

DELTA TEACHING EVALUATION FACILITATOR GUIDE



*Tessa C. Andrews, Peggy Brickman, Erin L.
Dolan & Paula Lemons*
University of Georgia

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DeLTA Teaching Evaluation Facilitator Guide

Tessa C. Andrews, Peggy Brickman, Erin L.
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DeLTA Teaching Evaluation Facilitator Guide

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1.1: Introduction From the Developers

Introduction to the DeLTA Process

The Departmental and Leadership Teams for Action (DeLTA) was an institutional effort at the University of Georgia involving faculty, departments, and the university to change teaching evaluation policy at multiple levels (Andrews et al., 2021). Learning communities of both department heads (Leadership Action Teams) and groups of deputized faculty from those departments (Catalyzing Action Teams) coordinated to meet separately over the course of a semester to internalize, understand, and enact policies to change teaching evaluation in their departments. Discussions challenged both groups to reflect on the existing practices and the assumptions underlying those practices. We learned over several years that departments without committed leadership or empowered faculty did not make substantial progress. Faculty needed the freedom and time to critically review templates, query their colleagues, and select and pilot new teaching evaluation materials. Department leaders needed to formally shepherd those practices and lead messaging and support for the new initiatives.

Andrews, T. C., Brickman, P., Dolan, E. L., & Lemons, P. P. (2021). Every tool in the toolbox: Pursuing multilevel institutional change in the DeLTA Project. *Change: The Magazine of Higher Learning*, 53(2), 25-32

We acknowledge that each campus has unique cultural challenges and needs. We have shared templates and facilitation guides for these meetings here, but these should be adopted to your specific culture. The first meetings in the process are designed to help faculty and department heads inquire into unexamined assumptions about teaching and learning and discover that both of those can and should be measured systematically. Meetings also help identify tolerance of the status quo and detect the presence of long-standing resentment and inaction. Participants should be buoyed by reminding them that they have been recognized for their commitment to teaching and respect from their colleagues and their department leadership. Sharing the success stories from UGA and from your own departments reinforces the premise that this work can be successful. Sharing the timelines needed for the steps in the change process can reassure faculty that their perspectives will be taken into account at first and along the way to ensure iteration and responsiveness. This is not a top-down mandate but a deliberate faculty-led initiative designed to support and reward faculty effort rather than be punitive.

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1.2: DeLTA Project Developers

DeLTA Project Developers

**Tessa C. Andrews, PhD.**

I am a professor of genetics and my group studies individual and organizational changes that support the uptake and effective use of evidence-based teaching strategies. I took the lead on investigating the DeLTA project, alongside graduate student researchers and the larger team. The research team led the development of research-based tools, such as the Guides for Advancing Teaching Evaluation, and investigations of how departments changed their evaluation practices, what facilitated those changes, and other outcomes that participants experienced. Research and change theory informed the design and implementation of DeLTA and lessons learned in implementation informed the research.

**Peggy Brickman, PhD.**

I am a professor of plant biology with a long-standing interest in professional development for faculty. I've worked with faculty and facilitators in the DeLTA project to both improve their instructional design, reflect on their teaching and assessments, and work together to improve student learning. I have also supported faculty in advancing how they document their teaching effectiveness for annual review, promotion, and tenure. I co-designed the curriculum, activities, and facilitation guides for the content in this course.

**Erin L. Dolan, PhD.**

I am a professor of biochemistry and molecular biology and my research group studies how STEM research training environments influence undergraduate and graduate students' career decisions. My group also studies research mentoring and I facilitate professional development for graduate students, postdoctoral associates, and faculty to advance their mentoring skills. I took the lead on shepherding university level policy changes for the DeLTA project. I also served as a sounding board for the design of this course and occasional facilitator during its implementation.

**Paula Lemons, PhD.**

I am a professor of biochemistry and molecular biology and my research group studies learning and instruction in biochemistry with a focus on how students build and apply knowledge about core concepts. I also serve as an administrator in the Franklin College of Arts and Sciences with a focus on developing innovative, high-quality academic programs. I took the lead with the LAT. I recruited and oriented new department heads to the project, facilitated LAT meetings, and provided tailored support to departments as they revised their teaching evaluation practices.

DeLTA Team

Researchers

- Terri Dunbar
- Hannah Ericson

- Ash Tea
- Kylie Smith
- Brittney Ferrari
- Sandhya Krishnan
- Jessica Gehrtz
- Gretchen King

Evaluators

- Janette Hill

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1.3: Introduction to DeLTA LibreTexts

DeLTA LibreTexts Page



DeLTA is a team of UGA faculty and administrators who work collaboratively to make teaching evaluation more useful for faculty, students, and departments. This project has received grant support from the [National Science Foundation](#) and the Howard Hughes Medical Institute. DeLTA works with faculty, departments, and institutional governance to advance best practices for teaching evaluation.

DeLTA works side-by-side with departments as they consider how to shift their teaching evaluation practices to better meet their needs. DeLTA works with department heads in the [Leadership Action Team \(LAT\)](#) over the course of a year to learn about robust and equitable teaching evaluation practices and to endorse the adoption of new practices in their departments. DeLTA also works with faculty advocates in the [Catalyzing Action Team \(CAT\)](#). These faculty leaders are identified by their department head due to their interests and expertise. The CAT meets with facilitators biweekly for a year to learn about robust and equitable teaching evaluation, adapt and build new department practices, and pilot these practices, in consultation with their department chair. The faculty advocates also work alongside the department chair to cultivate faculty buy-in. The outcomes of the LAT and CAT include shifts in thinking about teaching evaluation and concrete plans for new departmental practices that move beyond sole reliance on student evaluations. These new practices may involve teaching self-reflection, peer observation of teaching, and new approaches to gathering or using student evaluation data.

The goal of this LibreTexts is to share resources as well as our collective wisdom facilitating the DeLTA project with partners at other institutions implementing a similar approach.

[Catalyzing Action Team Facilitation Page](#)

[Leadership Action Team Facilitation Page](#)

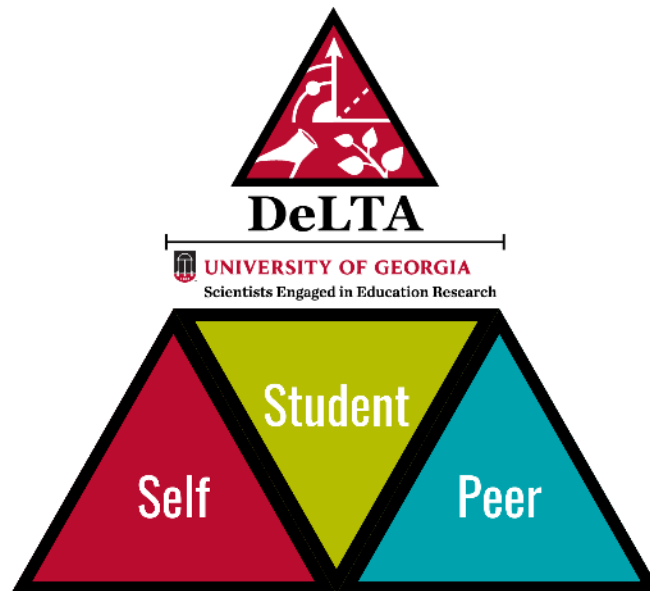
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1.4: The Three-Voice Framework

The Three-Voice Framework

While engaging in the DeLTA project, CAT and LAT members will learn, build, and pilot evidence-based teaching evaluation practices that involve collecting feedback from multiple sources: the instructor (self), trained peers, and students. Instead of relying solely on student end-of-course evaluations, this robust and equitable approach—termed the “three voices” (Andrews et al., 2020; TEval, 2019)—creates a holistic picture of teaching effectiveness and improvement (Reinholz et al., 2019).



Self Voice

Instructors are well-suited to provide evidence for their teaching goals, intentions, and efforts to learn and improve their practices. Through a process of self-reflection (Weaver et al., 2020), instructors are positioned to describe their teaching accomplishments, strengths, opportunities for improvement, and any changes they made to their practices based on experiences such as professional development activities and formative assessment efforts. Instructors can also synthesize and contextualize evidence from the student and peer voices regarding their overall teaching effectiveness (Krishnan et al., 2022).

Peer Voice

Trained peers are well-suited to provide evidence about an instructor’s teaching through teaching observations and review of teaching materials (Weaver et al., 2020). Peers consist of other instructors that have relevant expertise in the instructor’s discipline and teaching experience of their own, allowing them to contribute more constructive feedback compared to students (Thomas et al., 2014). When trained on evidence-based practices for conducting peer observations, peers can evaluate how well the instructor’s course content and skills align with the discipline and gauge the effectiveness of their teaching strategies (Thomas et al., 2014).

Student Voice

Students are well-suited to provide evidence on their day-to-day experiences in the course and the accessibility of the instructor (Krishnan et al., 2022). While students can provide information through end-of-course evaluations, their voice can also be reflected through mid-semester evaluations, pre- and post-assessments, and student interviews (Weaver et al., 2020).

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1.5: Catalyzing Action Team (CAT)

DeLTA Catalyzing Action Team (CAT)

Developed as an NSF-DeLTA funded project, Catalyzing Action Team (CAT) learning communities consist of faculty leaders from participating departments who wish to devote time learning about robust and equitable teaching evaluation, building new departmental evaluation practices, and piloting and refining these practices. Members collaborate in a Learn-Build-Pilot sequence, learning first and then building and piloting new departmental teaching evaluation practices based on the [Three-Voice Framework](#). This curriculum draws heavily on social cognition and cultural change perspectives and the readiness for change framework. CAT members are empowered and supported by their respective department chairs in the pursuit of teaching evaluation reform and work in tandem with the [Leadership Action Team \(LAT\)](#). CAT members attend bi-weekly meetings during one academic year facilitated by DeLTA and are compensated with summer salary.



GOAL:

Learn about robust and equitable teaching evaluation & leading change, and build and pilot new departmental practices.



WHO:

1-3 faculty per department, identified, empowered, and supported by Department Chair. Compensated with summer salary.



HOW:

Bi-weekly facilitated meetings for an academic year & work outside of meetings.

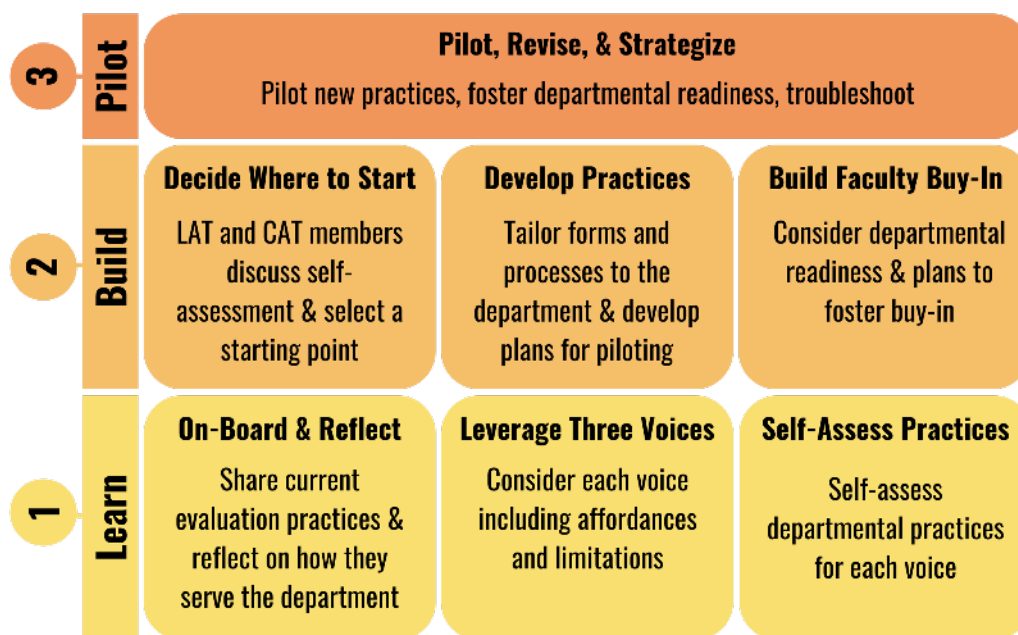
Department chairs identify 1-2 faculty members for the CAT who are interested, able to commit the necessary time for this work, and well positioned to advocate for change. Chairs give CAT members power and support to share their work with their department and pilot new practices. Chairs also commit to endorsing these practices so that they become institutionalized for the full department. The CAT members from across departments form a single team that collaborates to take action. Though each CAT member spearheads practices for their own department, the team provides an essential collaborative environment for sharing ideas across departments and disciplines, troubleshooting, and fostering the resilience needed for persisting in departmental change. Ideally, members meet bi-weekly over 1 year, with 1-2 facilitators from the change agent team.

Learn - Build - Pilot

DeLTA uses the Learn-Build-Pilot sequence to guide CAT members through the process of reforming teaching evaluation within their respective departments. The CAT commences in the fall semester, with four bi-weekly meetings in the Learn phase. Then, in the spring semester the CAT collaborates with their department chairs to engage in the Build phase together, which lasts through the summer. The Build phase consists of two 1-on-1 meetings between chairs and CAT members of a department. The Pilot phase occurs in the second fall semester and includes feedback from department members. CAT members are expected to do the following during their academic year of action:

- Attend a summer meeting with their department chair

- Attend CAT meetings every other week
- Attend joint monthly meetings with LAT members
- Develop, enact, and share new teaching evaluation processes and tools in their department
- Share progress with colleagues in similar roles in other departments
- Advocate within their department
- Participate in ongoing DeLTA research & evaluation
- Continue the work in year 2 with sufficient progress in year 1



Time progresses from bottom (Learn) to top (Pilot) and left to right.

Learn

This stage is critical because STEM faculty have typically had few opportunities to learn about or experience evidence-based, improvement-oriented, and equity-centered teaching evaluation practices. Our preliminary work has revealed the productive ideas (e.g., teaching evaluation is most important for helping faculty improve their teaching) and the unproductive ones (e.g., peer evaluation is too time-consuming and biased) that faculty hold regarding teaching evaluation and departmental change. As a result, we are prepared to elicit and respond to these ideas using questions and activities that effectively foster learning. We will provide scaffolded learning opportunities that build CAT members' expertise about teaching evaluation and leading change, drawing on the readiness for change framework. We will create a sense of discrepancy by introducing CAT members to data about the shortcomings of current practices and probing them to reflect on current departmental practices. This will involve the GATEs (Krishnan et al., 2022), which can help faculty see problems in their current approaches (i.e., discrepancy), and provide feasible and effective solutions to identified problems (i.e., appropriateness & valence). We will foster confidence in their capability to change departmental practices (i.e., efficacy) by providing leadership training about fostering faculty buy-in and navigating resistance. For example, we will introduce the readiness for change framework as a guide for conveying messages to faculty that foster buy-in (e.g., Armenakis & Harris, 2002). We will increase a sense of administrative support for reforms by keeping LAT and CAT members informed about relevant university-level policies.

Build

After reflecting on their current practices and learning about more robust and equitable practices, the next step is building new departmental practices. We support CAT members in adapting existing forms and processes to fit the needs of their department. For example, there are numerous peer observation forms and instructor self-reflection templates that have already been refined by other departments, both within the DeLTA project and beyond. We have previously curated a collection of forms and processes for student, peer, and self voice, as a supplemental material in Krishnan et al. (2022) and in the [UGA teaching evaluation website](#) that we built.

Alongside building teaching evaluation practices, we also support LAT and CAT members to plan how they will build readiness for teaching evaluation reform in their department. We facilitate discussions that prompt LAT and CAT members to identify the various problems that can be addressed by new teaching evaluation practices. Leaders will be more successful at fostering readiness for change if they can identify what others see as important problems and speak to how the change can help address those problems (Armenakis & Harris, 2002). For example, while LAT or CAT members may see a need to better recognize good teaching in the department, other faculty may be more concerned about the importance of mentoring junior faculty. These faculty may be open to formative teaching evaluation that helps faculty improve their teaching.

Pilot

The last phase in the DeLTA model is piloting new departmental teaching evaluation practices. This stage allows for refining new practices and fostering readiness for change among departmental faculty. The LAT member will sanction the pilot and help roll out new practices in a way that recruits supporters and minimizes resistance. CAT members will lead the pilot and revise the practices based on their experiences and feedback from colleagues. Another component of the pilot phase may be faculty meetings about teaching evaluation, which the DeLTA team can support at the request of CAT and LAT members. These meetings may aim to raise awareness, facilitate consensus-building about new practices, or foster skill building (e.g., skills for systematic self-reflection, providing high-quality feedback, conducting peer observation). The DeLTA team will collaborate with CAT and LAT members to determine what support they need to foster buy-in for new practices and to support faculty member's productive engagement with new practices. CAT meetings in this phase respond to members' needs and include troubleshooting, returning to topics from the learning phase as needed, providing feedback, interpreting feedback from colleagues about the pilot, and making plans for next steps.

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1.6: Leadership Action Team (LAT)

DeLTA Leadership Action Team (LAT)

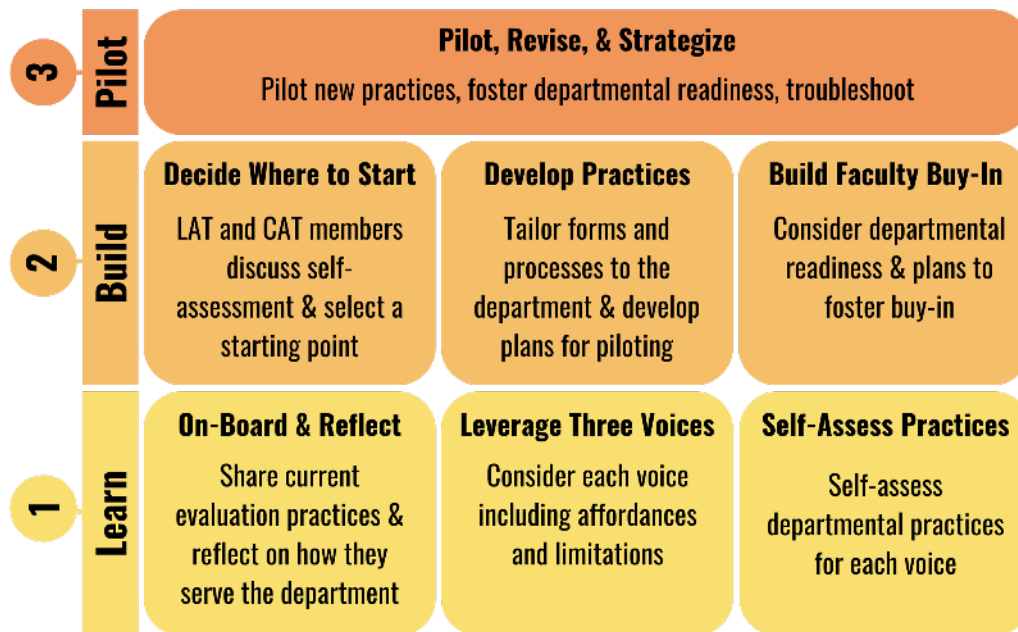
The Leadership Action Team (LAT) is one of two key pieces of the NSF-funded DeLTA model. It consists of department chairs from participating departments who meet about seven times in an academic year to learn about robust and equitable teaching evaluation, building new departmental evaluation practices, and piloting and refining these practices. Members collaborate in a Learn-Build-Pilot sequence, learning first and then building and piloting new departmental teaching evaluation practices based on the [Three-Voice Framework](#). This curriculum draws heavily on social cognition and cultural change perspectives and the readiness for change framework. LAT members work in tandem with the [Catalyzing Action Team \(CAT\)](#) advocate(s) from their department to develop and enact new departmental teaching evaluation practices.

The DeLTA project leaders identify candidate departments for participation in the LAT/CAT model. This happens as we learn about department chairs or faculty who are keen to improve their practices or who have been showing up at teaching evaluation workshops or who are known to embrace new ideas and transformative change. Project leaders hold an initial meeting with each candidate department chair to explain the project, the rationale behind it, what can be gained, and what the commitment involves. We explain that participation involves committed participation by both the department chair for the LAT and 1-2 faculty members for the CAT.

Learn - Build - Pilot

DeLTA uses the Learn-Build-Pilot sequence to guide LAT members through the process of reforming teaching evaluation within their respective departments. The LAT, along with the CAT, commences in the fall semester and continues into the spring semester. They meet monthly (5 meetings) in the fall and twice in the spring. The Build phase consists of two 1-on-1 meetings between each LAT member and their CAT members. The Pilot phase occurs in the second fall semester and is led by CAT members but enabled and empowered by the LAT member. LAT members are expected to do the following during their academic year of action:

- Participate in the Leadership Action Team with other department chairs
- Give your departmental advocate (CAT) the power and support to share their work with the department and enact new departmental practices
- Promote new teaching evaluation practices so they become standard practice for the full department
- Focus department on evidence from all three voices - Teaching evaluation focus (3-Voices) supported by CAT work
- Identify leadership skills needed to support LAT
- Identify potential challenges from department



Time progresses from bottom (Learn) to top (Pilot) and left to right.

Learn

This stage is critical because STEM department chairs have typically had few opportunities to learn about or experience evidence-based, improvement-oriented, and equity-centered teaching evaluation practices. Our work has revealed the productive ideas (e.g., teaching evaluation is most important for helping faculty improve their teaching) and the unproductive ones (e.g., peer evaluation is too time-consuming and biased) that department chairs hold regarding teaching evaluation and departmental change. As a result, LAT facilitators are prepared to elicit and respond to these ideas using questions and activities that effectively foster learning. We provide scaffolded learning opportunities that build LAT members' expertise about teaching evaluation and leading change, drawing on the readiness for change framework. We create a sense of discrepancy by introducing LAT members to data about the shortcomings of current practices and probing them to reflect on current departmental practices. This involves the GATES (Krishnan et al., 2022), which can help faculty see problems in their current approaches (i.e., discrepancy), and provide feasible and effective solutions to identified problems (i.e., appropriateness & valence). We foster confidence in department chairs' capability to change departmental practices (i.e., efficacy) by providing leadership training about fostering faculty buy-in and navigating resistance. For example, we introduce the readiness for change framework as a guide for conveying messages to faculty that foster buy-in (e.g., Armenakis & Harris, 2002). We increase a sense of administrative support for reforms by keeping LAT members informed about relevant university-level policies.

Build

After learning about new frameworks and processes for evaluating teaching and reflecting on their department's current practices, the next step is building new departmental practices. LAT members work with CAT members on this part. Each LAT member and their CAT members meet late in the first fall semester to determine what should change in the department. We encourage them to sequence their work, so that they are not taking on everything at once. Together they decided on the best first steps, next steps, etc. Concurrently the CAT members are being supported by CAT facilitators to adapt existing forms and processes to fit the needs of their department. For example, if a LAT member and CAT members decide to develop new peer observation processes, the CAT members work with their CAT facilitators to identify and adapt one of the numerous peer observation forms that have already been

refined by other departments, both within the DeLTA project and beyond. See the [Catalyzing Action Team \(CAT\)](#) page for more details.

Alongside building teaching evaluation practices, we also support LAT and CAT members to plan how they will build readiness for teaching evaluation reform in their department. We facilitate discussions that prompt LAT and CAT members to identify the various problems that can be addressed by new teaching evaluation practices. Leaders will be more successful at fostering readiness for change if they can identify what others see as important problems and speak to how the change can help address those problems (Armenakis & Harris, 2002). For example, while LAT or CAT members may see a need to better recognize good teaching in the department, other faculty may be more concerned about the importance of mentoring junior faculty. These faculty may be open to formative teaching evaluation that helps faculty improve their teaching.

Pilot

The last phase in the DeLTA model is piloting new departmental teaching evaluation practices. This stage allows for refining new practices and fostering readiness for change among departmental faculty. The LAT member will sanction the pilot and help roll out new practices in a way that recruits supporters and minimizes resistance. CAT members will lead the pilot and revise the practices based on their experiences and feedback from colleagues. Another component of the pilot phase may be faculty meetings about teaching evaluation, which the DeLTA team supports at the request of CAT and LAT members. These meetings may aim to raise awareness, facilitate consensus-building about new practices, or foster skill building (e.g., skills for systematic self-reflection, providing high-quality feedback, conducting peer observation). The DeLTA team collaborates with CAT and LAT members to determine what support they need to foster buy-in for new practices and to support faculty member's productive engagement with new practices. CAT meetings in this phase respond to members' needs and include troubleshooting, returning to topics from the learning phase as needed, providing feedback, interpreting feedback from colleagues about the pilot, and making plans for next steps.

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2.1: Create Your Own LibreTexts Project

Create Your Own LibreTexts Project

Facilitating a program in the style of the Departmental and Leadership Teams for Action (DeLTA) project will require some form of information management for materials such as schedules, presentation slides, handouts, participants' work, and more. We initially housed our materials within UGA's online learning management system, but over time this method became more of a hassle than a benefit. As a result, we decided to look for an Open Education Resource (OER) to better fit our information management needs and chose LibreTexts as our information hub. We created one LibreTexts book specifically for DeLTA members to access during and after their participation in the project (the DeLTA Teaching Evaluation Learning Community) and another for facilitators of the DeLTA program (DeLTA Teaching Evaluation Facilitator Guide, which is the guide you are reading now). This page contains short videos on how to create your own LibreTexts project, should you decide to use LibreTexts as your information management method. These videos show the basics of creating a project, creating chapters and pages, and editing pages. You can reference the [LibreTexts Construction Guide](#) or the [LibreTexts YouTube channel](#) for guides on how to navigate the more advanced functions of the LibreTexts system.

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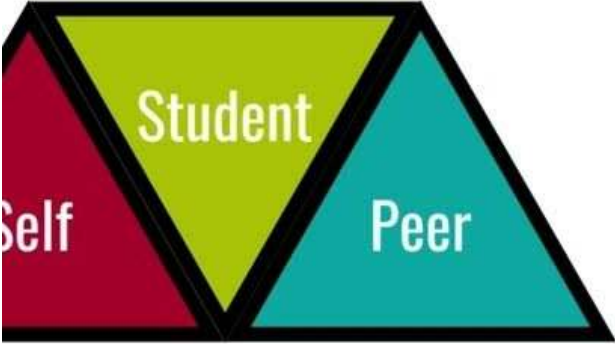
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Ash Tea



DeLTA



UNIVERSITY OF GEORGIA
Scientists Engaged in Education Research

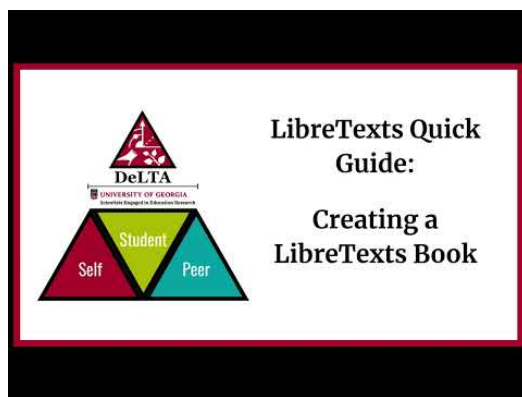


Self **Student** **Peer**

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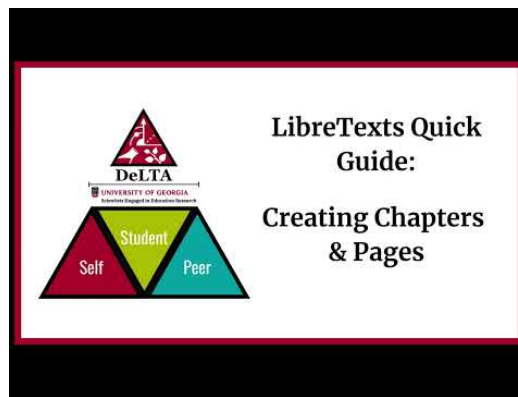
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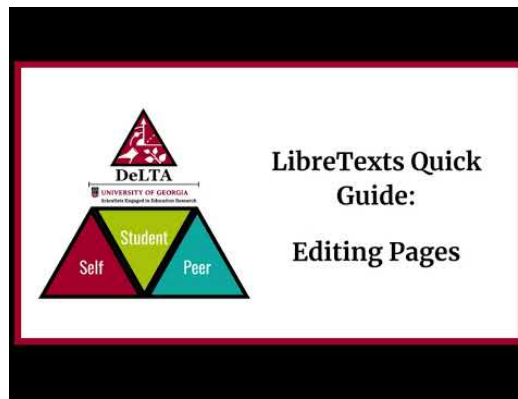
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2.2: Set Up Your Basic Structure

Set Up Your Basic Structure

Creating a Core Team

The core team will collaboratively lead the LAT and CAT. The team might also include members who help with logistics (e.g., scheduling, organizing resources), pursue related university-level changes in teaching evaluation, or study/evaluate change in your context. In the DeLTA project at UGA, the core team included four faculty (see 1.3 above) and graduate student and postdoc researchers and facilitators. The core faculty had collaborated on various projects previously and had strong working relationships.

Based on our experience, we recommend that core teams collaborate intensively and strategically divide their work. We found it useful to have one core team member lead the LAT and another member lead the CAT. If you anticipate larger cohorts, two CAT leaders would be even better. Though individuals led the LAT and CAT, planning and facilitation was often collaborative. We also had more than one facilitator from the core team at each LAT meeting. These co-facilitators joined small group discussions, which helped keep conversations on track and steer LAT members toward deeper reflection as needed.

We recommend weekly core team meetings to allow time for co-planning and problem solving. During weekly 1-hour meetings, we reviewed and refined meeting plans and materials and spent time discussing departmental progress and trouble-shooting department roadblocks. Once or twice a year we also had strategic planning days, which we used to delve into more intensive discussion and work to advance our approach. Weekly meetings and strategic planning sessions used shared agendas with clear goals and focused on using time effectively to achieve those goals.

The team benefited considerably from cognition-based trust, where we knew we could rely on one another and thus we trusted each other to follow through on our responsibilities to the team, almost without fail. We each took our responsibilities seriously and prioritized the work needed for the team, while also recognizing that occasionally folks needed extra help or time. None of us wanted to let the team down, but we also knew it was important to give one another grace and flexibility in the rare instances when it was needed. Team members also played to one another's strengths, recognizing that no single team member was, or needed to be, strong at all facets of the work (e.g., communicating, focusing, reflecting, relationship-building, winning others over).

Scheduling LAT and CAT meetings, and supporting these faculty in making progress, requires a good deal of attention to detail and persistence. The LAT and CAT leaders and/or other core team members will need to be prepared to schedule meetings, send numerous reminders about meetings, and follow-up repeatedly on any product that faculty are asked to produce. Participants appreciate the time for learning and work in meetings, and the accountability provided by the core team, making this work worthwhile, albeit irksome.

Discussing the Project with Potential Participants

Getting started likely will require numerous one-on-one meetings with department chairs and college- or university-level administrators to share the project objectives and expected outcomes and explain how their partnership is needed. You also will need to spend time listening to each individuals' interests and concerns around teaching evaluation. Listening will help to build rapport and buy-in, and the information you gather will allow you to adapt the project to your context. For DeLTA at UGA, the project developers followed a similar format for each one-on-one meeting. We shared the project background, objectives, and planned format. We also discussed the fact that we were funded by the National Science Foundation, as this award motivated people's engagement. We always spent time asking heads and administrators to share about their interests and concerns while we took notes to inform our work. We ended each meeting by asking for a commitment of involvement or if we could follow up about a commitment.

Recruiting Departments

When you begin to recruit teams for this process, you will stack your deck with departments that have expressed interest, are receptive, and ideally are proud of fostering a supportive climate for developing and rewarding good teaching. They may have a reputation through receipt of unit or campus-wide teaching awards. These are excellent first cohort choices.

In DeLTA's first several years of recruiting, we prioritized including departments that seemed willing and open, rather than investing time in convincing recalcitrant departments. It was not entirely clear from the start whether a department and their leadership would invest substantively in the project. Over time, when we learned that a department head or CAT members either were unwilling or did not have the bandwidth to invest we deprioritized that unit in favor of other units who had more motivation and were placing a higher priority on the work.

We have found that departments who proselytize their successes across campus generate queries from faculty and administrators in other units who are eager for access to similar resources. Department leadership turnover also is an inevitable and regular occurrence, and these changes can lead to new opportunities or new limitations.

In considering the potential success of these additional units, there are some critical indicators of successful departments.

1. **Department Head:** Make sure you have a committed department head who acknowledges the limitations of their expertise and is willing to empower faculty to assume this role. Heads who delegated the development of new practices to knowledgeable others were more successful in advancing teaching evaluation (Ericson, et al., 2025). In addition, department heads who perceived that teaching was undervalued and interpreted this as a problem but were confident that they could support the process were more successful in shepherding change (Ericson, et al., 2025).
2. **CAT teams:** The empowered faculty need to command respect from both their department head and colleagues.
 - Consider the tenure status of your members. Non-tenure track faculty are often perceived as lacking sufficient knowledge to create policy for tenure-track faculty. Discuss this with both the head and the faculty member before committing to membership.
 - Departments who have created hierarchies with service courses separated from the courses supporting their majors may have associated challenges with how teaching is evaluated.
 - If during discussions with faculty, you detect the department is somewhat fractured in terms of disagreement with some dissent, it may be productive to include a nay-sayer as one of the representatives on the team. Change may be slower to enact as a result, but including all perspectives and hearing from a convert may help allow other dissenters to feel their voices are being heard .
 - If you hear from the faculty representative that their access to the chair is limited or they are not provided opportunities to seek input from the rest of the department, take a pause, go back to the department head, and discuss the goals of the program. It may be time to seek another faculty member with more seniority or to reassess the working relationship between the head and faculty member.
 - Facilitators should feel empowered to decline to include a faculty member in the program if their fellow faculty consider them to be non-cooperative or they have not developed a good collaborative reputation.

Setting Up a Schedule

Meetings can be structured in a variety of formats to meet the unique needs of your campus. The materials we have presented assume formal twice a month face-to-face meetings for the CAT and monthly meetings for the LAT (6 times per year). However, other campuses have developed more informal online meetings during which the groups share progress after meeting individually and following directions and deadlines from the the facilitation team. For example, Texas Tech met once a month since they weren't paid, with some working meetings before show-and-tell with a facilitator.

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2.3: Personalize the Program

Personalize the Program

The key first steps in the program include examining the current system for assessing the impact of teaching efforts, beginning with an examination of current policies and practices. Institutions set expectations and priorities that departments must respond to in order to secure resources. Your institutional teams should discuss what policy/ies are in place at your institutions that align with these priorities. The goal is to identify levers, connections and entry points - perhaps existing teaching initiatives through Centers for Teaching and Learning or Faculty Affairs. These institutional values can be leveraged to change policy at the department, college, or institution level. Use the Checklist below to assess your system.

Checklist:

- ☐ Campus resources
 - ☐ Units that oversee faculty evaluation and teaching development
 - ☐ Institute policies on teaching evaluation for annual evaluation and promotion and tenure
- ☐ Unit-specific requirements
 - ☐ Definition of effective teaching and policies for reporting for annual evaluation
 - ☐ Protocols or policies for identifying struggling instructors
 - ☐ Process for identifying instructors for recognition or awards
 - ☐ Student Surveys - end-of-semester student evaluations
 - ☐ Which questions are used, which are mandatory
 - ☐ Policies on incentives and dates the surveys are available
 - ☐ Minimum participation levels for reporting
 - ☐ Reporting requirements for quantitative items and qualitative comments
 - ☐ Expectations for how quantitative scores are compared between instructors and courses
 - ☐ Self-Report - Reflection and evidence of learning
 - ☐ Materials required for evaluating teaching for annual review
 - ☐ Protocols or prompts for self-reflection
 - ☐ Expectation for presenting student performance data
 - ☐ Teaching portfolio/philosophy expectations
 - ☐ Efforts made to improve courses, professional development
 - ☐ Peer Observation - required or formative
 - ☐ Existing procedures, timing, and forms
 - ☐ Reporting requirements
 - ☐ Standing committee members
 - ☐ Existing training opportunities for observers

(If available) Facilitators may also wish to create a table that summarizes what other departments have done for each of the three voices, and how they revised the evaluations at their department. We have included a slide with this information from UGA that we share in the first LAT/CAT meetings.

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Tips From the Developers

Entry Points

Each of the units we have worked with have unique cultures and history with how teaching has been evaluated. Yet for all the differences, we have been surprised by the consistency of dissatisfaction with faculty input into the process and lack of transparency regarding official procedures and expectations. In order to successfully facilitate this process, we devote the first three meetings to examining existing policies, perceptions, and common flaws inherent to how teaching is commonly evaluated. However, your campus might have already begun this process. If you have departments who have already begun this process and have been working together extensively, you may wish to shorten the amount of time devoted to the first three meetings which are largely designed to foster comfort and trust and uncover issues with the current processes.

Example Communication

Here are some examples to help you formulate your plans for communicating with potential department chairs and administrators on your campus:

Example emails



Handout shared during one-on-one meetings



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Facilitation Development

Facilitation Skills

As a facilitator, your role is to help the LAT or CAT accomplish efficient and meaningful work by guiding them through the learning process together. Facilitation is about developing a supportive structure and process that ensures everyone is heard and feels comfortable participating. Through our experience leading LAT and CAT meetings, we have leaned on several valuable facilitation skills:

- **Being adaptable to the team's needs.** Team members often bring up on-going issues during the meetings, such as faculty concerns about change. These issues may not always be relevant to the planned meeting topic, but it's important to remain flexible when certain needs arise. You will have to decide in the moment how much time you should devote to their issue during the meeting, or whether it's something that is best addressed outside the meeting itself.
- **Conflict management.** Conflicts can arise during meetings for all kinds of reasons—disagreements between team members, skepticism about change, or maybe someone is just having a really bad day. As the facilitator, your role is to address hot moments when they happen and not let them derail the meeting. Remain calm, take a deep breath, then address the situation. Ask questions to try to figure out the meaning behind their words. Focus on the problem, and not the individuals. If necessary, follow-up with team members involved in the conflict after the meeting.
- **Establishing community norms.** Facilitators should establish community norms early to create the foundation for productive dialogue during meetings. This can be accomplished during the first LAT and CAT meetings by providing participants with a set of guidelines on a slide, asking participants if there are any guidelines they would like to add, then having the group collectively agree to uphold the final set of guidelines. As the facilitator, you are primarily responsible for addressing violations to established community norms, although collectively the group is also responsible.
- **Keeping the discussion on track.** Faculty are notorious for getting off topic. Oftentimes, these conversations can be unproductive. An important facilitation skill is being able to gently steer the conversation back to the agenda. Sometimes these conversations can be useful, however. We recommend remaining open to tangents that still serve the learning objectives for the session. We find it helpful to address tangents by acknowledging the team's contributions directly, and then redirecting their attention back to the agenda.
- **Monitoring participation.** The dynamics for each team and cohort are different, but more than likely there will be some people who talk more and other people who talk less. This difference is more noticeable in larger teams. Not everyone will want to participate the same amount during a meeting, but it's important to provide everyone with an equal opportunity to participate. We recommend continually observing the team's dynamics and monitoring for inequitable participation by loosely keeping track of how much each person is participating. You may also consider using techniques to encourage broader participation, such as round-robin responses, small group discussions, and gently calling on those who haven't spoken up in the meeting.
- **Providing clear instructions.** Most LAT/CAT meetings include structured activities and discussions. LAT/CAT participants will benefit from receiving clear instructions about what they should do during these activities. When introducing an activity, we typically will explain the purpose of the activity first, state how long we expect it will take, and then ask participants if they have any clarifying questions. These instructions will also be presented visually on slide.
- **Time management.** In the facilitation guides, you will find breakdowns of the expected time for each segment of the meetings. The times are based on our prior experience running the meetings, but are approximations at best. As the facilitator, your role is to adjust those agendas for your own purposes, monitor progress toward each part of the agenda during the meetings themselves, and adjust on-the-fly as needed. We encourage you to be flexible with time during group discussions and extend discussions as needed when they prove to be valuable.

Resources

If you would like to learn more about facilitation, explore the following resources:

- Axner, M. (n.d.). *Developing facilitation skills*. Community Tool Box. <https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main>
- Parker, P. (2020). *The art of gathering: How we meet and why it matters*. Riverhead Books.
- Schmitz, P. (2018, Aug 29). *Making meetings work*. Collective Impact Forum. <https://collectiveimpactforum.org/blog/making-meetings-work/>
- Vogt, E. E., Brown, J., & Isaacs, D. (2003). *The art of powerful questions: Catalyzing insight, innovation, and action*. Whole Systems Associates. <https://www.sparc.bc.ca/wp-content/uploads/2020/11/the-art-of-powerful-questions.pdf>

We also recommend reviewing resources to expand your knowledge of teaching evaluation. During LAT/CAT meetings, DeLTA participants often ask questions that require us to draw on our expertise in effective teaching evaluation practices.

- DeLTA (2023). *Engaging in teaching evaluation*. University of Georgia. <https://ctl.uga.edu/teaching-resources/feedback-and-evaluation-of-teaching/engaging-in-teaching-evaluation/>
- Dennin, M., Schultz, Z. D., Feig, A., Finkelstein, N., Greenhoot, A. F., Hildreth, M., Leibovich, A. K., Martin, J. D., Moldwin, M. B., O'Dowd, D. K., Posey, L. A., Smith, T. L., & Miller, E. R. (2017). Aligning practice to policies: Changing the culture to recognize and reward teaching at research universities. *CBE—Life Sciences Education*, 16(4), es5. <https://doi.org/10.1187/cbe.17-02-0032>
- Dunbar, T. A., Brickman, P., & Hill, J. R. (2025). Triangulating teaching growth: A three-voice approach to evaluating and documenting your teaching. In K. deJonge-Kannan and T. N. Thurston (Eds.), *Documenting teaching excellence: Promoting the university's vital mission*. UEN Digital Press. <https://uen.pressbooks.pub/documentingteachingexcellence/chapter/triangulating-teaching-growth-a-three-voice-approach-to-evaluating-and-documenting-your-teaching-2/>
- Krishnan, S., Gehrtz, J., Lemons, P. P., Dolan, E. L., Brickman, P., & Andrews, T. C. (2022). Guides to advance teaching evaluation (GATEs): A resource for STEM departments planning robust and equitable evaluation practices. *CBE—Life Sciences Education*, 21(3), ar42. <https://doi.org/10.1187/cbe.21-08-0198>
- TEval. (2019). *Transforming higher education—Multidimensional evaluation of teaching*. <https://teval.net>

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CHAPTER OVERVIEW

3: Facilitation Guides for CAT Meetings

- 3.1: Meeting 1 - Prepare for Action
- 3.2: Meeting 2 - Affirm Three Voices
- 3.3: Meeting 3 - Assess Current Practices
- 3.4: Meeting 4 - Craft a Change Message
- 3.5: Meeting 5 - Develop New Practices
- 3.6: Meeting 6 - 1-on-1 Meetings Between CAT and Department Chairs
- 3.7: Meeting 7 - Deep Dive Into New Practices
- 3.8: Meeting 8 - Pilot Testing New Practices
- 3.9: Final CAT/LAT Meeting

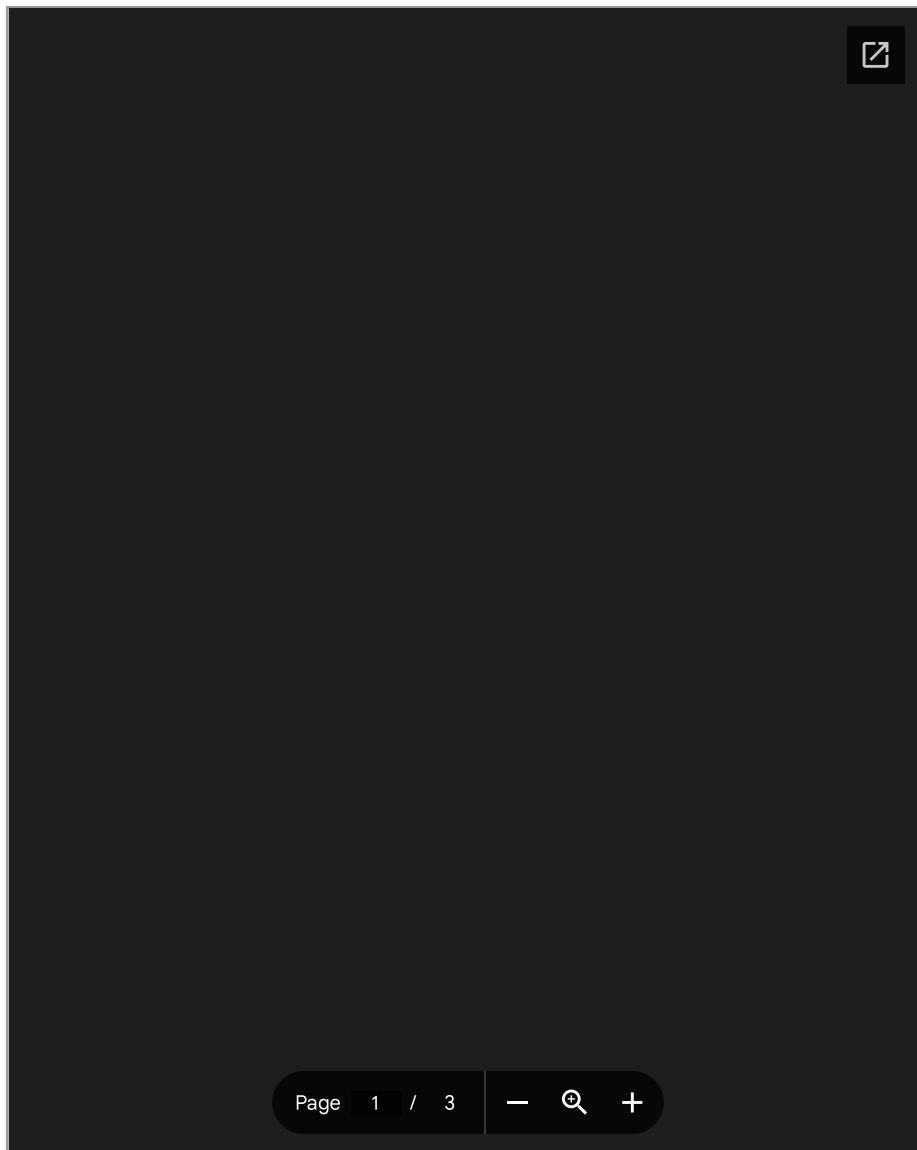
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Prepare for Action: Reflecting on Current Teaching Evaluation Practices

Objectives

- Develop collaborative norms for working together.
- Clarify expected outcomes for CAT members.
- Get to know each other and your academic units.
- Exchange information about the needs and challenges in your units when it comes to teaching evaluation.

Facilitation Guide



Presentation Materials

[Prepare for Action Slides](#)

2024-2025 CAT

Meeting 1: Prepare for Action

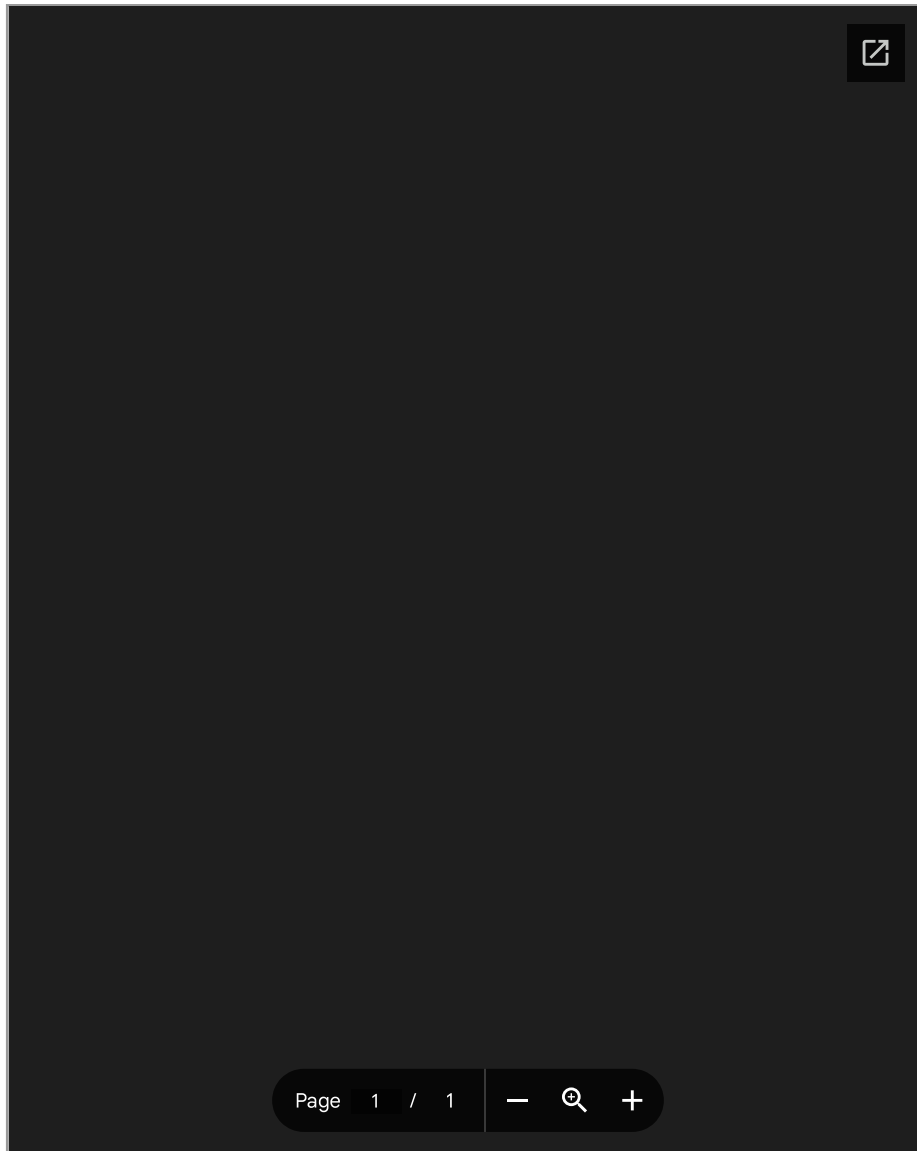


August, 2024

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[Link to Slides](#)

[Climate Handout](#)



Post-Meeting Assignment

- Reflection of what you learned and are taking away.
- Suggested reading to prepare for Meeting 2:



Issues with Evaluating Teaching

Peer Voice

Peer voice involves gathering data from peers about teaching and learning observable in class. Peer observation often includes:

- Pre-observation meeting to discuss lessons to be observed
- Collection & review of class materials (e.g., syllabi, exams, homework, slides, handouts)
- Observation of lessons
- Post-observation meeting to hear instructor reflections, debrief, and provide feedback

Peer voice can provide feedback and evidence of effectiveness on components that are better assessed by peers than by students, such as appropriateness of course material and course difficulty, alignment with the larger curriculum, and effectiveness of teaching strategies (Berstein 2008; Peel 2005). Studies examining peer review have documented several positive outcomes for faculty involved in the process, including improved self-assurance (Bell and Mladenovic 2008), collegiality and respect (Quinlan and Akerlind 2000), and improved classroom performance (Freiberg 1987). UGA expects departments to establish a peer evaluation process for full-time faculty in order to support teaching improvement over time and document teaching effectiveness fairly and equitably.

Issues with Peer Evaluation

- **Lack of focus on growth:** Peer reviews are often conducted as one-shot events and therefore fail to capture growth and change over time. They also do not provide opportunities for reflection (Peel 2005) or to collaboratively construct solutions with peers (Quinlan and Akerlind 2000) that are needed to achieve changes in teaching quality (Brockbank and McGill 1998).
- **Lack of consistency:** Without preliminary discussion of what effective teaching entails, individual evaluators differ widely in the evaluations and comments that they provide as peer reviewers (Centra, 1975) and tend to base their evaluations on the extent to which the style of the instructor matches their own style (Centra, 2000). A structured approach involving a standard form and observer training can improve consistency and the value of the feedback provided.
- **Concerns about who has the expertise to review:** Faculty may be skeptical of the utility of feedback they might receive from colleagues outside their field (Bell & Mladenovic, 2008). Alternatively, they may feel that colleagues in their department lack pedagogical knowledge to evaluate their teaching.
- **Time:** Faculty may be concerned about expansion of their roles/time expectations for peer review of teaching (Atwood, Taylor, & Hutchings, 2000; Chism, 2007; Kell & Annetts, 2009).
- **Worry that review will be demoralizing:** Faculty are sensitive to receiving constructive feedback, perceiving it as discouraging unless put in perspective (Cosh, 1998; Donnelly, 2007).
- **Evaluators need training:** Several authors have emphasized the need to better train feedback providers (Shortland, 2010), but there are few models for how to provide this training. Faculty feel unprepared to judge the quality of teaching (Cohen & McKeachie, 1980; Kremer, 1990).

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Affirm Three Voices

Objectives

- Critically consider the utility and feasibility of evaluating teaching via students, peers, and self-reflection.
- Prepare you for (1) self-assessment of teaching evaluation practices (next meeting) and (2) one-on-one meetings with LAT members (November).

Facilitation Guide

DeLTA CAT
Facilitation Guide

 **Length**
90 Minutes

 **Learning Goals**

- Critically consider the utility and feasibility of evaluating teaching via students, peers, and self-reflection.
- Prepare for (1) self-assessment of teaching evaluation practices (next meeting) and (2) one-on-one meetings with LAT members (later in the semester).

 **Before Session**
Read the Common Issues with Teaching Evaluation
tinyurl.com/CAT-CommonIssues

 **Materials**

- Slide deck for Meeting 2
- Paper copies of the Common Issues with Teaching Evaluation, or ensure participants bring computers or tablets to read them online tinyurl.com/CAT-CommonIssues
- Online access to review <https://tinyurl.com/Teaching-Evaluation>

Meeting 2: Affirm Three Voices




Lesson Plan

5 Mins.

I. Reminder of the CAT goals (Slides 1-4)

A. Three Voices/Perspectives

- Briefly introduce today's session and the criteria for effective evaluation of teaching that is fair, minimizes bias, provides meaningful and trustworthy information, & supports and recognizes improvements in teaching

B. Current UGA Policy

- Introduce the current UGA policy, [AAPS 23](#)

 **Facilitation Notes**
Non-UGA units should replace the UGA policy section with their institution's policy.

Common misconceptions and questions about the policy:

- Unclear on who is mandated to do what (e.g., faculty interpret peer observation expectation for faculty rather than for departments)
- Who is monitoring compliance with policy
- Who created the policy

60 Mins.

II. Activity 1 (Slides 5-6)

A. tinyurl.com/CAT-CommonIssues

- Pair up with another CAT member from a different unit. Each pair will consider 1 or 2 voices (15 minutes):
 - What benefits could using this voice have for faculty? For the department? For students?
 - What would make it feasible for your department to adopt this voice?

B. Share out the most important ideas that you found for enacting a given voice in evaluating teaching. (8 minutes - 2/pair)

C. Discussion (10-20 minutes)

- How would using three voices be different from what your department currently does?
- How could the practices described here support faculty in improving their teaching?

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Presentation Materials

Three-Voice Framework Slides

3.2.1

<https://workforce.libretexts.org/@go/page/44803>

2024-2025 CAT

Meeting 2: Affirm Three Vo



September, 2024

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 Google Slides

[Link to Slides](#)

Common Issues with Evaluating Teaching White Paper



Issues with Evaluating Teaching

Peer Voice

Peer voice involves gathering data from peers about teaching and learning observable in class. Peer observation often includes:

- Pre-observation meeting to discuss lessons to be observed
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Issues with Peer Evaluation

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- **Concerns about who has the expertise to review:** Faculty may be skeptical of the utility of feedback they might receive from colleagues outside their field (Bell & Mladenovic, 2008). Alternatively, they may feel that colleagues in their department lack pedagogical knowledge to evaluate their teaching.
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Three Voices

Reflection: What aspects of enacting PEER voice could prove useful to your department in evaluating teaching? What are some limitations of using PEER voice?

Utility

Limitations

Page 1 / 3

Consider each voice using the Three Voices Affordances and Limitations Handout:

- What benefits could using this voice have for faculty? For the department? For students?
- What are the limitations of each voice?
- How would using three voices be different than what your department currently does?
- How could the practices described here support faculty in improving their teaching?

Post-Meeting Assignment

- Before our next meeting, talk to several faculty in your unit about their perceptions of teaching evaluation practices.

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Assess Current Practices

Objectives

- Introduce the range of robust and equitable teaching evaluation practices for three perspectives (peer, self, and student).
- Self-reflect on where a department is relative to the range of practices.
- Consider and prioritize where a department wishes to develop more robust teaching evaluation processes.

Facilitation Guide

DeLTA CAT
Facilitation Guide

Length
90 Minutes

Learning Goals

- Introduce the range of robust and equitable teaching evaluation practices for three perspectives (peer, self, and student).
- Self-reflect on where a department is relative to the range of practices.
- Consider and prioritize where a department wishes to develop more robust teaching evaluation processes.

After Session

Refer to official policy documents related to [promotion and tenure](#) including [academic affairs policy statement 23](#) for improvement and documentation of teaching effectiveness. (Modify for your own institution if outside of UGA)

Materials

- Slide deck for Meeting 3
- GATes [Electronic PDF](#)
- Paper copies of the GATes
- Pens

Meeting 3: Assess Current Practices

Lesson Plan

5 Mins.

Introduction: (Slides 1-3)

A. Ask about preferred method to share a google drive folder for developed resources

B. Remind participants of the current UGA policies on teaching evaluation

Facilitation Notes

For non-UGA campuses, be sure to find specific policies on teaching evaluation for promotion and tenure for your own institution.

10 Mins.

I. GATes Rubrics (Slides 4-5)

A. Explain that the GATes - Guides to Advance Teaching Evaluation - was developed to help local STEM departments reconsider and reform teaching evaluation practices so that they could better recognize and reward high-quality teaching and ultimately improve student outcomes. It can be used to help document a departments' teaching evaluation practices and help as a planning tool for pursuing teaching evaluation reform. We will be focusing on its use as a planning tool.

B. Review the list of target practices that can serve as long-term goals for departments, one for each of the perspectives (voices). The individual practices that are listed for each voice on the rubric are color coded with the three overarching principles that robust teaching evaluation should be structured (blue), reliable (yellow), and longitudinal (pink). Each unit might find themselves in the categories of (A) Absent, (B) Bits and Pieces, or (C) Close to Cohesion.

C. Finally, each voice has a quick start guide that recommends a series of actions that a department can take to begin moving from absent to bits and pieces, and then closest to cohesion.

Facilitation Notes

Familiarize yourself with the GATes rubrics by reading the article (rubrics are in the supplemental material):
<https://www.fesic.org/fulcrum/20187/cbe.21-08-0198>

Presentation Materials

[Assess Current Practices Slides](#)

2024-2025 CAT

Meeting 3: Assess Current Practices



September, 2024

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 Google Slides

[Link to Slides](#)

GATES Electronic

Answer the following questions in a discussion post:

1. Identify a practice that your department currently uses that was mentioned as problematic in the article.
2. Describe the reason why your department still uses this practice.
3. List one thing that you think would help your department change in this area.

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GATES PDF



Guides for Developing Departmental Practices: Teaching Evaluation



This document provides actionable guidance for the long-term development of departmental practices for robust, equitable, and sustainable teaching evaluation.

Three voices inform teaching evaluation:

- **Peer voice** involves gathering data from peers about teaching and learning occurring in an instructor's class. This document focuses on peer observation.
- **Student voice** involves gathering data from students about their learning and perceptions. This document focuses on mandatory student evaluations AND other sources of data from students.
- **Self voice** involves a written narrative documenting a systematic self-reflection process.

For each voice, robust, equitable, and sustainable evaluation is:

- **Structured:** Evaluation that is structured ensures fairness and minimizes bias. Structure involves processes that are formalized (i.e., written down) and fair, training and support for faculty, and collective decision-making among department members to develop and enact policies and practices.
- **Reliable:** Evaluation that is reliable is informed by multiple sources of meaningful and trustworthy evidence.
- **Longitudinal:** Evaluation that is longitudinal is able to document improvement overtime and provide feedback to faculty about strengths and room for improvement.

Guides for each voice:

- Specify **target practices**, which are long-term goals departments can work toward. Target practices were developed based on research and successful practices at research-intensive institutions.
- Indicate **common starting places** where departments find themselves when they begin considering teaching evaluation practices.
- Provide a **self-assessment tool** to determine where a department stands for each target practice.
- Provide a **quick-start reference** that provides entry points to the target practices and "bundles" target practices that may be efficiently accomplished together.

These guides were created by the DeLTA Project at the University of Georgia with partial support from the National Science Foundation's Science Education Research Program. The authors and do not necessarily reflect the views of the National Science Foundation. Contact Tessa Andrews (tandrews@uga.edu) for more information.

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Post-Meeting Assignment

- None this week!

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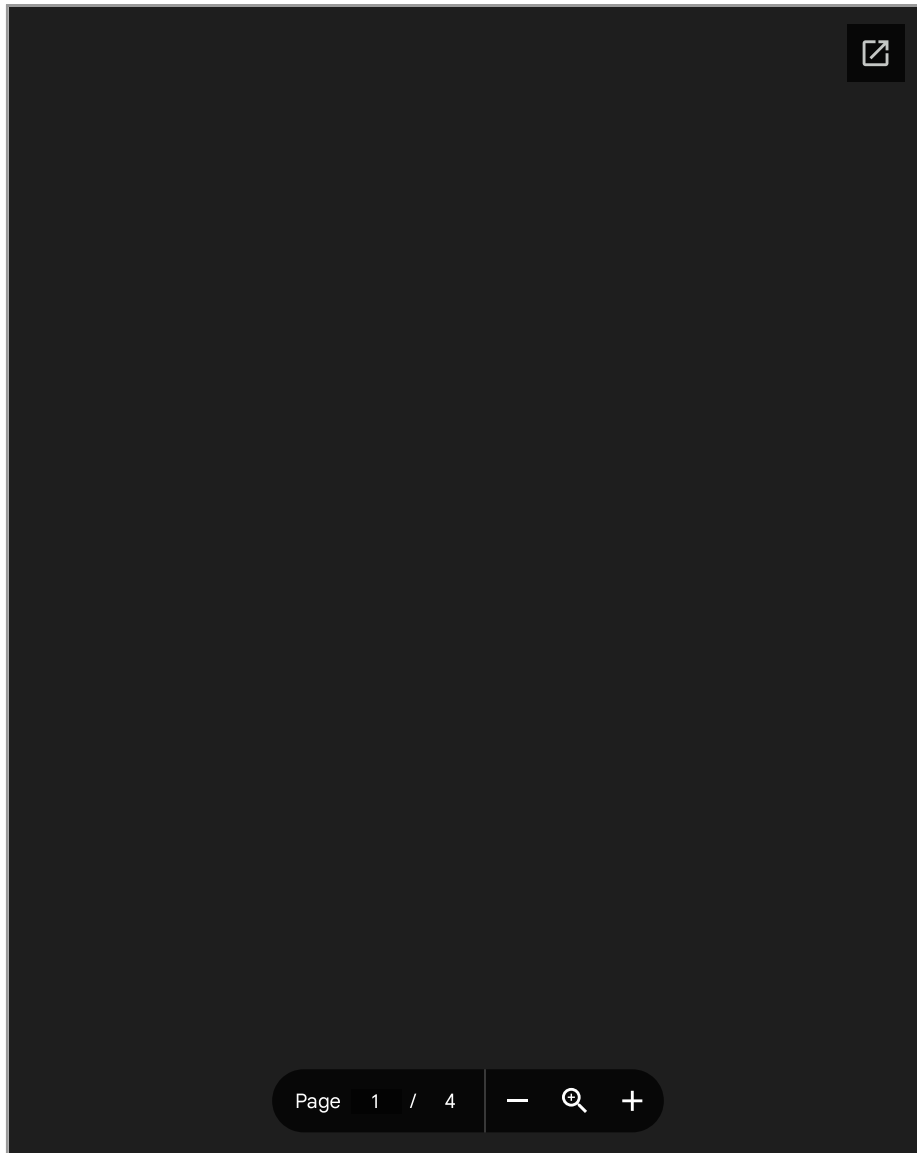
- 2.4: Meeting 3- Assess Current Practices has no license indicated.

Craft a Change Message

Objectives

- Reflect on personal motivation to reform how teaching is evaluated.
- Identify potential concerns that could be raised by colleagues resisting the change efforts.
- Develop convincing arguments to present to department members to argue for change in evaluation practices that mitigate and address those concerns.

Facilitation Guide



Presentation Materials

Craft a Change Message Slides

2024-2025 CAT

Meeting 4: Crafting a change message

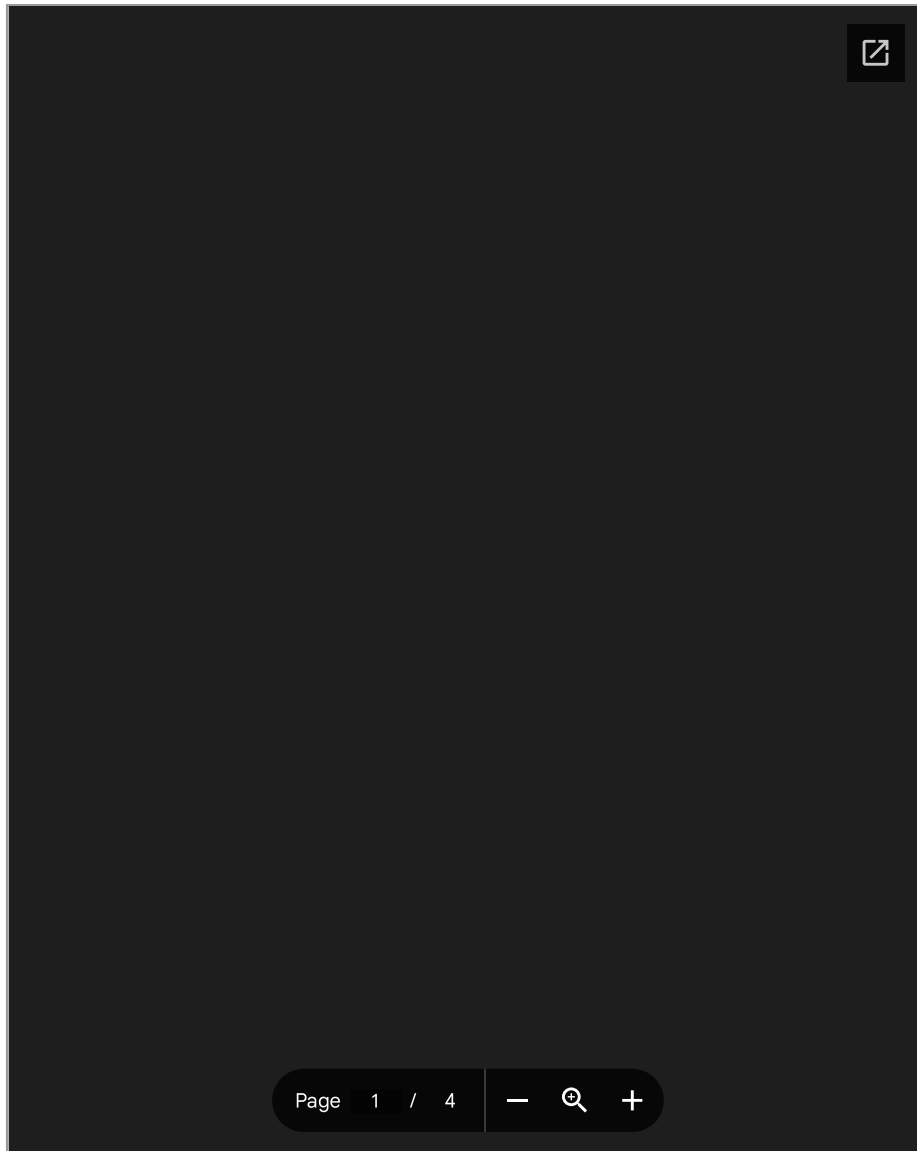


October, 2024

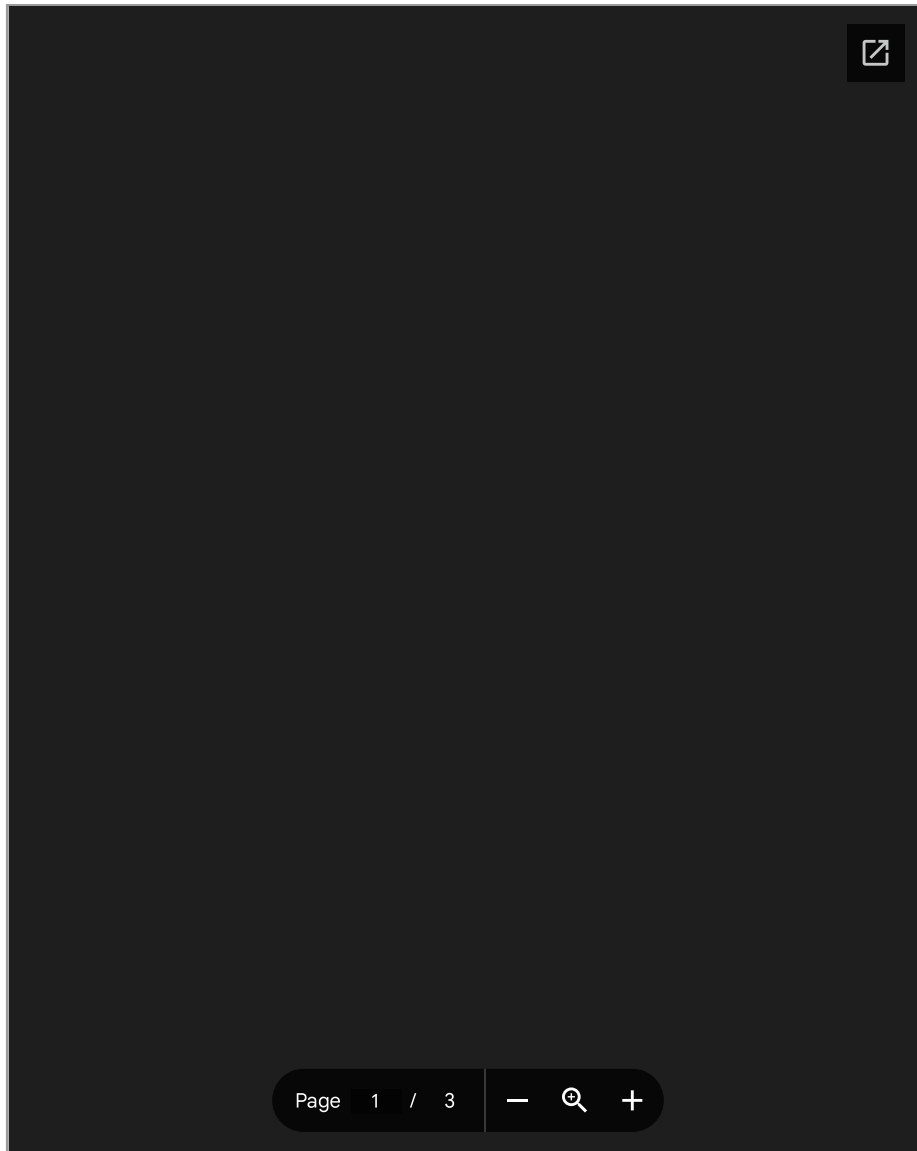
PAGE 01

[Link to Slides](#)

[Crafting a Change Message Handout](#)



Self-Assessment Questionnaire - Receptivity to Implementing Peer Review of Teaching



Post-Meeting Assignment

- Use the materials that you create today and create a meeting/lunch/email where you can try out the change message.

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Develop New Practices (Peer, Student, Self) Used to Evaluate Teaching

Objectives

- Articulate the problems that you observe for how teaching is currently evaluated for this perspective in your department.
- Identify areas for improvement in evaluating teaching with this perspective that are desired by faculty and achievable.
- Craft a convincing argument for changing how teaching is evaluated for this perspective that you think will appeal to faculty.

Facilitation Guide

DeLTA CAT
Facilitation Guide

Length
90 Minutes

Learning Goals

- Identify pros and cons of your next steps.
- Receive advice and feedback on your plans.
- Develop pilot materials that support continuous growth and preparation for promotion/evaluation.

After Session
Keep reminding your committee and department chair of your plans and the rationale

Modifications

- If CAT members are making substantial progress on their own outside of the CAT meetings, you can reduce the frequency of required meetings in the spring.
 - E.g., meet once a month instead of twice, have one meeting a month as optional 'office hours', etc.

Meetings 5, 7, and Beyond

Materials

- Folders with resources for peer, self, and student perspectives
 - **Peer:** Example protocols, rubrics, template letters, training materials, relevant literature
 - **Self:** Annual evaluation forms, templates, example write-ups, relevant literature
 - **Student:** Example emails to remind faculty to facilitate higher response rates and for students to understand the purpose of the evaluations, example surveys (mid-semester), relevant literature.

15 Mins.

Lesson Plan
Check-Ins

- What they've worked on since our last meeting
- What they plan to work on today
- Any issues they're coming across

75 Mins.

Dedicated Work Time

- Review resources
- Work on documents
- Get feedback on their documents

Facilitation Notes
Important to take good notes here, especially to compare with what the LAT members are sharing in their meetings.

Facilitation Notes
Be prepared to add materials into the folders based on requests.

Useful to know what other departments are doing across campus related to teaching evaluation to serve as reference points.

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Presentation Materials

[Develop New Practices Slides](#)

2024-2025 CAT

Meeting 5: In-Depth Planning Revise 1 Voice



October, 2024

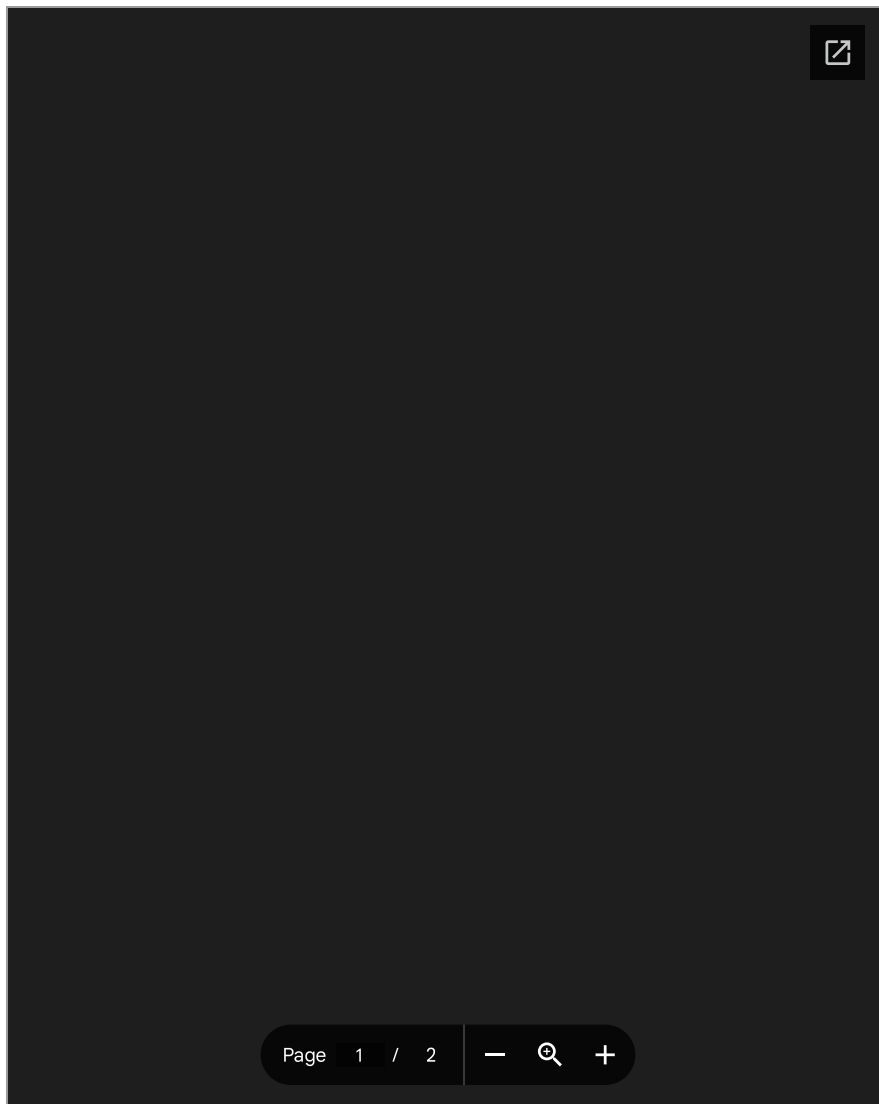
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Teaching Evaluation Planning Document



Engaging in Teaching Evaluation from UGA's Center for Teaching and Learning Website



- [Contact Us](#)

[Menu](#)

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Upcoming Events

Apr 23

[Closing Out the Semester with eLC Essentials](#)

11:30 AM - 12:30 PM

Apr 27

[Link to Website](#)

Resources

[Peer Perspective Folder](#)[Student Perspective Folder](#)[Self Perspective Folder](#)

Post-Meeting Assignment

- After your consultation, spend some time drafting up a plan to present to your department head in the next meeting. Include ideas for the members from your department you would like to pull in to collaborate on this (committee members or just one or two partners).

[Submission Folder](#)

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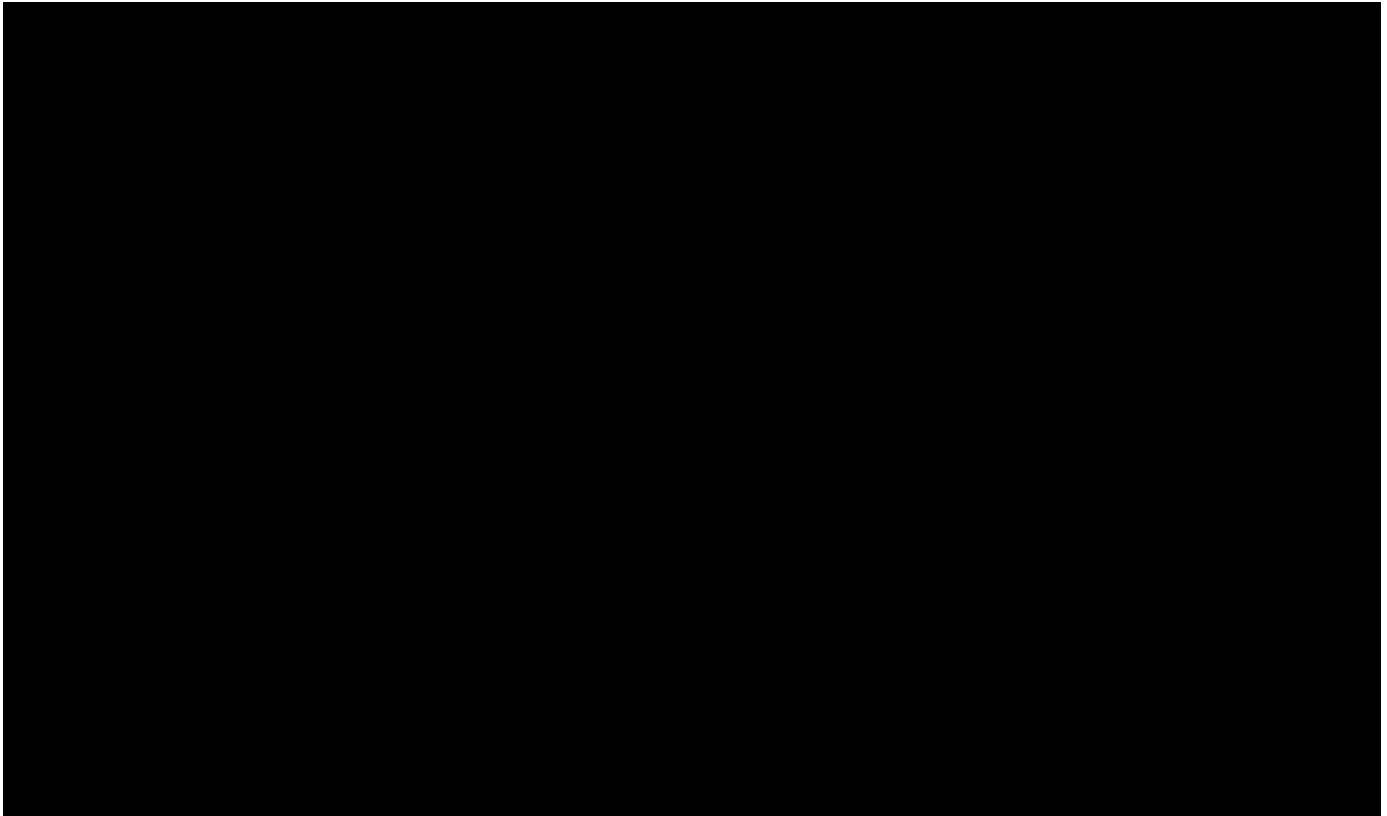
- [2.6: Meeting 5- Develop New Practices](#) has no license indicated.

1-on-1 Meetings

Between CAT and Department Chairs

Objectives

- Present the plan you have developed to your department head.
- Organize a summary document to be shared with the group.



Post-Meeting Assignment

- Before our next meeting, provide a summary of your meeting with the department head and briefly describe an overview of your plan and any support materials that you need on this [form](#).

Submission Folder

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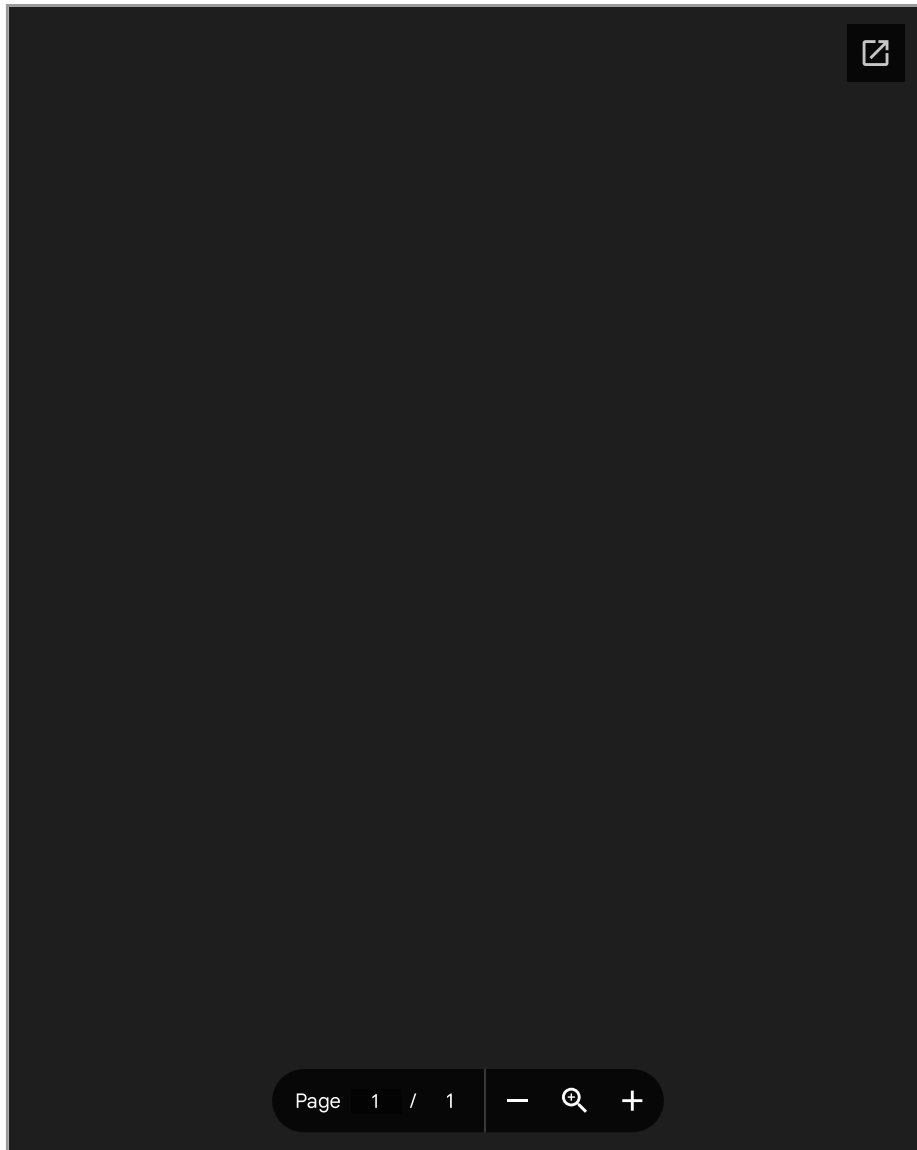
- [2.7: Meeting 6- 1-on-1 Meetings Between CAT and Department Chairs](#) has no license indicated.

Deep Dive Into New Practices

Objectives

- Select one specific perspective that you and your department head have agreed on will make the best next step in improving how teaching is evaluated in your department.
- Review resources developed by other units to identify suitable models.
- Determine your first step (organize materials for colleagues to review, determine a good group of faculty to meet to help review materials, schedule a meeting time, draft email to these folks, or to the whole department, plan to invite a subcommittee to one of the available training workshops we will be leading this semester and next.)

Facilitation Guide



Presentation Materials

Deep Dive Into New Practices Slides

2024-2025 CAT

Meeting 7: Deep Dive into New Practices



November, 2024

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[Link to Slides](#)

Resources

Peer Perspective Folder

Student Perspective Folder

Self Perspective Folder

Post-Meeting Assignment

- None this week!

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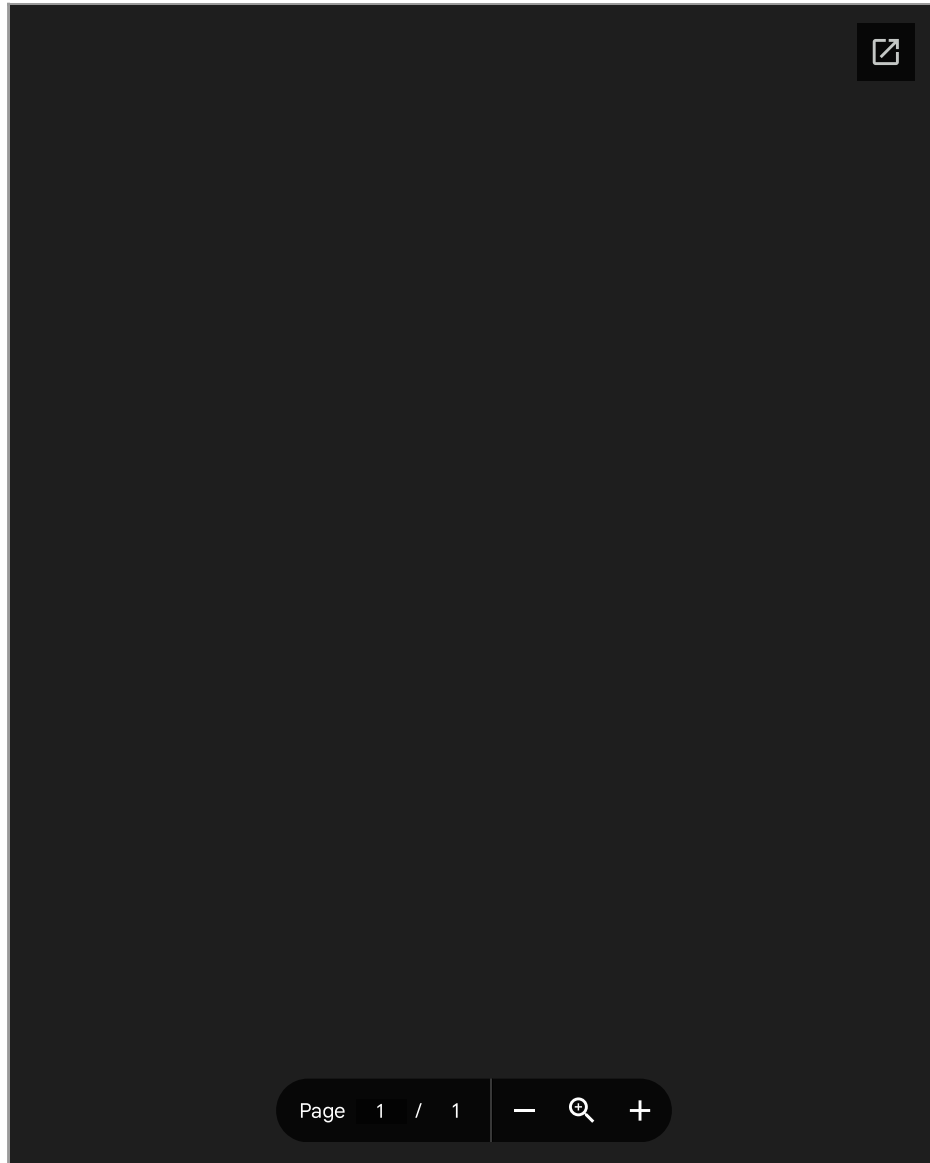
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Pilot Testing New Practices

Objectives

- Create a plan to find and adapt specific materials for revising teaching evaluation.
- Review resources, collaborate, draft documents to pilot in the next semester.

Facilitation Guide



Presentation Materials

Pilot Testing New Practices Slides

2024-2025 CAT

Meeting 8: Planning for Pilot New Practices



December, 2024

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Post-Meeting Assignment

- TBA!

[Submission Folder](#)

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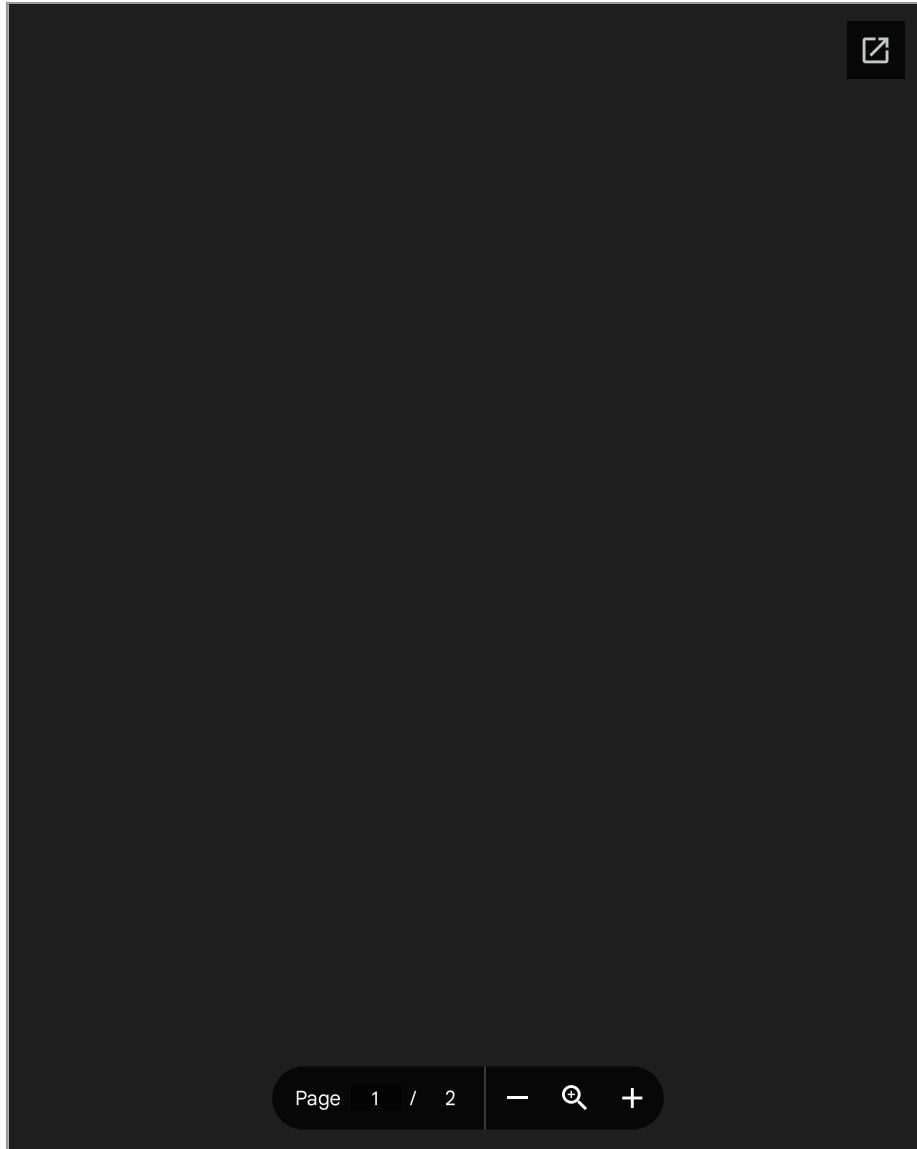
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Final CAT/LAT Meeting 2025

Objectives

- Celebrate the changes in teaching evaluation practices that your department has achieved over the past year.
- Determine what your department hopes to accomplish by the end of the next academic year related to teaching evaluation.

Facilitation Guide



Presentation Materials

[Final CAT/LAT Meeting Slides](#)

2024-2025 CAT

Final CAT/LAT Meeting 2025



May 2025

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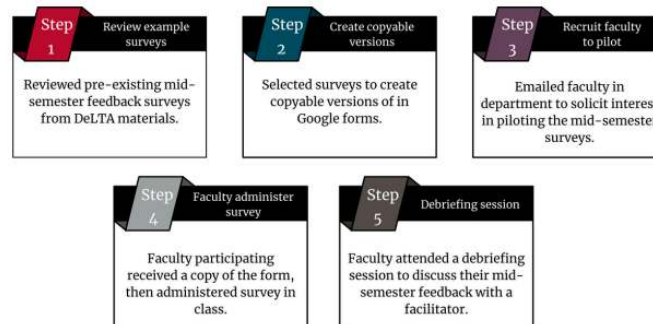
[2024-2025 DeLTA Cohort Accomplishments Handout](#)



Student Voice

Unit	What they can share	Who to contact (CAT/LAT)
Department B	Leading discussions on use of student evaluations	CAT member 1, CAT_1@uga.edu CAT member 2, CAT_2@uga.edu LAT member, LAT@uga.edu
Department I	Bridging student eval questions between newly proposed questions and old questions	CAT member 1, CAT_1@uga.edu CAT member 2, CAT_2@uga.edu LAT member, LAT@uga.edu
Department J	Mid-semester student feedback Google forms Email templates to send faculty and students about student evaluations	CAT member 1, CAT_1@uga.edu CAT member 2, CAT_2@uga.edu LAT member, LAT@uga.edu

Example Change Process (Dept J)



CHAPTER OVERVIEW

4: Facilitation Guides for LAT Meetings

- 4.1: Meeting 1 - Prepare for Action
- 4.2: Meeting 2 - Affirm the Three Voices
- 4.3: Meetings 3 and 4 - Assess Current Practices
- 4.4: Meeting 5 - Prepare to Lead Change
- 4.5: Final CAT/LAT Meeting

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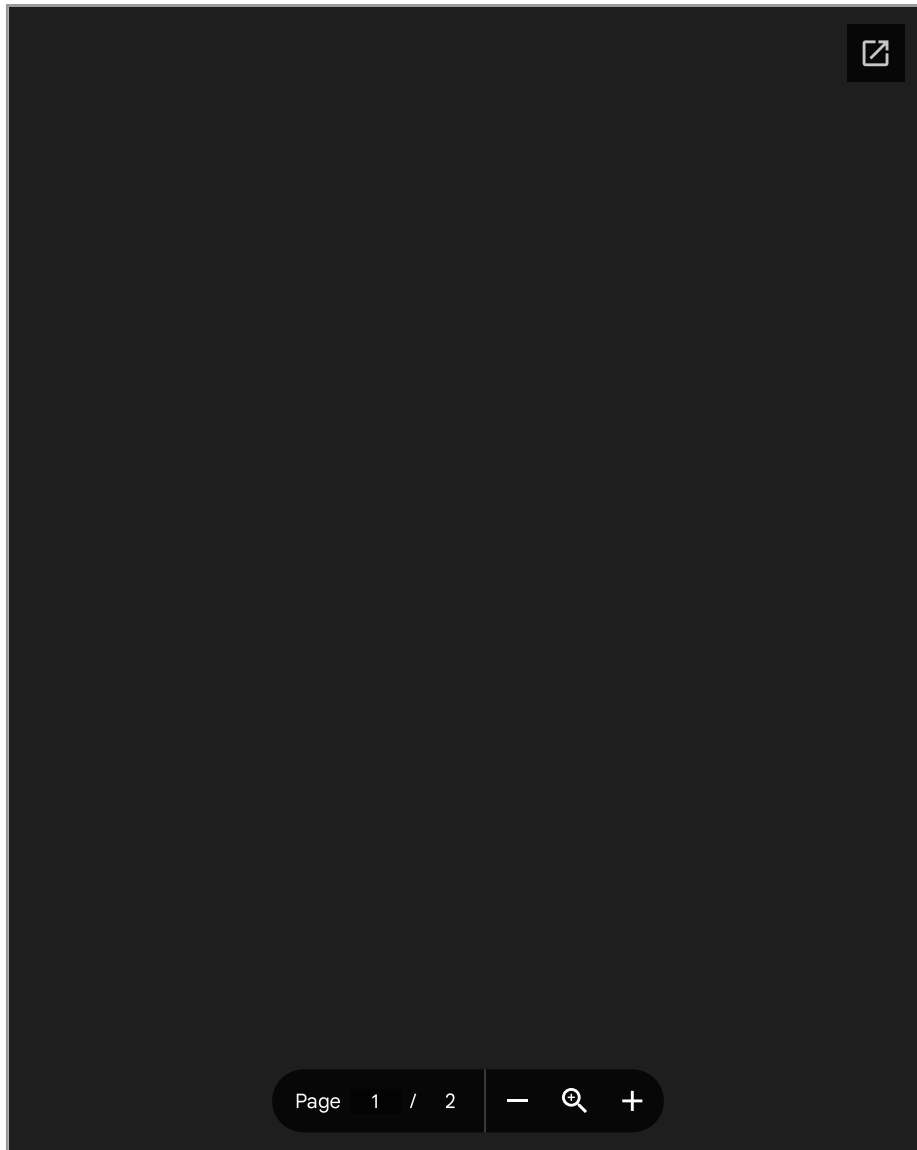
Prepare for Action: Reflecting on Current Teaching Evaluation Practices

Goals

- Get to know each other and your academic units.
- Exchange information about the needs and challenges in your units when it comes to teaching evaluation.

The first step for LAT members is to *prepare for action* by familiarizing themselves with the expected outcomes of participation and reflecting on what a department can learn from effective teaching evaluation, and what the department's current teaching evaluation practices are. On this page you will find key points and takeaways from the first meeting and a link to materials used and discussed during the meeting.

Facilitation Guide



Presentation Materials

[Prepare for Action Slides](#)

2024-2025 Leadership Action Team

Meeting 1: Prepare for Action

August, 2024



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Affirm the Three Voices

Goals

- Critically consider the utility and feasibility of evaluating teaching via students, peers, and self-reflection.
- Prepare for (1) self-assessment of teaching evaluation practices (October & November meetings) and (2) one-on-one meetings with CAT members (November)

DeLTA draws upon the three-voice framework for teaching evaluation (<https://teval.net/>; National Academies of Sciences, Engineering, and Medicine 2020). This framework points out that effective teaching evaluation depends upon input from students, peers, and the instructor. Thus, the second step is for LAT members to understand the three-voice framework conceptually and to see the opportunities and challenges with gathering feedback on teaching from each voice. On this page you will find key points and takeaways from the second meeting, links to materials used and discussed during the meeting, and the reflection assignment.

Facilitation Guide

DeLTA LAT Facilitation Guide

Length

60 Minutes

Learning Goals

- Critically consider the utility and feasibility of evaluating teaching via students, peers, and self-reflection.
- Prepare for (1) self-assessment of teaching evaluation practices (next meeting) and (2) one-on-one meetings with LAT members (later in the semester).

Before Session

- Read the Common Issues with Teaching Evaluation tinyurl.com/CAT-CommonIssues
- Meet with your colleagues who are facilitating the CAT and any other project leaders who may have insights about the work unfolding in each department. Staying up-to-date on what is happening in each facet of the project will enable you to facilitate the LAT meeting in a way that leaves space for necessary discussion but moves things along toward progress.

Meeting 2: Affirm Three Voices

Lesson Plan

5 Mins.

I. Reminder of the LAT goals (Slides 1–6)

A. Three voices/perspectives

- Briefly introduce today's session and the criteria for effective evaluation of teaching that is fair, minimizes bias, provides meaningful and trustworthy information, & supports and recognizes improvements in teaching

B. Current UGA policy

- Introduce the current UGA policy, [AAPS 23](#)

C. How should teaching be evaluated

- This slide uses Peer Evaluation as an example of how to ensure fair and trustworthy teaching evaluation that focuses on teaching improvement. It shows an excerpt from "Engaging in Teaching Evaluation." This type of thinking should frame all of our work on teaching evaluation.

Facilitation Notes

Non-UGA units should replace the UGA policy section with their institution's policy.

Common misconceptions and questions about the policy:

- Unclear on who is mandated to do what (e.g., faculty interpret peer observation expectation for faculty rather than for departments).
- Who is monitoring compliance with policy.
- Who created the policy.

How should teaching be evaluated

- Thinking about teaching evaluation from the perspective of fairness, trustworthiness, and continuous improvement may be new to many department chairs.
- Take this slide slow and be prepared to offer time for brief reflection if chairs faces or body language indicate the need.

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Presentation Materials

[Understand the Three Voices Slides](#)

2024-2025 Leadership Action
Team

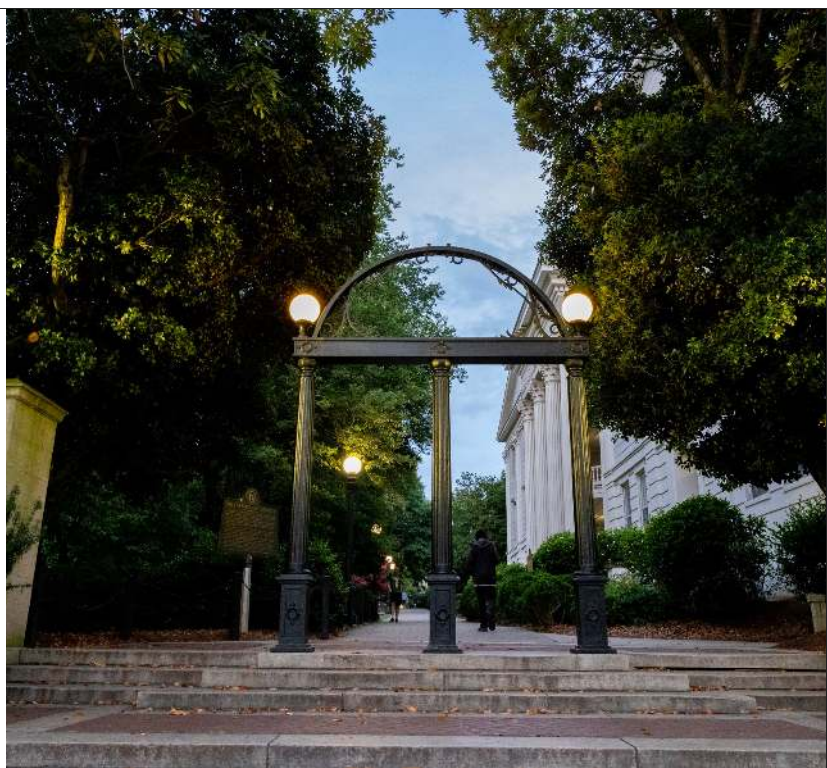
Meeting 2:
Understand the Three Voices

September, 2024



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Common Issues with Evaluating Teaching White Paper



Issues with Evaluating Teaching

Peer Voice

Peer voice involves gathering data from peers about teaching and learning observable in class. Peer observation often includes:

- Pre-observation meeting to discuss lessons to be observed
- Collection & review of class materials (e.g., syllabi, exams, homework, slides, handouts)
- Observation of lessons
- Post-observation meeting to hear instructor reflections, debrief, and provide feedback

Peer voice can provide feedback and evidence of effectiveness on components that are better assessed by peers than by students, such as appropriateness of course material and course difficulty, alignment with the larger curriculum, and effectiveness of teaching strategies (Berstein 2008; Peel 2005). Studies examining peer review have documented several positive outcomes for faculty involved in the process, including improved self-assurance (Bell and Mladenovic 2008), collegiality and respect (Quinlan and Akerlind 2000), and improved classroom performance (Freiberg 1987). UGA expects departments to establish a peer evaluation process for full-time faculty in order to support teaching improvement over time and document teaching effectiveness fairly and equitably.

Issues with Peer Evaluation

- **Lack of focus on growth:** Peer reviews are often conducted as one-shot events and therefore fail to capture growth and change over time. They also do not provide opportunities for reflection (Peel 2005) or to collaboratively construct solutions with peers (Quinlan and Akerlind 2000) that are needed to achieve changes in teaching quality (Brockbank and McGill 1998).
- **Lack of consistency:** Without preliminary discussion of what effective teaching entails, individual evaluators differ widely in the evaluations and comments that they provide as peer reviewers (Centra, 1975) and tend to base their evaluations on the extent to which the style of the instructor matches their own style (Centra, 2000). A structured approach involving a standard form and observer training can improve consistency and the value of the feedback provided.
- **Concerns about who has the expertise to review:** Faculty may be skeptical of the utility of feedback they might receive from colleagues outside their field (Bell & Mladenovic, 2008). Alternatively, they may feel that colleagues in their department lack pedagogical knowledge to evaluate their teaching.
- **Time:** Faculty may be concerned about expansion of their roles/time expectations for peer review of teaching (Atwood, Taylor, & Hutchings, 2000; Chism, 2007; Kell & Annetts, 2009).
- **Worry that review will be demoralizing:** Faculty are sensitive to receiving constructive feedback, perceiving it as discouraging unless put in perspective (Cosh, 1998; Donnelly, 2007).
- **Evaluators need training:** Several authors have emphasized the need to better train feedback providers (Shortland, 2010), but there are few models for how to provide this training. Faculty feel unprepared to judge the quality of teaching (Cohen & McKeachie, 1980; Kremer, 1990).

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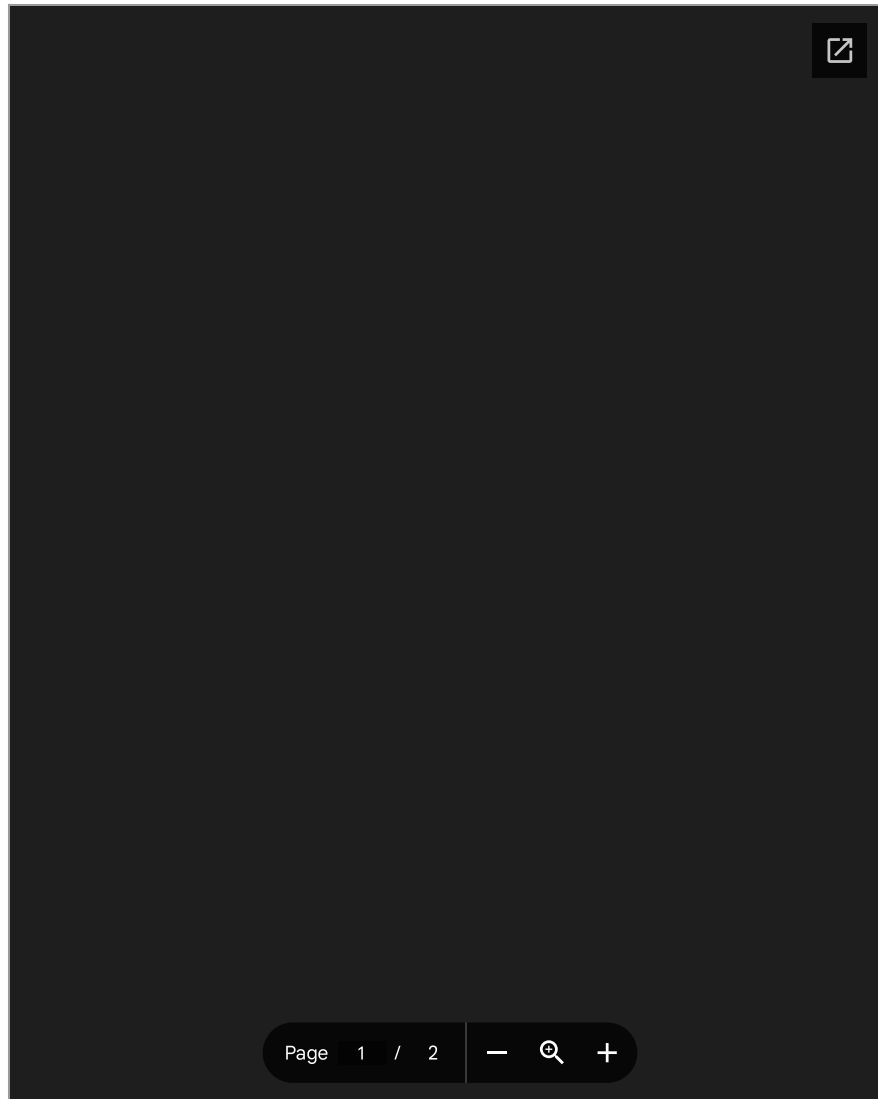
Assess Current Practices

Goals

- Self-assess your department's teaching evaluation practices.
- Prepare for one-on-one meeting with CAT member in November.

Having understood the three-voice framework, LAT members are ready to begin assessing their department's teaching evaluation practices with this lens. Each LAT member in this meeting picks a voice to focus on (e.g., peer or student) and goes through a guided reflection on the presence or absence of evidence-based, improvement-oriented, and equity-centered teaching evaluation practices for that voice in their department. On this page you will find key points and takeaways from the third meeting, links to materials used and discussed during the meeting, and the reflection assignment. Note that this page describes two meetings as LAT members need two, one-hour sessions to fully reflect on each voice.

Facilitation Guide



Presentation Materials

[Assess Current Practices Slides](#)

2024-2025 Leadership Action Team

Meeting 3 & 4:
Assess Current Practices

October, 2024
November, 2024



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Link to Slides

The Peer Perspective from UGA's Center for Teaching and Learning Website

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Center for Teaching
and Learning
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- [Contact Us](#)

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Upcoming Events

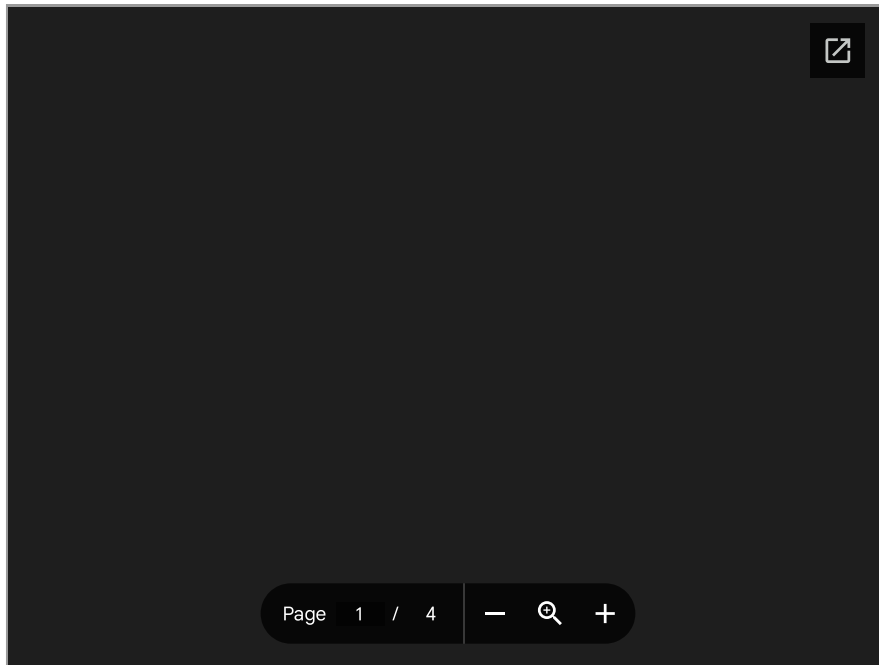
Apr 23

[Closing Out the Semester with eLC Essentials](#)

11:30 AM - 12:30 PM

Apr 27

Peer Perspective from the GATES



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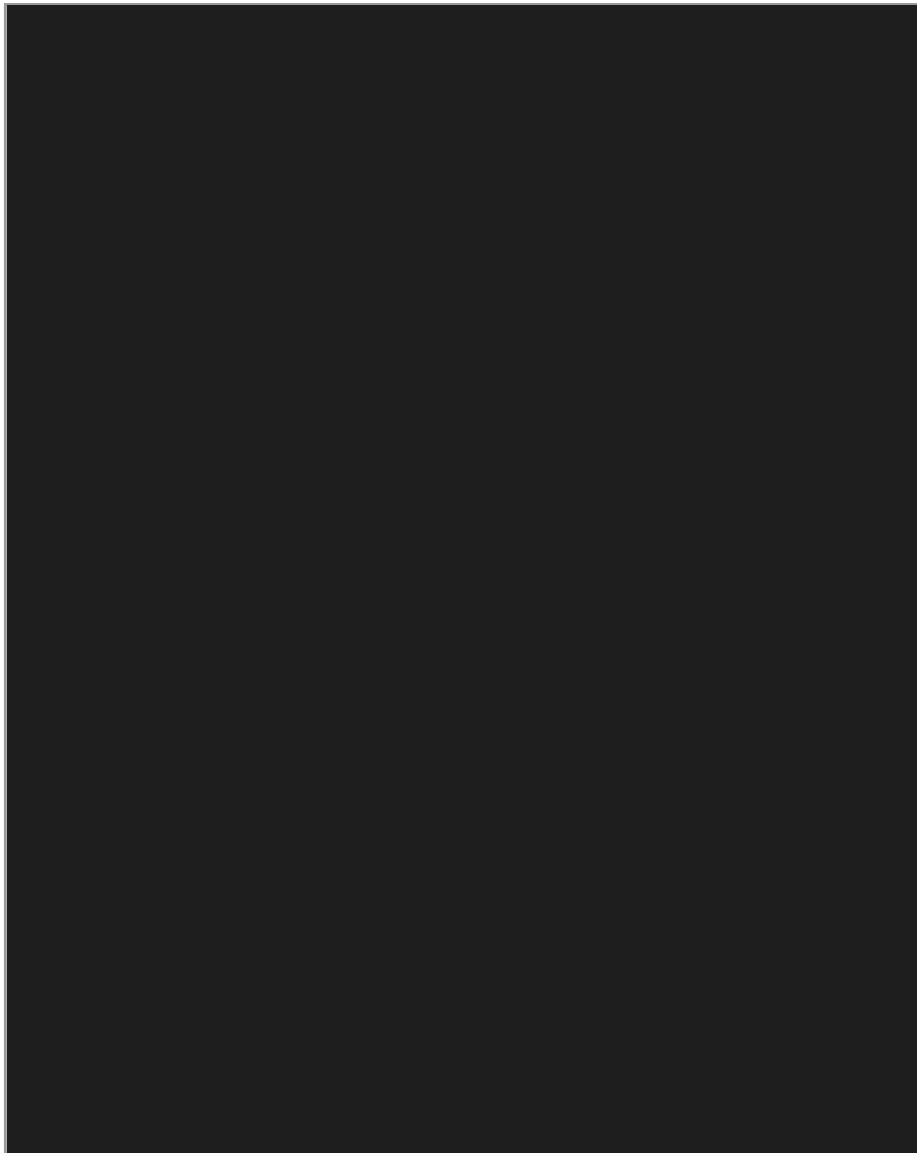
Prepare to Lead Change

Goals

- Critically consider the new teaching evaluation practices you and your CAT members will lead your department to pilot.
- Anticipate the problems these new practices will solve.
- Anticipate the challenges you may run into and the evidence that these will be the challenges.
- Strategize about leveraging the problem solving and navigating around the challenges.

Having self-assessed departmental teaching evaluation practices and met with the CAT members from the unit, LAT/CAT members have likely decided what new teaching evaluation practices they want to pilot in the coming year. Each LAT member in this meeting will be asked to think critically about the problems these new practices will solve and for whom (i.e., different faculty are interested in different problems that the new practice may address) as well as the issues they expect to run into when implementing the pilot. Then they will be encouraged to strategize how to leverage the opportunities for problem solving and work around the challenges. LAT members should leave with ideas of how to turn the pilot into some wins - even if small ones.

Facilitation Guide



Presentation Materials

Prepare to Lead Change Slides

2024-2025 Leadership Action Team

Meeting 5: Prepare to Lead Change

December, 2024



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[Link to Slides](#)

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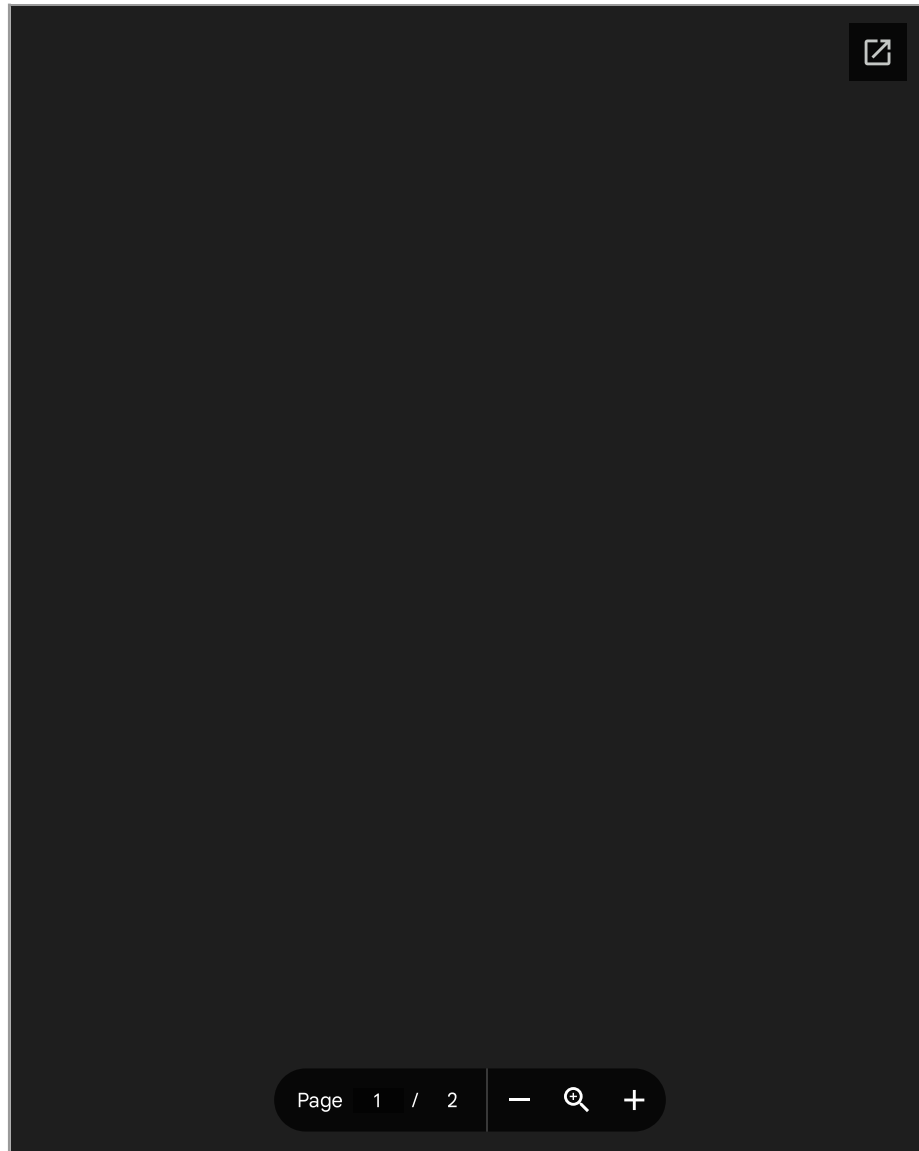
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Final CAT/LAT Meeting 2025

Objectives

- Celebrate the changes in teaching evaluation practices that your department has achieved over the past year.
- Determine what your department hopes to accomplish by the end of the next academic year related to teaching evaluation.

Facilitation Guide



Presentation Materials

[Final CAT/LAT Meeting Slides](#)

2024-2025 CAT

Final CAT/LAT Meeting 2025

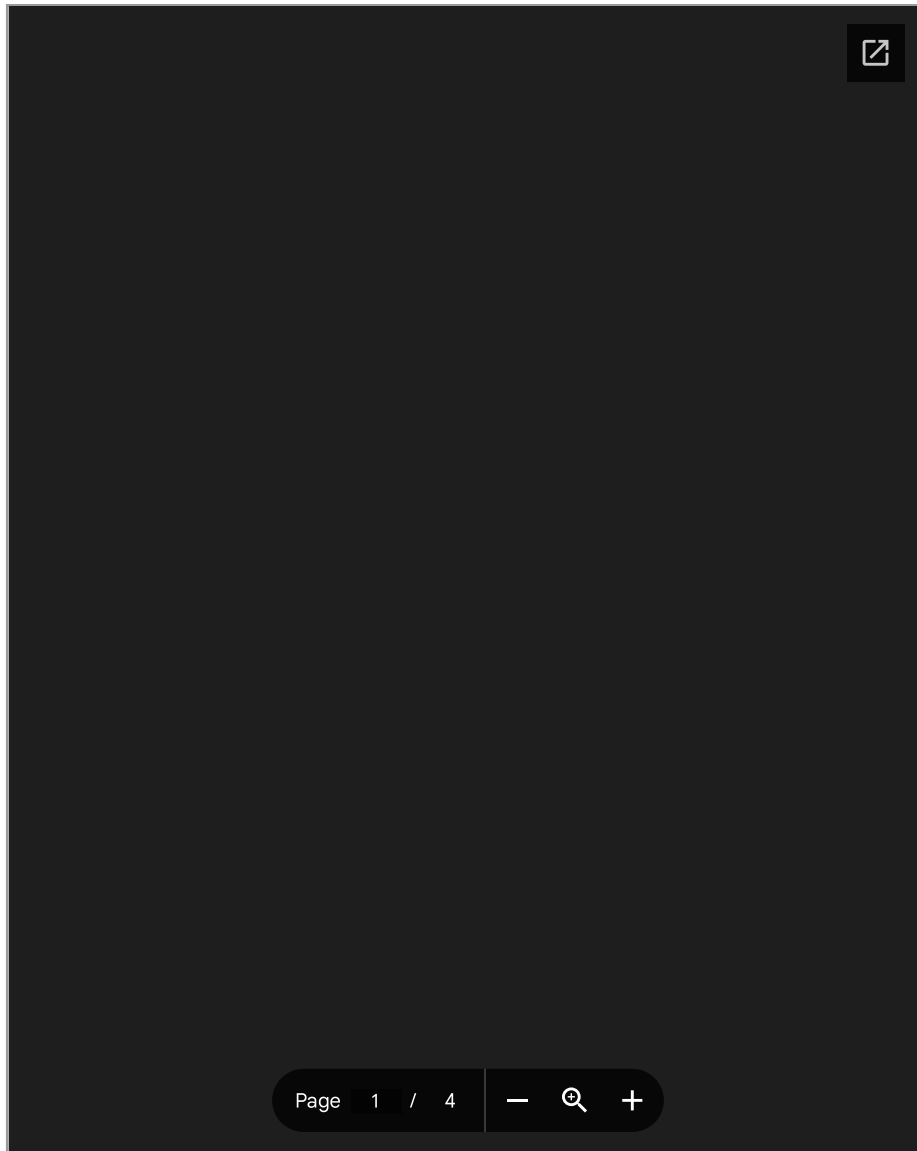


May 2025

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[2024-2025 DeLTA Cohort Accomplishments Handout](#)



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Glossary

Sample Word 1 | Sample Definition 1

Detailed Licensing

Overview

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Webpages: 43

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By Page

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