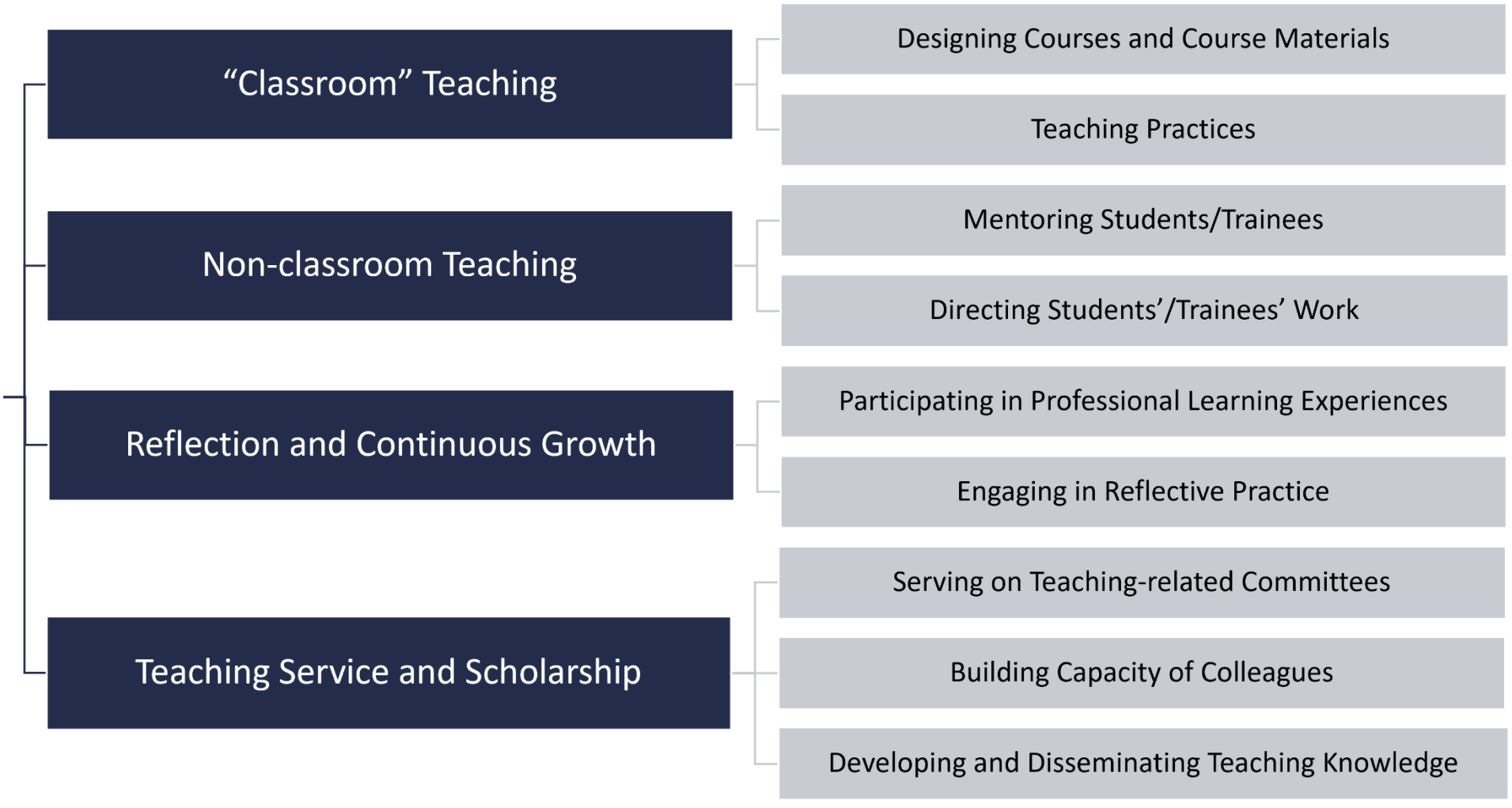
UVA Holistic Teaching Evaluation Framework




Domains

Subdomains

| Domain | Activities and Criteria | Evidence |
|---|---|---|
| **"Classroom" Teaching**<br><br>"Classroom" teaching includes instructor-designed learning experiences, regardless of instructional modality or location, for example, lecture, seminar, laboratory, studio, field, and study abroad courses, for in-person and synchronous and asynchronous online offerings. | **Designing Courses and Course Materials**<br><br>*How well does the instructor design inclusive and equitable courses and course materials that are likely to engage students in the classroom, support and advance students' learning, and foster students' sense of belonging?*<br><br>Research suggests well-designed courses (and course materials) have the following characteristics, among others:<br><br>1. Learning objectives are measurable, foster different types of learning (e.g., content, skills, cognitive and metacognitive development, personal development), are pitched at an appropriate level, and are aligned to program or curricular goals.<br>2. Assessments are thoroughly described and provide accurate feedback to the instructor and students about student learning.<br>3. In-class and out-of-class activities and assignments are varied, well-paced, and aligned with the learning objectives.<br>4. Course materials are accessible to the full range of learners.<br>5. Content reflects diverse perspectives.<br>6. Policies and expectations are clearly articulated and intentionally designed to support students' learning. | **Possible sources of evidence include the following:**<br><br>● Syllabi<br>● Assignment or activity descriptions<br>● Lesson plans, notes, or slides for individual classes<br>● Student Experiences of Teaching (SET) data |
| | **Teaching Practices**<br><br>*How well does the instructor engage students in the classroom, support and advance students' learning, and foster students' sense of belonging?*<br><br>Effective teaching practices have the following characteristics, among others. The instructor:<br><br>1. Presents organized and well-paced lessons that demonstrate intentional planning.<br>2. Utilizes instructional strategies (e.g., lecture, discussion, case studies, small group work) appropriate to the learning objectives and encourages participation from a diversity of student learners.<br>3. Shows enthusiasm for the subject matter and attempts to make it meaningful to students with diverse interests, abilities, knowledge, skills, and cultural backgrounds.<br>4. Continuously assesses students' learning, provides students constructive feedback, and adjusts teaching to better support students' progress toward the learning objectives. | **Possible sources of evidence include the following:**<br><br>● Peer observation notes<br>● Consultant observation notes<br>● Student focus groups<br>● Self-analysis of recorded teaching<br>● Self-reflection on teaching practices<br>● Artifacts of student learning (e.g., essays, tests, problem sets, projects)<br>● Teaching awards (department, school, university, or professional organization)<br>● Student Experiences of Teaching (SET) data |

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| **Non-classroom Teaching**<br><br>Non-classroom teaching includes formal and informal learning experiences, for example, mentoring and directing individual or small groups of students and other trainees (e.g., postdocs, fellows, residents, graduate students).<br><br>Note: It is not unusual for a faculty member to serve as a mentor for a trainee and direct their work at the same time. | **Mentoring Students/Trainees**<br><br>*How well does the faculty member engage with students/trainees as a trusted mentor?*<br><br>Respectful mentoring relationships have the following characteristics, among others. The instructor:<br><br>1. Provides accurate information and advice about a specific discipline and its culture. (N.B. This is not curricular advising, which is often counted as "service".)<br>2. Assists with scholarly and professional goal setting and provides constructive and supportive feedback.<br>3. Fosters professional networks and opportunities.<br>4. Establishes trusting, caring, and supportive relationships with trainees, enabling their development into successful professionals. | **Possible sources of evidence include the following:**<br><br>● Student/trainee feedback (e.g., personal notes, surveys, letters from previous mentees)<br>● Evidence of student/trainee success (e.g., awards, leadership roles, admission into grad/professional school, landing a desired job, etc.)<br>● Student/trainee's annual report showing evidence of success and growth<br>● Mentoring awards (department, school, university, or professional organization) |
| | **Directing Students'/Trainees' Work**<br><br>*How successfully has the faculty member been in directing student/trainees in their academic work?*[1]<br><br>Elements of highly effective direction of student/trainee work might include:<br><br>1. Providing a positive role model.<br>2. Conveying expectations for the work, providing regular formative and constructive feedback.<br>3. Ensuring the student/trainee acquires the necessary knowledge and skills to succeed in their work product.<br>4. Guiding the student/trainee to become an independent researcher/ instructor/ clinician. | **Possible sources of evidence include the following:**<br><br>● Student/trainee's annual report showing evidence of accomplishments<br>● Successful completion of product milestone<br>● Student/trainee-led work product<br>● Student/trainee award<br>● Student/trainee success in obtaining external or internal funding<br>● Written report from other faculty on the quality of the product/accomplishment<br>● Student feedback on a trainee's teaching performance<br>● Student/trainee success in obtaining desired educational or employment opportunity |

[1] Academic activities in this section should result in a relevant final product or accomplishment and include, for example, the following:

- dissertation/thesis/capstone supervision
- postdoc research/teaching supervision
- internship/fellowship/in-clinic work supervision
- club or other student organization advising (when guiding academic activities)

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| **Reflection and Continuous Growth**<br><br>Reflection and continuous growth involve the intentional act of developing and increasing one's understanding of teaching and learning. | **Participating in Professional Learning Experiences**<br><br>*Does the faculty member seek out teaching-related professional learning opportunities?*<br><br>Activities include, among others:<br><br>1. Participating in teaching workshops, learning communities, institutes, courses, or other related experiences.<br>2. Seeking mentoring or coaching from senior colleagues and/or engaging in peer mentoring.<br>3. Gaining new content knowledge or skills for the purpose of augmenting, complementing, or expanding course content. | **Possible sources of evidence include the following:**<br><br>● Annual report<br>● Faculty-reported list of activities<br>● Reflective teaching statement<br>● Teaching portfolio<br>● Coach, mentor, consultant letter or notes |
| | **Engaging in Reflective Practice**<br><br>*Does the faculty member reflect on their teaching practice as a process of continuous learning and improvement?*<br><br>Activities that might involve reflection as an individual, with a partner, or with a small group of colleagues, include, among others:<br><br>1. Engaging in continuous improvement cycles (i.e., collecting evidence on pedagogical performance using data from SETs, student focus groups, in-class observations, etc.; making revisions to instruction; repeating the process).<br>2. Revising or redesigning courses.<br>3. Seeking peer feedback on teaching practices or material.<br>4. Keeping a teaching journal. | **Possible sources of evidence include the following:**<br><br>● Annual report<br>● Faculty-reported list of activities<br>● Reflective teaching statement<br>● Teaching portfolio or journal<br>● Peer observation or student focus group notes<br>● External consultation |

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| **Teaching Service and Scholarship**<br><br>Teaching service and scholarship strengthens and enriches teaching and teaching communities at UVA or beyond. | **Serving on Teaching-related Committees**<br><br>*Does the faculty member engage meaningfully in supporting teaching activities at the University and beyond?*<br><br>Activities include, among others:<br><br>1. Serving on or chairing departmental, school, or university-wide committees/ working groups/task forces related to teaching (e.g., curriculum, teaching award, assessment).<br>2. Establishing or leading teaching-related or pedagogy-focused learning communities.<br>3. Contributing to teaching activities in professional organizations. | **Possible sources of evidence include the following:**<br><br>● Annual report<br>● Learning community outlines and participant feedback<br>● Working group, task force, or committee reports<br>● Documented changes to program, departmental, or institutional teaching practices, policies, or culture |
| | **Building Capacity of Colleagues**<br><br>*Does the faculty member support, mentor, or champion colleagues at UVA?*<br><br>Activities include, among others:<br><br>1. Mentoring UVA colleagues around teaching.<br>2. Advocating on behalf of UVA colleagues around teaching (e.g., nominating for teaching awards).<br>3. Serving as the “lead teacher” on a large or multi-section course or “residential faculty” for an online course.<br>4. Establishing or leading pedagogy-focused workshops, book groups, learning communities, or communities of practice. | **Possible sources of evidence include the following:**<br><br>● Annual report<br>● Letters from mentees or co-instructors<br>● Mentee success (e.g., promotion) or award nominee success<br>● Annual report by colleagues/mentees highlighting impacts on their teaching<br>● Teacher retention |
| | **Developing and Disseminating Teaching Knowledge**<br><br>*Does the faculty member contribute to or advance teaching-related knowledge or literature?*<br><br>Activities include, among others:<br><br>1. Publishing peer-reviewed, teaching-related articles (SoTL), informal blogs, and other resources.<br>2. Presenting at teaching conferences and symposia (locally and internationally).<br>3. Disseminating teaching materials and course curricula both internally within UVA and beyond.<br>4. Contributing to teaching-focused, grant-funded work.<br>5. Having graduate students in the education sub-fields.<br>6. Giving teaching talks/workshops for general audiences.<br>7. Facilitating relationships between the institution and non-classroom learning community audiences. | **Possible sources of evidence include the following:**<br><br>● Annual reports that include citations of teaching-related scholarship or public-facing pedagogical work<br>● Copies of conference proposals, grant proposals, presentation abstracts, published manuscripts, etc.<br>● For disseminating curricula, evidence that the materials are being used elsewhere |