

## Teaching Evaluation Guidelines

### Department of Psychology – 2016

There might be some overlapping categories in the Departmental Scholarship, Teaching, and Service Guidelines. Please be reminded that you then choose where the “points” should apply and that you avoid double dipping.

One suggestion for completion of the Annual Evaluation would be to provide your suggested points and additional documentation. It might not be necessary to include all documentation (e.g. all powerpoint slides, all syllabi) and that additional documentation is available upon request. In listing teaching activities, a faculty member shall specify their role, accomplishments, activities, and the degree of time devoted during the evaluation period.

*Please note that any teaching activity not engaged in and/or not addressed in the Annual Self-Evaluation Portfolio will automatically be assigned zero points.*

Actual points per activity based on quality and extent of required efforts will be determined and assigned by the chair.

\*Points should be applied to each activity/course

Minimum teaching requirements	Teaching Activities	Point ranges <sup>a</sup>
	Meeting classes as scheduled throughout the entire semester (consideration of extenuating circumstances; e.g., illness or family emergencies)	1
	Holding the required minimum number of office hours (consideration of extenuating circumstances; e.g., illness or family emergencies)	1
	Submitting the required annual self-evaluation portfolio including the teaching narrative by the established deadline	
	and maintaining the professional decorum set forth in Article 10.3 Academic Responsibility of Faculty Members	
<b>CBA 18.4(a)(1)</b>		
<b>a. Professional development efforts in teaching</b>		
	Attends teaching conference(s) or workshop(s), e.g. offered by CIRT or OFE; continuing education seminar(s)	1-2*
	Describes ongoing continued engagement and mastery of the field (e.g., reading, collaboration)	1-2
	Apply for and/or receive grant(s) that supports teaching	1-3*
<b>b. Substantive revisions of previously offered courses/labs</b>	Re-design course(s) (e.g., changing class format, adopting new reading list, new textbook, or new edition of previously used textbook) and/or Revision(s) that incorporates past course experiences, student feedback, etc.	1-4*
<b>c. Development of new courses/labs</b>	Also includes teaching previous course(s) as a DL or hybrid class and may include revision of course(s) not taught in 3 years	2-4*

<b>d. Curriculum or program development with colleagues at department or college level</b>		2-4
<b>e. Incorporation of suggestions that emerge from peer review of one's teaching</b>		1-2
<b>f. The development of innovative instructional techniques or materials</b>	Developing new, innovative instructional material (e.g., authors or co-authors a textbook, authors or co-authors textbook supplements or assessment tools)	2-10
	Developing new, innovative instructional techniques (e.g., teaching Study Abroad Course, developing community-based learning in instructional delivery)	2-4
<b>g. Authored and published articles on the teaching of his/her discipline</b>	Can include conference posters or presentations	1-3*
<b>h. Clear and effective course design</b>	All syllabi with clearly stated learning outcome objectives and course requirements considering course level, student composition, etc.	1-2
<b>i. Assignments and activities that stimulate intellectual interest and promote and advance student learning and critical thinking</b>	Examples of relevant activities and assignments and justifications	1-3
	Written course assignments (e.g., papers)	1-3
	Implement community-based learning activities	1-3
	Individualized instruction (e.g., Supervised Research, Directed Independent Study, practicum) which are not part of the faculty member's assigned teaching load (points per student)	1-2
	Mentoring graduate or undergraduate students (e.g., MS thesis, Honors thesis) which are not part of the faculty member's assigned teaching load (points per student)	2-3
	Thesis committee member (not chair, e.g. second reader) (points per student)	1
<b>j. Assessment of student learning</b>	Description of assessment and examples of exams/quizzes, student work, rubrics provided with rationale	1-2
<b>k. Recognitions and awards for outstanding teaching</b>	External award (per award)	2-4
	Internal awards/TLO (per award)	1-2
<b>l. Evaluations from service-learning partners or co-instructors</b>	Included in portfolio and reflected upon	1-2

<b>m. University required student evaluations</b>	<p>Included in portfolio. All scores and all written comments summarized, reflected upon, and justified based upon course characteristics and other factors (e.g., response rates, kind of class, written assignments, difficult and challenging courses, teaching research methods or experimental or other difficult class, teaching online or hybrid course, time of courses, upper level courses, instructor characteristics).</p> <p>In case ISQs are low (e.g., below 2.5), the chair will meet with the faculty member and may come up with a formative assessment and improvement plan.</p>	2-3
	At least half of the ISQ item averages (excluding "My overall rating of instructor") are higher than 4.0 across all classes taught	3
	An average score across all classes taught on "overall rating" above 4 gives 0.5 times the first rounded decimal, so 4.33 gives 1.5 points, 4.55 gives 3 points and so on.	0-5
<b>n. Optional student evaluations administered by the faculty member</b>	Included in portfolio, summarized and reflected upon	1-2
<b>o. Any other documentation or information the faculty member thinks should be taken into account in the completion of his/her teaching performance evaluation</b>		1-5

<sup>a</sup> Activities not engaged in automatically assigned zero points.

<b>Point Ranges (rounded up to the next whole number) for Categories</b>
<b>Meets Expectations:</b> 8-14 points
<b>Exceeds Expectations:</b> 15-23 points
<b>Far Exceeds Expectations:</b> 24 or more points
<b>Below Expectations:</b> 5-7 points
<b>Unsatisfactory:</b> 0-4 points