

College of Arts and Sciences
Guidelines for Evaluating Teaching Effectiveness
Annual Review Rubric

This rubric is for faculty in the College of Arts & Sciences and should be used by departments as a flexible framework during the annual review process that may be adapted to discipline-specific norms and expectations. This list is in no way exhaustive, and departments may find that some examples are more relevant to their discipline than others.

Evaluation Categories Explained

Unsatisfactory = Two consecutive years of not meeting the minimum expectations

Needs Improvement = Not meeting the minimum expectations in the current academic review timeframe

Effective performance = Meeting criteria for minimum expectation with little or no evidence of moving beyond (Category 2 or 3)

Highly Effective Performance = Meeting criteria for minimum expectations with several examples beyond (Categories 2 and/or 3)

Exceptional Performance = Meeting criteria for minimum expectations with most examples beyond (Categories 2 and 3)

	Minimum: Category 1 Examples	Category 2 Examples	Category 3 Examples
Syllabus	• lists learning objectives, topics covered, contact information, office hours, methods of evaluation, and policies (including a link to the university syllabus). • Includes information related to lecture, lab, studio, ensemble, performance, seminar, or discussion-based courses. • is available to students on or before the first day of class. • provides a calendar with clear deadlines and expectations for students. • identifies multiple learning assessments • is aligned with university student success initiatives and all university policies.	• aligns student activities and assignments with course objectives • identifies multiple types of learning assessments • includes detailed information about communication with the IOR (e.g., when emails will be answered, how students should contact the professor) • uses language that is welcoming and warm • organized with student readers in mind	
Class Instruction and Management. The IOR	• submits textbook information before the deadline or ensures that it has been submitted on behalf of the instructor • meets all class periods and all contact hours or has a valid/documented reason for missing. • reports attendance for f2f courses. • reports progress grades.	• meets with students outside of regular class time and office hours • coordinates multi-section courses • coordinates lecturers, GTAs, etc.	

	• responds to students in a timely manner (within 24-48 hours during the work week or otherwise stated on the syllabus). • grades consistently among students and avoids unusual course grade distributions, unless clearly justified. • adheres to the policy on final exams AOP 12.04. • is available to students during listed office hours. • returns graded assessments within a timely manner. • provides students with feedback on graded materials. • provides opportunity for students to review/discuss grades. • provides clear instructions on assignments, tests, quizzes, exams, proofed and with only few errors. • shares up-to-date lecture videos for an online class. • adheres to departmental or course-wide expectations of multi-section standardized courses • Student grade appeals disapproved by the Department Head and Dean's Office.		
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Canvas	• is used, even if it is just to upload a syllabus • must include a class syllabus • is organized for online students: modules, assignments, quizzes, and/or discussions made available on time (and in line with syllabus calendar) • does not contradict details found on the syllabus	• includes updated grades regularly • includes correctly weighted assignments	
Teaching Evaluations	• >40% “agree” or higher on the majority of questions asked, especially question 11 that asks about whether to recommend <u>when a representative sample size is reached</u> ** low response rates are not penalized. It is up to heads and faculty to determine if the sample size is representative and worth interpreting the data.	• >60% “agree” or higher on the majority of questions asked, especially question 11 that asks about whether to recommend <u>when a representative sample size is reached</u> ** low response rates are not penalized. It is up to heads and faculty to determine if the sample size is representative and worth interpreting the data.	• >80% “agree” or higher on the majority of questions asked, especially question 11 that asks about whether to recommend <u>when a representative sample size is reached</u> ** low response rates are not penalized. It is up to heads and faculty to determine if the sample size is representative and worth interpreting the data.
Course Modification		• Enhancements/improvements with existing courses – evidence provided for what was updated and why. Must explain the specific enhancements. • updates in line with disciplinary trends • integrates new experiences for students (e.g., experiential learning, community engagement)	• participates in discussions or decision-making related to learning outcomes or assessment in multi-section courses, prerequisite courses, or the broader role a course plays in the curriculum (e.g., IE Report, curriculum mapping, degree modification)

		• collaborates with peers to improve courses	
Course Development			• new course proposal submitted to UCCC, including Special Topics • teaching a newly designed course
Professional Development	• Meets departmental standards or expectations when annual review suggests that improvement is needed • Keeps up with pedagogical trends • Is aware of university policies and changes in procedures that affect teaching • attendance of internal professional development workshops	• Documents implementation of new strategies based on attending professional development (internal or external professional development workshops) with narrative identifying new insights or outcomes • participation in discipline-specific teaching institutes, teaching academies, professional training	• offering a professional development workshop or training (internal or external) • sitting on a CITE or related panel about teaching
Teacher Reflection	• uses course evaluations to think specifically about areas for growth in teaching (e.g., on annual review goal setting, reflection summaries)	• Demonstrates the effectiveness of enhancements/improvements through quantitative or qualitative analyses. • engages in peer review of a colleague's teaching (within or beyond the department) • solicits peer observation of teaching • uses a written observation to make improvements to teaching	
Pedagogical Research/Grants		• presents scholarship at an academic teaching conference	• Receiving teaching grant above \$3K with discipline-appropriate education

		- receives an internal grant for travel/workshops related to teaching - receives a grant (up to \$3000) for teaching innovations - modest peer-reviewed publication about teaching	grants (e.g., NSF education programs, NEH, NIH SEPA, etc.) - Several peer-reviewed teaching-related manuscripts published or accepted for publication. - Mentoring an undergrad research project leading towards a publication or presentation. - High-quality publication or major contribution to pedagogical literature. - Teaching that leads to student award(s) or presentation of undergraduate research.
Class Size/Teaching Load	- Participates in course rotation of general education or foundational courses when requested and with a genuine effort to teach effectively - Willingly teaches courses when asked even when they might not reflect the instructor's preference for time/day	- Campus 1: 8000-level class with at least 10 students - Campus 5: 8000-level class with at least 15 students - Campus 1 split-level class with 35+ students - Campus 5 combined enrollment of 60+ students - Campus 1: 1000-3000 level courses with 50+ students per section - Campus 1: total enrollment greater than 150 students - Occasionally teaches for other faculty when needed	- Teaching load higher than allotted, not counting when added due to instructor's request for more money (e.g., directing undergraduate research, teaching a DIS) - Teaching a class that is new to the instructor but requested to fill departmental need - Routinely teaches for other faculty when needed

Awards		• Being nominated/applying for a teaching award	• Receiving a teaching award at the college-level or university-level (e.g. CAS Teacher of the Year) or teaching award outside of the institution • Receiving Quality Matters certification for online courses
Teaching-related public service		• Writes at least five letters of recommendation for students • engages in student recruitment and retention initiatives	• Writes more than five letters of recommendation for students • Excellent teaching or related initiatives featured in news or public relations outlets. • Developing material, content, or resources that support foundational or core courses taught by other faculty