

# Faculty Senate Update

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## Teaching Effectiveness Project | Phase 1

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# Teaching Effectiveness Project Update At-A-Glance

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## Work to Date

**AY 23-24:** Setting the Foundation

**AY 24-25:** Developing a Framework

## Teaching Effectiveness Framework

- Final revisions in progress
- Grounded in research, Jesuit values
- Informed by SLU feedback/input, examples from other institutions, and SLU teaching evaluation criteria

## Coming in May ...

Revised, final framework for endorsement by Faculty Senate and CADD; followed by Provost approval

## Some Future Uses of the Framework

- Individual reflection, growth/development
- Annual goal-setting for instructors
- Criteria for teaching awards
- Course Feedback Survey revisions
- Formative and summative teaching evaluation

## Future Phases of the Project

- Socialize the framework; resource development; capacity-building
- Determine parameters for holistic system of teaching evaluation at SLU
- Align existing materials/policies/surveys
- **Unit-Level work:** develop discipline-appropriate rubrics, determine how evaluation will work, update P&T criteria

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## Teaching Effectiveness

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## Some Future Uses of the Framework

- Individual reflection, growth/development
- Annual goal-setting for instructors
- Teaching awards
- Student Feedback Survey revisions
- Summative teaching

For more details, see the slides below.

## of the Project

- Framework; resource
- Capacity-building
- Parameters for holistic system of teaching evaluation at SLU
- Align existing materials/policies/surveys
- **Unit-Level work:** develop discipline-appropriate rubrics, determine how evaluation will work, update P&T criteria

# A Few Reminders

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Joint Faculty Senate/Provost's Office initiative (Academic Strategic Plan, Goal 1.1)

Multi-year, multi-phased project to better **define, document, enhance, evaluate, and recognize** effective teaching in ways that align with our institutional identity and the research on effective practice → the work began in earnest in Spring 2024 with data collection

## Overarching Project Goals:

- Greater consistency and equity in the evaluation of teaching
- More meaningful recognition and valuing of effective teaching across the University

# Setting the Foundation: AY 2023-2024

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- **Fall 2023:**
  - Presentation to FS Academic Affairs Committee
  - Planning discussions with Faculty Gender Equity Committee
  - Project kickoff – announcement to the community (Provost Lewis and FS President Rollins)
- **Spring 2024:**
  - Co-Chairs sent email to the community, Call for Nominations (Advocates)
  - Groundwork continued: meetings with FS Academic Affairs Committee, Faculty Gender Equity Committee; Call for Applications (Project Team); selection of Phase 1 Team members
  - Data collection: Defining Effective Teaching survey and Teaching Evaluation Practices Inventory
  - Faculty Senate presentation
  - Phase 1 Project Team kickoff meeting; summer reading and survey data analysis
  - Kickoff meetings with Teaching Advocates and Equity Advocates

# Phase 1: AY 2024-2025

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- **Fall 2024:**
  - Community update and Call for Nominations (Advocates); website launched
  - Phase 1 Project Team analyzing survey data, reading research literature, reviewing example frameworks, developing prototype drafts
  - Faculty Senate presentations
  - Invited Q&A sessions within colleges
  - Prototype Drafts shared with the community for feedback
  - Input sought from Teaching Advocates and Equity Advocates
- **Spring 2025:**
  - Feedback on Prototype Drafts (survey, Advocate feedback sessions) collected and analyzed
  - Penultimate Draft developed and shared with the community for feedback
  - 15 feedback sessions plus online feedback form; response has been overwhelmingly positive
  - Revisions are underway!
  - We will seek Faculty Senate and CADD endorsement for revised framework in May
  - Assuming FS and CADD endorsements, the Provost approves in May

# The Revised Teaching Effectiveness Framework will be ...

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- Grounded in the research literature on teaching, learning sciences
- Contextualized for our Catholic, Jesuit context
- Informed by feedback/input from the SLU community:
  - surveys;
  - feedback on prototype drafts and penultimate draft
  - discussions with Equity Advocates, Teaching Advocates, academic leaders (over several years)
- Informed by other resources:
  - other institutions' evidence-based frameworks from other institutions (including those from the National Science Foundation's TEval initiative)
  - Sample teaching evaluation materials from SLU academic units

# Some Future Uses of Approved Framework

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- Individual reflection and growth/development
- Teaching mentoring for TAs
- Annual goal-setting for individual instructors
- Criteria for teaching awards
- End-of-Term Course Feedback Survey revisions
- Annual evaluations of teaching
- Promotion/tenure evaluations of teaching

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# Future Phases

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- Socializing the framework and its elements
- Building shared understanding of holistic, responsible evaluation of teaching
- Determining the parameters of SLU's system of teaching evaluation
- Aligning existing materials with the framework (Blue course surveys, Faculty Manual and other faculty policies, etc.)
- [unit level] Adapting the framework into rubrics/evaluation instruments customized at the unit level for disciplinary differences and unit expectations
- [unit level] Determining how each unit will evaluate teaching within the institution-level parameters
- [unit level] Aligning P&T standards with unit-level evaluation practices
- Assessing the effectiveness of the framework and evaluation system, revising as needed

# Future Phases

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- Socializing the framework and its elements
- Building shared understanding of holistic, responsible evaluation of teaching
- Determining the parameters for evaluation
- Aligning existing metrics, standards, Faculty Manual and other faculty policies
- [unit level] Adapting standards and metrics customized at the unit level for disciplines
- [unit level] Determining standards and metrics with the institution-level parameters
- [unit level] Aligning P&T standards with unit-level evaluation practices
- Assessing the effectiveness of the framework and evaluation system, revising as needed

We're developing the focus for next year,  
You'll hear more from us on that in May.

# Penultimate Draft Framework

At Saint Louis University, effective teachers are . . .

Learning-Focused	Mission-Aligned	Growth-Oriented
<i>Placing learning at the center of course design, instructional choices, and assessment strategies</i>	<i>Engaging with students in ways that support growth and foster belonging</i>	<i>Investing in teaching as a reflective practice that evolves over time</i>
<p>Essential practices of <i>learning-focused</i> teachers:</p> <ul style="list-style-type: none"> <li>❖ Align teaching and assessment methods with intended learning</li> <li>❖ Use evidence-based instructional methods that actively support learning</li> <li>❖ Create multiple opportunities for students to learn and to demonstrate their learning</li> <li>❖ Provide formative feedback that promotes student learning</li> <li>❖ Explain instructional choices and course expectations with transparency about the rationales</li> </ul>	<p>Essential practices of <i>mission-aligned</i> teachers:</p> <ul style="list-style-type: none"> <li>❖ Create inclusive learning environments that promote free and active intellectual inquiry</li> <li>❖ Promote an ethos of <i>cura personalis</i> in their teaching</li> <li>❖ Provide equitable learning opportunities for students from diverse backgrounds and experiences</li> <li>❖ Treat learning as a skill rather than an inherent trait</li> <li>❖ Connect course learning to a broader purpose or impact</li> </ul>	<p>Essential practices of <i>growth-oriented</i> teachers:</p> <ul style="list-style-type: none"> <li>❖ Reflect on their choices as instructors and the impact of those choices on student learning and experience</li> <li>❖ Solicit and engage with feedback on their teaching</li> <li>❖ Revise course design in response to professional development, patterns in student learning, and/or emerging research</li> <li>❖ Adapt instruction (in real time and over time) in response to student learning needs</li> <li>❖ Articulate their views on teaching and learning and the ways in which they differ by context</li> </ul>

## Foundational Practices

Instructors are expected to follow all University, College/School, and Department/Program policies related to teaching. Foundational practices establish a baseline for effective teaching and include (but are not limited to): being present for all class meetings, holding consistent office hours, composing syllabi aligned with stated requirements, maintaining and communicating a course schedule, maintaining course records, and submitting grades.

# Penultimate Draft Framework – Graphical Representation

