
</tr>
<tr>
<td>U of Maine</td>
<td>Teaching Observation Tool - COPUS</td>
<td>Michelle Smith</td>
<td><a href="mailto:michelle.k.smith@maine.edu">michelle.k.smith@maine.edu</a></td>
</tr>
<tr>
<td>U of Michigan</td>
<td>Teaching Guidance and Consultations</td>
<td>Matthew Kaplan</td>
<td><a href="mailto:mtkaplan@umich.edu">mtkaplan@umich.edu</a></td>
</tr>
<tr>
<td>U of Oregon</td>
<td>Continuous Improvement and Evaluation of Teaching System (CIETS)</td>
<td>Diawan</td>
<td><a href="mailto:eggdiawan@uoregon.edu">eggdiawan@uoregon.edu</a></td>
</tr>
</tbody>
</table>

Using a teaching evaluation framework adapted from the model developed by the University of Kansas, participating departments will create frameworks that reflect their principles and values. Documentation for promotion and tenure require a teaching portfolio and peer review evaluations. In response, the OIA developed an interactive, online protocol that can be used for peer review of teaching. University of Arizona created a multi-dimensional rubric that has been adapted to suit their disciplines and structures in order to review faculty teaching. The Institute for Teaching Excellence & Faculty Development/Departments developed a new approach to teaching. The University of KwaZulu-Natal in South Africa uses 10 criteria for evaluating teaching in academic promotions. Center for Teaching Excellence/Departments developed an interactive, online protocol that can be used for peer review of teaching. CRLT provides information about ways to assess teaching effectiveness beyond student ratings, and provides consulting services to faculty and to Chairs and faculty committees.

Faculty Senate, Continuous Improvement and Evaluation of Teaching Committee


Related Conference Presentations:
# U of Portland - Redesigning Education For Learning through Evidence and Collaborative Teaching (REFLECT)

**Teaching**

- Peer observation

**Institution**

- Peer observation

**Policy**

- The Step Plus system for merit and promotion enables rewards for instructors who make outstanding contributions to excellence in teaching. Also, peer evaluation of teaching is necessary for promotion.

**Website**

- [https://sites.up.edu/reflect/](https://sites.up.edu/reflect/)

**Cohort of STEM faculty**

- Stephanie Salomone
  - salomone@up.edu

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# UC Davis

**Teaching**

- 3-year NSF IUSE grant to introduce STEM faculty to evidence-based practices, support them in curricular redesign and implementation, and to design and pilot peer observation rubrics and protocols. Working on campus culture change around using peer observation as an alternative to student evaluations.

**Institution**

- Faculty Senate

**Website**


**Cohort of STEM faculty**

- Stephanie Salomone
  - salomone@up.edu

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# UC Irvine

**Teaching**

- Policy - Evaluation System for P/T

**Institution**

- STEM, SBE, Arts/Humanities

**Website**


**Cohort of STEM faculty**

- Diane O'Dowd
  - dkodowd@uci.edu

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# UC System

**Teaching**

- Policy - Online Form

**System**

- Faculty Senate

**Website**


**Cohort of STEM faculty**

- Michael Dennin
  - mdennin@uci.edu

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# UCLA

**Teaching**

- Workshop being hosted on June 12, 2018

**Institution**

- Center for Education Innovation and Learning in the Sciences

**Website**

- [https://ceils.ucla.edu/teaching-symposium/](https://ceils.ucla.edu/teaching-symposium/)

**Cohort of STEM faculty**

- Erin Sanders
  - erins@ceils.ucla.edu

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# UNC-Chapel Hill

**Teaching**

- Policy

**Institution**

- College

**Website**

- [https://academicpersonnel.unc.edu/arts-sciences-departmental-faculty-personnel-guidelines/](https://academicpersonnel.unc.edu/arts-sciences-departmental-faculty-personnel-guidelines/)

**Cohort of STEM faculty**

- Diane O'Dowd
  - dkodowd@uci.edu

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**Related Conference Presentations:**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Teaching</th>
<th>Institution</th>
<th>Policy</th>
<th>Observation Tool</th>
<th>Peer Review</th>
<th>Peer evaluation criteria</th>
<th>Related Conference Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC</td>
<td>Teaching</td>
<td>Institution</td>
<td></td>
<td>Peer Review</td>
<td>Peer review will be based on classroom observation, and review of course materials, course design and assignments. Peer evaluation also will consider teaching reflection statements and inclusive practices.</td>
<td><a href="https://docs.google.com/document/d/1TDo5ySLIpu1CJ2E1M722798-5k46">https://docs.google.com/document/d/1TDo5ySLIpu1CJ2E1M722798-5k46</a> nicely adjusted</td>
<td>Center for Excellence in Teaching</td>
</tr>
<tr>
<td>Valencia College</td>
<td>Teaching</td>
<td>Institution</td>
<td></td>
<td>Faculty-defined educator competencies. Also an action research project is required to document active research on the improvement of a faculty member's teaching.</td>
<td><a href="https://valenciacollege.edu/faculty/development/assessment-forms/2019-02-09">https://valenciacollege.edu/faculty/development/assessment-forms/2019-02-09</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington University in St. Louis</td>
<td>Teaching</td>
<td>Institution</td>
<td></td>
<td>Observation Tool - OPAL</td>
<td>OPAL can be used to collect research data, and also to consult and collaborate with STEM faculty to provide feedback on, and support for, their teaching innovations.</td>
<td><a href="https://circle.wustl.edu/projects/observation-protocol-opal/">https://circle.wustl.edu/projects/observation-protocol-opal/</a></td>
<td>Center for Integrative Research on Cognition, Learning and Education (CIRCLE)</td>
</tr>
<tr>
<td>Yale</td>
<td>Teaching</td>
<td>Institution</td>
<td></td>
<td>Guidance and Consultations</td>
<td>The CTL provides information about sources of feedback instructors can use to inform their teaching and also provides consulting services to faculty.</td>
<td><a href="https://ctl.yale.edu/FacultyResources/Feedback-on-Teaching">https://ctl.yale.edu/FacultyResources/Feedback-on-Teaching</a></td>
<td>The Yale Center for Teaching and Learning (CTL)</td>
</tr>
</tbody>
</table>


Related Conference Presentations: