**APPENDIX A - TEACHING EVALUATION RUBRIC**

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| **Professional Teaching** | **Data Sources** | **Does not meet** | **Meets** | **Exceeds** |
| 1. “Readily available, coherently organized, and high quality course materials; syllabi that establish student workload, learning objectives, grading and class policy expectations.” | **From Students:**  Student Experience Survey  Organization of the course  Quality of the course materials  **Evidence from the Instructor**  Sources include Instructor Reflections, teaching statement, etc.  **Peer Review** | ***Pattern of concern*** *based on student feedback, evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |
| 2. “Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.” | **From Students:**  Student Experience Survey  Instructor Communication  Pre-Fall 2019 Numerical course evaluations  Q5 How available was the instructor for communication outside of class?  **Evidence from the Instructor**  Sources include Instructor Reflections, teaching statement, etc.  **Peer Review** | ***Pattern of concern*** *based on student feedback, evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |
| 3. “Students’ activities in and out of class are designed and organized to maximize student learning. | **From Students:**  Student Experience Survey  Assignment and Projects  **Evidence from the Instructor**  Sources include Instructor Reflections, teaching statement, etc.  **Peer Review** | ***Pattern of concern*** *based on student feedback, evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |

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| **Inclusive Teaching** | **Data Sources** | **Does not meet** | **Meets** | **Exceeds** |
| 1. “Instruction designed to ensure every student can participate fully and that their presence and participation is valued.” | **From Students:**  Student Experience Survey  Inclusiveness of the course  Accessibility of the course  Number of student interactions with the instructor outside of class    **Evidence from the Instructor**  Sources include Instructor Reflections, teaching statement, etc.  **Peer Review** | ***Pattern of concern*** *based on student feedback, evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |
| 2. “The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.”  N.B. If an instructor is not empowered by the department to make changes to the content of their courses, this standard may not apply. | **From Students:**  Student Experience Survey  Relevance of the course content  **Evidence from Instructor:**  Sources include Instructor Reflections, teaching statement, etc.  **Peer Review** | ***Pattern of concern*** *based on student feedback, evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |

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| **Engaged Teaching** | **Data Sources** | **Does not meet** | **Meets** | **Exceeds** |
| 1. “Demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.” | **Evidence from Instructor**  Sources include Instructor Reflections, CVs, teaching statement, etc. | Limited evidence of meaningful reflection and change over time. | Consistent evidence of meaningful reflection and change over time. | *Provide evidence the instructor excels with respect to this condition.* |

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| **Research-informed Teaching** | **Data Sources** | **Does not meet** | **Meets** | **Exceeds** |
| 1. “Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.” | **Evidence from Instructor**  Sources include Instructor Reflections, teaching statement, etc.  **Peer Review** | ***Pattern of concern*** *based on evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |
| 2. “Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students**.”** | **From Students:**  Student Experience Survey  Clarity of assignment instructions and grading  **Evidence from Instructor**  Sources include Instructor Reflections, teaching statement, etc.  **Peer Review** | ***Pattern of concern*** *based on student feedback, evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |
| 3. “Timely, useful feedback on activities and assignments, including indicating students’ progress in course.” | **From Students:**  Student Experience Survey  Feedback  **Evidence from Instructor**  Sources include Instructor Reflections, teaching statement, etc.    **Peer Review** | ***Pattern of concern*** *based on student feedback, evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |
| 4. “Instruction designed to engage, challenge and support students.” | **From Students:**  Student Experience Survey  Challenge of the course  Level of support  Degree of active learning  **Evidence from Instructor**  Sources include Instructor Reflections, teaching statement, etc.  **Peer Review** | ***Pattern of concern*** *based on student feedback, evidence from the instructor,*  *peer review.* | *Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.* | *Provide evidence the instructor excels with respect to this condition.* |

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| **Other Positive Factors**  These are not required for an evaluation of "exceeds expectations,'' but in some cases may improve an evaluation from "meets expectations" to "exceeds expectations.''  **These include, but are not limited to:** | **Evaluation Notes** |
| Participation in professional teaching development, and/or engagement in campus or national discussions about quality pedagogy and curricula |  |
| Development of new courses  (Note: Simply developing a new course is not necessarily noteworthy, but developing an exemplar course that uses innovative and evidence-based teaching practices may be) |  |
| Facilitation of productive student interaction and peer learning |  |
| Contribution to student learning outside the classroom as demonstrated by, for example, the development of co-curricular activities or community-engaged projects, or a coherent approach to academic coaching and skill-building in office hours |  |
| Contribution of teaching to the Clark Honors College, departmental honors, first-year experiences, or other educational excellence and student success initiatives |  |
| Grants, fellowship or other awards for teaching excellence and innovation |  |
| Supervision of student research/creative activity of graduate and undergraduate students beyond the mentoring expected as part of one’s professional responsibilities such as joint conference presentations, co-authorship of research articles, creative production and other work, and teaching independent study, research, and readings courses |  |
| Serving on a higher-than-average number of graduate student committees |  |