

Proposed Criteria for Evaluation of Teaching

The University of Oregon defines excellent teaching as inclusive, engaged and research-led. The very best teachers continuously reflect on and improve their teaching; they understand how people learn, and which teaching methods are supported by the scholarship of teaching and learning for their discipline; they may even contribute to a national conversation on teaching and learning.

The following document provides a method to evaluate teaching excellence against specific criteria using the sources of evidence available to the personnel committee. Depending on whether teaching is being evaluated for contract renewal, merit, promotion or tenure specific sets of data will be available for evaluation (e.g.: teaching portfolios are typically reserved for promotion and tenure). Units would adapt the following framework for their own context, and then use their approved framework for all occasions when teaching is being evaluated.

Areas of Teaching Excellence and Criteria

The following document outlines the each of the areas of teaching excellence, the data sources that can provide the needed information, and the criteria against which each will be measured. Units will adapt the details to fit their context and then submit for Provost Office approval.

1. Inclusive teaching
2. Engaged teaching
3. Research-led teaching
4. Professionalism

The following pages include the data sources for use during each evaluation event, and then a separate page for each area of teaching excellence with criteria included.

Data Sources

The following lists the various sources of data related the evaluation of teaching that will be available to unit heads and personnel committees, with suggestions for when to use each. The unit will adapt this list for their context.

1. Inclusive Teaching

Data sources could include:

End of Term Student Experience Surveys
Peer Review Reports
Instructor Course Reflections
Syllabi
Teaching Portfolio
Personal Statement

Inclusive teaching is defined by the following teaching behaviors:

- conveying that each student matters and brings valuable assets to the class;
- ensuring that the course materials reflect the racial, ethnic and gender diversity of the field;
- recognition and inclusion of the contested and evolving status of knowledge in the discipline;
- knowing students' goals for their learning and finding ways to explicitly link the coursework to students' own interests and concerns;
- maximizing student motivation by ensuring students are both challenged and supported;
- using student's preferred names;
- other inclusive teaching behaviors listed by the unit.

Criteria for evaluation:

Below Expectations: There is evidence for two or fewer of the described inclusive teaching behaviors and/or there is little to no evidence of continual improvement in this area of teaching.

Meets Expectations: There is evidence for three or more of the described inclusive teaching behaviors in most courses and/or there is substantial evidence of continual improvement in this area of teaching.

Exceeds Expectation: There is evidence for all of the described inclusive teaching behaviors in almost every course regardless of class size and content area.

2. Engaged Teaching

Data sources could include:

CV
Teaching Portfolio
Personal Statement

Engaged teaching is defined by the following behaviors:

- inviting and responding to a Midterm Student Experience Survey;
- completing Instructor Course Reflections;
- attending a workshop or presentation about teaching;
- serving as a teaching mentor for a junior faculty or graduate student;
- performing a peer evaluation for another's class;
- inviting additional peer evaluation of your class beyond minimum expected;
- participation in teaching related journal or book club;
- serving as an active member of the Provost's Teaching Academy or TEP faculty learning community fellow;
- new course development, or conversion of face to face class to hybrid or online experience;
- curriculum development or renewal;
- participation on unit or university committee related to teaching and learning (core education committee, curriculum committee, teaching effectiveness committee, peer review committee etc.)
- provided campus or national workshop or presentation of current teaching practices;
- published scholarship of teaching and Learning (SoTL) or discipline based education research (DBER);
- other engaged teaching behaviors listed by the unit.

Criteria for evaluation:

Below Expectations: There is evidence for two or fewer of the described engaged teaching behaviors per year.

Meets Expectations: There is evidence for three or more of the described engaged teaching behaviors per year.

Exceeds Expectations: There is evidence for six or more of the described engaged teaching behaviors per year, or participation in the equivalent of a 5-day intensive teaching development program.

3. Research-led Teaching

Data sources could include:

Student Experience Surveys

Peer Review Reports

Instructor Course Reflection

Syllabi

Teaching Portfolio

CV

Personal Statement

Research-led teaching is defined by the following behaviors:

- communicating compelling goals for student learning and designing courses tightly aligned with those goals (backward design);
- clearly conveying the compelling purpose, process for completion, and criteria for evaluation of class assignments before students begin work (transparency);
- building occasions for student reflection about their own learning process, challenges, and growth (metacognition);
- infusing the course with your own experience as a scholar and cutting-edge research (research-infused);
- engaging students in a course-based research experience;
- using students' time in and out of class strategically by:
 - assigning preparatory work to get more out of class time;
 - using class time to harness the power and energy of the peer community to share demonstrations, real-time experiences, new scenarios, problems, artifacts, and complications that put students' knowledge and skills to the test;
 - following class with opportunities for reinforcement and reflection.
- giving students simple, helpful feedback on low-stakes practice;
- helping students understand the process of inquiry and expert thought through think-a-loud protocols;
- redesigning aspects of courses based on evidence of student learning;
- other research-led teaching behaviors listed by the unit.

Criteria for evaluation:

Below Expectations: There is evidence for two or fewer of the described research-led teaching behaviors and/or there is little to no evidence of continual improvement in this area of teaching.

Meets Expectations: There is evidence for three to five of the described research-led teaching behaviors in most courses and/or there is substantial evidence of continual improvement in this area of teaching.

Exceeds Expectation: There is evidence for six or more of the described research-led teaching behaviors.

4. Professionalism (meets or below expectations only)

Data sources could include:

Student Experience Surveys

Peer Review Reports

Instructor Course Reflection

Syllabi

Teaching Portfolio

Personal Statement

Professionalism defined by the following behaviors:

- timely response to student questions (24-48 hour email responses M-F)
- accessible to students for questions and discussion outside of class time knowing that not all students are available during set office hours;
- professional communication during both in person and electronic communication forms;
- reasonable amount of time provided for students to complete assigned work;
- professionally designed course materials (assignments, documents, slides) that are generally free from errors and designed with the student audience in mind;
- materials are provided to students in a timely manner and in an accessible format keeping in mind Universal Design principles;
- microphone is used for face to face meetings when needed to ensure all can hear;
- positive attitude towards students and a willingness to meet them where they are academically;
- other professional behavior listed by the unit.

Criteria for evaluation:

Below Expectations: There is evidence that more than two of the professional behaviors listed are not regularly being followed.

Meets Expectations: There is evidence for all of the professional behaviors listed.

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Prepared by Senate Task Force for Teaching Evaluation

Teaching Awards (exceeds expectation only):

Data sources could include:

CV

Exceeds Expectation: Teaching Award such as Ersted, Herman, Williams Fellowship, School/College Teaching Award, Professional Association Teaching Award etc.

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Use of criteria for teaching evaluation across the review cycle

Data Source:	Merit	Pre-tenure annual Review	Pre-tenure midterm review	Tenure review	Post-tenure 3 and 6 year reviews	Promotion to full professor review	Career faculty contract renewal	Career faculty promotion step one	Career faculty promotion step two
Meet expectation	In all 4 areas	In all 4 areas	In all 4 areas	In all 4 areas	In all 4 areas	In all 4 areas	In all 4 areas	In all 4 areas	In all 4 areas
Exceed expectations				In 1 area	In 1 area	In 2 areas		In 1 area	In 2 areas

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