

**Evaluation of Teaching**  
**Criteria for Evaluation of *Meets Expectation/Satisfactory***

**Department/School:** Educational Research and Administration (*as of July 1, 2016*)

**Co-Chairs:** Lilian H. Hill and Thomas Lipscomb

**Date:** May 24, 2016

**Definition of Teaching Effectiveness\***

We believe that effective teaching engages students in meaningful learning. We practice student-centered teaching, with the purpose of meeting students where they are and taking them as far as they can go. Effective teaching prepares students to communicate effectively, both verbally and in writing. Effective teaching should be rigorous and challenging. It needs to stimulate students' personal curiosity and foster students' intellectual interests. It should prompt students to ask their own questions, learn to think analytically and critically, adopt new perspectives, learn the literature and reasoning processes employed in their discipline, and meet their professional goals. Effective teaching may also facilitate learning that is life-changing and transformational.

**Expectations\*\***

Faculty members are expected to demonstrate excellence in teaching. For purposes of ESR/ELSC annual evaluations, teaching includes not only providing excellent instruction, but also working with students in a respectful manner, preparing for class, adhering to class schedules and meeting times, providing timely feedback, and having appropriate interpersonal interactions. Teaching quality will be evaluated based on the overall quality of instruction during the applicable evaluation period. The evaluation committee may consider the number of courses taught, the topics taught, student feedback, and other indicators of teacher quality.

**I. Criteria for All Teaching Personnel (tenure stream, instructors, adjuncts, teaching assistants, clinical faculty, professors of practice, etc.):**

- A copy of the most recent syllabus from each course taught. If the instructor taught the course more than one time during the evaluation period, he or she should only include the syllabus once unless significant changes were made.
- All components of the university-administered student evaluations (a summary sheet broken down by course and semester (the Annual Teaching Report) as well as copies of the actual evaluations during the time period applicable). Teaching effectiveness will be considered in relation to department and college means
  - Patterns of evaluation on scores between 4.0 and above on a 5.0 scale are considered positive
  - Patterns of evaluation on scores between 3.5 and 3.99 on a 5.0 scale are considered satisfactory
  - Patterns of evaluation on scores below 3.5 on a 5.0 scale are considered in need of improvement
- A second measure of teaching effectiveness which may include one of the following: departmental peer evaluations, evaluations by an external reviewer (external to department or university) in the faculty member's field, or a teaching portfolio.

\*Department Teaching Handbook

\*\* ESR/ELSC Guidelines for Annual Review

## **II. Additional Criteria for the Corps of Instruction (tenure stream and instructors only):**

- Syllabi demonstrating new course development or significant modifications to an existing course
- Nature of courses typically taught
- Number of compensated and uncompensated overload courses
- Number of thesis and/or dissertation committees chaired, indicating progress and completion
- Number of thesis and/or dissertation committees as member, indicating progress and completion
- Number of internships supervised
- Number of independent studies directed
- Student research projects supervised
- Number of advisees
- Description of academic advising activity
- Description of student mentoring activity
- Documentation of unusually large numbers of students in class(es)
- Documentation of summer teaching load
- Description of workshops or training activities conducted by candidate (including evaluations)
- Maintenance of posted office hours
- Participation in professional development activities related to teaching
- Teaching grant(s) awarded
- Application for teaching grant(s)
- Teaching award(s)/honor(s)
- Teaching-related presentations
- Sponsorship of student organizations

### **Comments/additional information (optional):**

While the annual evaluation will be determined based on the above listed documents, faculty members are encouraged to collect evidence of productivity in the areas of teaching, service, and research throughout the year. This evidence may help all faculty write their narratives. It may also be beneficial for faculty who have not yet received full professor status to prepare for tenure and promotion submissions.

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