Transformation Through Community in Residential Academic Programs (RAPs)

Arts and Sciences RAPs University of Colorado Boulder

Steven Dike, Nicole Jobin, Galina Siergiejczyk, & Douglas Snyder with Elizabeth Anderman, Diana Oliveras, & Mike Zerella

The work described in this poster is part of the **TEval project,** a collaborative project of the **Bay View Alliance** that is funded by an NSF grant. The aim is to promote improved approaches to evaluating teaching that support, document and reward effective and equitable educational practices at colleges and universities. Departments at the University of Massachusetts Amherst, University of Kansas, and University of Colorado Boulder have been adapting and using a common research-based framework (a rubric) to define, document and evaluate effective teaching. We are presenting on our work specifically with the **Teaching Quality Framework Initiative** and **Rubric** at the CU Boulder campus.

MOTIVATION & STARTING POINT
- Historically independent and thematically focused learning communities -- RAPs -- at CU Boulder serving primarily first-year students
- 2016 program review initiated standardization of goals across RAPs and corresponding assessment protocols

PROCESS, TOOLS, AND OTHER RESOURCES
- RAP faculty learning community modified the TEval framework to effectively evaluate first-year education in diverse disciplines against a common set of first-year education programmatic goals
- https://www.colorado.edu/rapflc/

Teaching quality evaluation can be cross-disciplinary and inspire a growth mindset among faculty

- WHEN: 2017 - 2021
- WHO: 7 Distinct RAP Communities
- WHAT: Cross-Disciplinary Tools
- HOW: TEval+TQF
- Evaluating 1st-year Teaching
- & Program Effectiveness

Diverse Residential Academic Programs

Three Voices Evaluating Common Goals

Peer   Student   Self

https://www.colorado.edu/rapflc/

PROGRESS MADE
Completed:
- Clear learning outcomes for RAPs
- Student exit surveys (student voice)
- Peer-observation protocol, with addendum for emergency remote teaching (peer voice)
- A bi-yearly faculty survey (self/peer voices)
- Guidelines for writing a philosophy of teaching statements (self voice)

In Development:
- Classroom interview process (student voice)
- Soliciting student letters for faculty reappointment and promotion process (student voice)

FUTURE DIRECTIONS
- Guidelines for syllabus review (peer voice)
- Guidelines for use of official student feedback in teaching evaluation (student voice)
- Connecting reappointment notebooks and annual review to teaching portfolios
- Workshops for faculty spreading the word about the tools and processes we have created

ADVICE TO OTHERS
- Start small, get buy-in from both the ground up and top down, and make use of the work already done by your TEval colleagues

---

BAY VIEW ALLIANCE

CU Boulder

TEval — TRANSFORMING HIGHER EDUCATION: MULTIDIMENSIONAL EVALUATION OF TEACHING

NSF