Assessment of Teaching Plan Template

Summary of Assessment of Teaching Plan Recommendations from the Provost’s Advisory Council on Instructional Excellence (ACIE)

The full set of ACIE Recommendations was discussed by Council of Deans on January 10, 2020 and was endorsed on January 30, 2020. The recommendations were discussed and shared with the Senate Educational Policies Committee on May 18, 2020 and were accepted by the Faculty Assembly at the November 4, 2020 meeting.

1. Develop a Plan. Each academic unit should develop its own criteria, processes, and action plan to evaluate its faculty’s teaching performance. Units should:
   a. identify gaps in current assessment strategies, processes, and tools and develop an action plan to supplement and enhance existing practices.
   b. Consult with the University Center for Teaching and Learning or input and assistance.
   c. Submit the plan for approval to the Office of the Provost at provost@pitt.edu, with a copy to the Teaching Center at teaching@pitt.edu by April 30, 2021, with implementation target for Fall 2021.

Summative evaluations of teaching (e.g. annual review, promotion and tenure evaluations) should draw on multiple sources, such as:

- Peer review
- Student feedback
- Representative teaching materials/course artifacts
- Self-assessment

2. Raise Awareness. Academic units, with support from the Provost’s Office, should raise faculty awareness of the effective use of student input and the potential biases in student opinion of teaching surveys; they also should help faculty learn how to increase student response rates to surveys and how to raise students’ awareness of the value of their opinions on course revision and improvement.

Teaching Center Resources:

- Resources on improving teaching survey response rates
- Readings on bias in teaching surveys
- Resources on interpreting teaching survey results
- Tips for improving feedback and mitigating the effects of biases in teaching surveys
3. **Consult Resources.** The Teaching Center has made available a list of resources and research-based best practices. The Assessment of Teaching Initiative is also available to consult and provide feedback on the development of assessment of teaching plans.

4. **Establish Clear Guidelines.** Academic units should develop specific guidance for all faculty regarding expectations for teaching and assessment data to be included in annual reviews and promotion/tenure dossiers. This guidance should be tailored for faculty at different stages in their careers, with consideration given to needs and expectations of faculty who are tenured, in the tenure stream, or outside the tenure stream.

5. **Access to Student Opinion of Teaching Survey Results:** All deans and campus presidents should be given access to their school or campus survey results (administered through the Office of Measurement and Evaluation of Teaching (OMET) for all instructors of all ranks. Further, deans and campus presidents, in conjunction with their faculty and in accordance with each unit’s governance practices, will determine how the data are shared within their unit. These determinations should be conveyed to the Teaching Center on a regular basis (annually or upon personnel changes) so that system access can be granted to the appropriate individuals. This applies to the schools and campuses that use the services of OMET to administer their student surveys.

**Teaching Center Resources:**

- [Resources on interpreting teaching survey results](#)
- [Additional readings on teaching survey interpretation best practices](#)
- Contact [omet@pitt.edu](mailto:omet@pitt.edu) for information about accessing reports
SAMPLE PLAN TEMPLATE

Section 1: Academic Unit’s Definition of Teaching Effectiveness

In this section, describe the unit’s definition of teaching effectiveness. Conducting assessment of teaching first requires defining what you intend to assess. In this context, it means defining teaching effectiveness and describing the characteristics of effective teaching in the academic unit. As a natural consequence, this definition should align with and guide the selection and development of the methods, processes, and tools used to assess teaching.

Faculty in the Psychology Department have collaborated with the Teaching Center to articulate the following seven core teaching competencies which can be adopted, adapted, and used to catalyze discussion about characteristics of effective teaching:

1. Goals and Scope: teaching goals that are appropriate and aligned with course content
2. Learning Outcomes: effect of teaching on students’ academic performances and on student self-efficacy in the discipline
3. Mentoring: commitment to and effectiveness of one-on-one student mentoring and advising
4. Teaching practices: quality of teaching practices and student engagement
5. Climate: climate in which all students experience support for learning and engagement
6. Teaching Community: learning, collaborating, and sharing in and with a teaching community
7. Reflection: effective reflection upon and use evidence and feedback from a variety of sources to improve teaching

Rubrics developed based on these competencies are also available upon request.

Additional Resources:


https://pitt.primo.exlibrisgroup.com/permalink/01PITT_INST/i25aoe/cdi_askewsholts_vlebooks_9781134317639
Section 2: Methods of Assessment

In this section, describe past and newly planned methods of formative and summative used to assess of teaching. “Formative” refers to methods of assessment conducted to provide feedback to guide improvement, outside of a formal evaluation process like annual review, promotion, and tenure decisions. “Summative” refers to a prescribed process primarily conducted as a means of formal evaluation against a standard or benchmark. Per ACIE’s recommendations, summative evaluations of teaching (e.g. annual review, promotion and tenure evaluations) should draw on multiple sources including peer review, student feedback, representative teaching materials or course artifacts, and self-assessment.

The methods section should also address:

- A rationale for the selection of any new assessment of teaching processes or methods to be implemented in fall 2021
- How faculty were involved in the development of assessment of teaching processes
- How the unit evaluates or intends to evaluate how teaching fosters a supportive and inclusive educational environment for diverse student populations
- When formative and summative assessment of teaching occurs
- Who conducts assessments
- Strategies employed to mitigate biases of those conducting, providing feedback for, and/or reviewing results of assessment of teaching measures

Section 3: Assessment Results and Continuous Improvement

The purpose of conducting assessment is to generate data that can be used for improvement. In this section, articulate:

- Who in the academic unit will have access to and will review assessment of teaching results
- How and when results are communicated and shared
- How frequently data is collected and shared
- How long data is available and retained
- The process for translating the results into recommendations to improve teaching

Section 4: Appendices

Assessment of teaching protocols and specific tools may be attached as appendix items. The Assessment of Teaching Initiative website lists sample tools.