

# Guidelines for evaluating teaching performance

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# Governing Principles of good matrices to assess teaching

- The course design elements, e.g., course objectives align with program learning outcomes; alignment with accreditation requirements.
- Instruction delivery of the course, e.g., engage students participation and facilitate discussion effectively.
- Grading and assessment of learning outcomes, e.g., appropriate rigor and expectation, monitor progress effectively.
- Classroom management, e.g., creates learning environment that welcome, challenge, and support all students
- Mentoring and advising
- Professional development and the scholarship of teaching, e.g., incorporates new pedagogical advances, and instructional methods.

# Governing Principles of good matrices to assess teaching...

- Multiple sources should be used in evaluation of teaching: assessment by self, students, peers/external, and chair.
- Evaluation of teaching should include both formative feedback and summative evaluation.
- The first fosters individual improvement. It should include a discussion of future performance goals, and strategies for meeting these goals.
- Summative evaluators measure the degree to which institutional standards are met and /or surpassed.

*For each teaching domain, the evaluation system must name and describe the “indicators” that assess the domain, as well the source and method of assessment,*

*The model should describe the criteria used to determine whether the faculty member “consistently exceed the expectations”, “meets and in some cases exceeds the expectations”, “satisfactorily meets all the expectations”, “meets some expectation”, “some improvement needed”, “improvement needed”.*

Evaluation of teaching performance must include input and feedback from students, assessments and through peers, self-assessment and teaching analysis by the instructor, and over all evaluation by chair.

- Real-time feedback to instructors so the issues can be addressed in time.
- Evaluation by peers (driven by need). More frequent by junior faculty.

# Important indicators for those who consistently exceed the expectations:

- Is a well-prepared, engaging and simulating teacher.
- Effectively encourages - independent and creative student thinking, discovery learning.
- Works to improve courses - constructs web pages, incorporates new technologies, incorporates current examples and applications in class.
- keeps current with teaching resources - such as books and websites, scholarly literature on teaching.
- Attends seminars, workshops, etc. to improve teaching.
- Generates feedback from students and other faculty members, that is generally positive.
- Is accessible to students outside class.
- Designs and effectively implements new or innovative methods for course delivery (web-based courses or materials, hybrid or online, etc.)