This document is a template your unit may consider adopting. It is rubric-based framework for evaluating teaching for reappointment, promotion, and tenure along the seven dimensions for defining teaching quality (Goals, Content, & Alignment; Preparation for Teaching; Methods & Teaching Practices; Presentation & Student Interaction; Student Outcomes; Mentorship & Advising; and Reflection, Development, & Teaching Service / Scholarship) as specified by the [Teaching Quality Framework Initiative (TQF)](https://www.colorado.edu/teaching-quality-framework/). This is one possible way a scholarly framework can be adapted into a tool for evaluating teaching in a primary unit. While this example could be adopted mostly as is, it can also be adapted to better fit a unit’s needs. This template includes individual assessment rubrics for each dimension of quality teaching along with an evaluation summary, sample forms of evidence, and sample instructions for instructors, evaluation committee members, and mentors or others tasked with ensuring instructors know how they will be evaluated (in this document “instructor” refers broadly to any person with teaching responsibilities that would be evaluated for reappointment, promotion, and tenure). Units will need to combine a rubric-based approach such as this with a policy statement on how to apply the rubric ratings to reappointment, promotion, and tenure decisions (see Appendix C for an example). The appendices include suggested guidelines for how primary units might approach adapting this example to meet their needs and blank rubric templates in two formats. There is also a glossary of key terms in Appendix D.

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# Evaluation Summary

To be completed by the evaluation committee after completing and discussing the individual assessment rubrics for the seven dimensions of quality teaching.

**Summary Table.** Refer to the individual assessment rubrics below for additional details.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dimension of Quality Teaching** | **Main Sources of Evidence** | **Demonstrated Proficiency Level** | **Discussion of Evaluation by Committee** |
| **Goals, Content, & Alignment** |  |  |  |
| **Preparation for Teaching** |  |  |  |
| **Methods & Teaching Practices** |  |  |  |
| **Presentation & Student Interaction** |  |  |  |
| **Student Outcomes** |  |  |  |
| **Mentorship & Advising** |  |  |  |
| **Reflection, Development, & Teaching Service / Scholarship** |  |  |  |

## 

**Overall Rating/Recommendation:**

(Based on primary unit-defined criteria for translating rubric ratings into less than meritorious, meritorious, or excellence in teaching; see [Appendix C](#_Appendix_C:_SAMPLE:) for an example)

**Justification:**

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# Goals, Content, & Alignment Assessment Rubric

*An instructor’s goals for their class and students, and how those goals align with student learning outcomes, content, and student needs. What are students expected to learn from the courses taught? Are course goals / student learning outcomes appropriately challenging? Is content aligned with the curriculum? [for alignment of goals/outcomes with activities, see the* [*Methods & Teaching Practices rubric*](#_Methods_&_Teaching)*; for alignment with assessment, see the* [*Student Outcomes rubric*](#_Student_Outcomes_Assessment)*][[1]](#footnote-1)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | **Proficiency Level** | **Sources of Evidence[[2]](#footnote-2)** | **Explanation** |
| **Basic:**   * Able to justify, in terms of curriculum and student learning, all materials introduced into the classroom[[3]](#footnote-3) * Course goals are explicit and clearly articulated in syllabi * Course materials/content are aligned with course goals * Range and depth of course topics is appropriate for the level of the course * Courses are kept up-to-date by incorporating new material, when applicable * Demonstrates a goal to integrate diverse perspectives into their courses   **Professional:**   * Student learning outcomes are explicit, clearly articulated, and regularly communicated to students * Course goals/learning outcomes are attentive to diversity, equity, and inclusion in the classroom * Course content relates to current developments in the field, when appropriate * Course materials/content are appropriately challenging and innovative * Content intentionally integrates other relevant topics/courses * Actively integrates diverse perspectives into materials and course content (e.g., course content explores a broad range of diverse contributions to the discipline, images/representations/readings/sources reflect diversity, etc.[[4]](#footnote-4))   **Advanced:**   * Utilizes diverse student and instructor experiences and perspectives as resources, and emphasizes the enrichment they bring to the course4 * Course goals/learning outcomes explicitly connect to curricular, programmatic, and departmental goals/outcomes * Some student learning outcomes focus on developing skills / understanding of equity / inequities in the discipline | * 0 - Only select criteria of basic, even if some are professional or advanced * 1 - All of basic * 2 - All of basic, some professional and/or advanced criteria * 3 - All of basic, most of professional, some of advanced * 4 - All of basic, most of professional and most of advanced, including demonstrated impact beyond the classroom | **Core:**   * Peer Observation Report * Reflective Teaching Statement * Syllabi * SETs (e.g., FCQ Q8)   **Recommended:**   * Course management system * Course/teaching portfolio * Classroom interview report   **Supplemental:**   * Assessment materials (e.g., quizzes, exams) * Other course materials * Student letters * Use of mastery based grading * Inclusion / belonging / anti-racism / accessibility statements in syllabi * Learning outcomes * Other (insert brief description): |  |

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# Preparation for Teaching Assessment Rubric

*An instructor’s readiness for classroom mechanics and their knowledge of content and pedagogy. Content/Background Knowledge; Pedagogical Knowledge (i.e. teaching generally and teaching subject material); Classroom mechanics preparation (e.g. grading, prepping activities, materials, tech use, etc.).[[5]](#footnote-5)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | **Proficiency Level** | **Sources of Evidence** | **Explanation** |
| **Basic:**   * Maintenance of competence in discipline[[6]](#footnote-6),[[7]](#footnote-7) * Maintenance of currency in pedagogical competence6.7 * Prepares adequately for classes6 * Establish course requirements and policies, grading standards, and other administrative procedures for classes in accordance with campus policies6 * Syllabus and course materials are well-planned * Class structure and expectations (including grading policies) are clearly explained and communicated to students on the syllabus * Thorough knowledge of subject matter, including current research and interaction with other topics where relevant * Plans materials that are accessible and inclusive for all learners in the class * Course communication (e.g., webpage/LMS/other technology) is used to significantly improve student communication/access to course materials   **Professional:**   * Develops support structures towards student learning * Can identify common challenges with course content * Active consideration and planning for how diverse learners will engage with activities and content * Feedback from prior iterations of the course is used to design / adapt / improve current offering7 * Selects teaching resources, materials, activities, and/or methods that are attentive to student success and shown to enable learning (e.g., evidence-based)   **Advanced:**   * Has prepared, and worked to improve, activities to help students overcome challenges * Intent to be equitable, inclusive, and to foster students’ sense of belonging shapes all aspects of course development and implementation, including course goals, student learning outcomes, assessments of student learning, content, project design, etc. * Is attentive to success of students from historically underrepresented and marginalized groups in the field and academia * Articulates a plan for systematic collection of data on student learning and/or their learning experience * Material choice demonstrates deep knowledge about evidence-based classroom teaching practices | * 0 - Only select criteria of basic, even if some are professional or advanced * 1 - All of basic * 2 - All of basic, some professional and/or advanced criteria * 3 - All of basic, most of professional, some of advanced * 4 - All of basic, most of professional and most of advanced, including demonstrated impact beyond the classroom | **Core:**   * Peer Observation Report * Reflective Teaching Statement * Syllabi   **Recommended:**   * Course management system * Course/teaching portfolio * Records of participation in pedagogical professional development (PD) * Classroom interview report   **Supplemental:**   * Inclusion / belonging / anti-racism / accessibility statements in syllabi * Assessment rubrics * Descriptions of assignments that are evidence-based / high impact practices * Other course materials * Other (insert brief description): |  |

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# Methods & Teaching Practices Assessment Rubric

*An instructor’s teaching strategies and activities and their implementation. What assignments, assessments, and activities are implemented? Are methods appropriate for environment and aligned for student population (inclusive ed, course level) and goals (departmental, course, student) [for alignment of goals/outcomes with course content, see* [*the Goals, Content, and Alignment rubric*](#_Goals,_Content,_&)*; for alignment with assessment, see the* [*Student Outcomes rubric*](#_Student_Outcomes_Assessment)*][[8]](#footnote-8)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | **Proficiency Level** | **Sources of Evidence[[9]](#footnote-9)** | **Explanation** |
| **Basic:**   * Evaluates students fairly and equitably in a timely manner appropriate to the course and its goals (e.g., rubrics are applied uniformly to all students in the course and rubric criteria are directly reflective of student performance)[[10]](#footnote-10) * Activities provide opportunities for students to practice important skills and concepts that are aligned with course goals * Keeps course workload appropriate to credit hours * Ensures students have adequate time and resources to complete assignments, including working with student accommodations in a timely manner * Uses methods to introduce students to one another and build classroom community (e.g., icebreakers) * Skilled use of basic teaching technologies   **Professional:**   * Activities are aligned with student learning outcomes * Uses high impact, evidence-based, and/or inclusive teaching pedagogies / methods to improve student understanding * Students show high levels of engagement in courses * Methods and practices are informed by a knowledge of the student population (e.g., information on college population from ODA surveys, anonymous pre-surveys to get to know a class as a whole, accommodation services, etc.) * Gives students an opportunity to focus on their interests by allowing them to select from a predefined list of class activities or assignments   **Advanced:**   * Offers opportunities for students to interact with non-instructors/students (e.g., from industry, non-profits, K-12, etc.), as appropriate to the class * Integrates a variety of inclusive teaching and learning approaches that are easily apparent in teaching practices and designed to respond to the diverse experiences of students in their classes * Recognizes multiple ways of knowing and incorporates multiple ways of knowing into teaching and learning practice * Invites or encourages students to co-create some of the class activities * Invites or encourages students to co-create some student learning outcomes | * 0 - Only select criteria of basic, even if some are professional or advanced * 1 - All of basic * 2 - All of basic, some professional and/or advanced criteria * 3 - All of basic, most of professional, some of advanced * 4 - All of basic, most of professional and most of advanced, including demonstrated impact beyond the classroom | **Core:**   * Peer Observation Report * Reflective Teaching Statement * SET scores (e.g., FCQ Q2, Q4, Q12, Q14, Q16) * SET comments (e.g., FCQ Q17) * Syllabi   **Recommended:**   * Classroom interview report * Course/teaching portfolio * Course Mgmt system   **Supplemental:**   * Mid-semester surveys * Student letters * Assessment rubrics * Descriptions of assignments that are evidence-based / high impact practices * Examples of assessments (exams, quizzes) * Examples of student work with instructor feedback * Other course materials * Student nominated teaching awards * Other (insert brief description): |  |

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# Presentation & Student Interaction Assessment Rubric

*An instructor’s engagement with their students and student feedback. What are the students’ views of the learning experience? How has student feedback informed the teaching? Are methods (#3) implemented effectively? Are students supported (e.g. student/teacher interaction)?[[11]](#footnote-11)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | **Proficiency Level** | **Sources of Evidence[[12]](#footnote-12)** | **Explanation** |
| **Basic:**   * Students are treated with understanding, dignity, and respect[[13]](#footnote-13) * Maintenance of professional classroom decorum13 * Creates climate that fosters inquiry, cooperation, learning, and inclusivity in the class13 * Makes clear to students the expectations faculty have for receiving or giving aid in examinations and other graded assignments13 * Evaluates and reports assessment of the work of students in a timely manner so that students are able to correct and learn13 * Students perceive that they have positive interactions with instructor * Office hours are posted and explained to students9 * Available for posted office hours or other related time outside of the classroom * Students perceive that they are learning important skills or knowledge * Demonstrates an awareness of power dynamics with students (e.g., between faculty and students and between students and their peers)   **Professional:**   * Provides opportunities for students to share feedback on aspects of teaching that were most and least effective in helping them learn * Uses student feedback to improve teaching and communicates this back to students * Trains students to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish and meet team goals, plan tasks, (where applicable) * Demonstrates a basic understanding of how inequity in the discipline and classroom can impact learning experiences * Shares information about mitigating, addressing, and handling bias in the class and has a plan in place for addressing any possible microaggressions and implementing microaffirmations in class[[14]](#footnote-14)   **Advanced:**   * Teaches students how to engage across diverse groups of learners and experiences * Makes space for students to discuss inequity and exclusion they may be experiencing in the classroom and discipline * Actively works to disrupt inequities in the discipline and classroom * Uses instructional design for peer learning and regular direct communication between students and faculty to foster a sense of belonging * Students perceive the instructor values diversity, equity, and inclusion, both within the classroom and the discipline | * 0 - Only select criteria of basic, even if some are professional or advanced * 1 - All of basic * 2 - All of basic, some professional and/or advanced criteria * 3 - All of basic, most of professional, some of advanced * 4 - All of basic, most of professional and most of advanced, including demonstrated impact beyond the classroom | **Core:**   * Peer Observation Report * Reflective Teaching Statement * SET scores (e.g., FCQ Q1, Q3, Q5, Q8, Q9, Q15) * SET comments (e.g., FCQ Q17)   **Recommended:**   * Classroom interview report * Student letters * Course/teaching portfolio   **Supplemental:**   * Student nominated teaching awards * Use of mastery based grading * Inclusion / belonging / anti-racism / accessibility statements in syllabi * Attitude/affect surveys * Other (insert brief description): |  |

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# Student Outcomes Assessment Rubric

*An instructor’s and their course’s impact on students and their measures of student understanding. What impact do these courses have on learners? What evidence shows the level of student understanding? Are measures of learning (shifts in student performance as a result of class/instruction) aligned with course goals/student learning outcomes? [for alignment of goals/outcomes with course content, see* [*the Goals, Content, and Alignment rubric*](#_Goals,_Content,_&)*; for alignment with activities, see the* [*Methods & Teaching Practices rubric*](#_Methods_&_Teaching)*][[15]](#footnote-15)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | **Proficiency Level** | **Sources of Evidence[[16]](#footnote-16)** | **Explanation** |
| **Basic:**   * Student learning outcomes are clearly mapped to assessments (e.g., quizzes, exams, etc.) and rubrics * Clear, evidence-based approach for evaluating student achievement * Provides a variety of ways for students to succeed and/or demonstrate their learning on assessments * High but reasonable expectations for what all students can achieve * Works to improve student outcomes and support learning for all students * Quality of student learning supports success in other contexts (e.g., subsequent / post-requisite courses or non-classroom venues)   **Professional:**   * High levels of student learning are generally achieved or shows growth in how well students are performing (in relation to defined outcomes) * Collects some evidence of student learning * Clear efforts to support learning for students historically underrepresented or marginalized in the field, academia, and/or society * Demonstrates awareness of places where bias may enter assessment, and attempts to mitigate those biases * Standards for evaluating students are in line with departmental/programmatic standards/practices   **Advanced:**   * Explicit attention to and description of a broad definition of “success” for a diverse array of learners * Enacts mechanisms for systematic collection of classroom data * Uses research-validated tools for measuring student understanding (e.g., pre/post tests) * Teaches students how to reflect on their learning in relation to meeting course learning outcomes (e.g., metacognitive approaches) * Expected student outcomes are updated as needed to reflect authentic, current practices and advances in the field, technology, etc. | * 0 - Only select criteria of basic, even if some are professional or advanced * 1 - All of basic * 2 - All of basic, some professional and/or advanced criteria * 3 - All of basic, most of professional, some of advanced * 4 - All of basic, most of professional and most of advanced, including demonstrated impact beyond the classroom | **Core:**   * Peer Observation Report * Reflective Teaching Statement * SET scores (e.g., FCQ Q6, Q7, Q10, Q11, Q13)   **Recommended:**   * Course/teaching portfolio   **Supplemental:**   * Student letters * Assessment rubrics * Assessment materials (e.g., quizzes, exams) * Other course materials * Summary of pre/post assessment of student learning outcomes (e.g., concept inventories) or other examples the instructor has used to assess student learning outcomes * Use of mastery based grading * Learning outcomes * Attitude/affect surveys * Other (insert brief description): |  |

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# Mentorship & Advising Assessment Rubric

*An instructor’s support of students in mentoring contexts outside the classroom. How effectively has the faculty member worked individually with undergraduate or graduate students?[[17]](#footnote-17)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | **Proficiency Level** | **Sources of Evidence[[18]](#footnote-18)** | **Explanation** |
| **Basic:**   * Evaluates student’s/mentee’s complete performance fairly and equitably in a timely manner when providing a professional reference[[19]](#footnote-19) * Respectful and supportive of students’ / mentees’ diverse goals and values * Supports mentees to become independent learners * Attentive to how to best support mentees/advisees from groups that are historically marginalized or underrepresented in the field/academia * Demonstrates sensitivity to student wellness / wellbeing / mental health (e.g., has a basic grasp of campus resources & referral services) * Considers student experience / development and incorporates this in setting goals for mentee growth   **Professional:**   * Goals for mentee growth are mutually defined in collaboration with the mentee (e.g., through use of individual development plans) * Successful navigation of mentees to complete their degree (retention) * Goals for mentee growth are appropriately challenging * Goals for the mentor/mentee relationship are mutually defined in collaboration with the mentee (e.g., through the use of the Graduate School Advising Agreement) * Actively works to recruit and support student mentees from groups that are historically marginalized or underrepresented in the field or society * Draws from evidence-based approaches for effective mentoring, e.g. [NASEM](https://www.nationalacademies.org/our-work/the-science-of-effective-mentoring-in-stemm) recommendations * Builds capacities of mentees to mentor others in effective and productive manners   **Advanced:**   * Demonstrates understanding and awareness of the depth of students’/mentees’/advisees’ (intersecting) identities * Proactively supports mentees/advisees in navigating exclusive and inequitable environments and intervenes where needed on their behalf * Creates mentoring guidelines / programs that are used by others * Support of research dissemination by mentees (publications, presentations, posters, etc.) * Leadership in mentoring at national level (e.g., publications, awards, invited talks etc. in mentoring) * Supports students in leadership in mentoring at national level * Recognition of student achievements / research (e.g., poster awards, division awards, fellowships, etc). | * 0 - Only select criteria of basic, even if some are professional or advanced * 1 - All of basic * 2 - All of basic, some professional and/or advanced criteria * 3 - All of basic, most of professional, some of advanced * 4 - All of basic, most of professional and most of advanced, including demonstrated impact beyond the classroom | **Core:**   * Reflective Teaching or Research Statement * Existing records of faculty mentoring/advising activities (e.g., FRPA, CV) * Mentee Letters (current or former)   **Recommended:**   * Student nominated mentoring award(s) (e.g., dept grad student mentoring award, grad school) * Other student assessments of mentoring / advising (insert brief description):   **Supplemental:**   * Paired Mentor Evaluation * Peer Research Group Observation / Focus Group * Individual development plans (with student permission) (or record / description of practice) * Advising agreements (with student permission (or record / description of practice) * Training grants (running, participating) * Longitudinal surveys (post grad) * Other (insert brief description): |  |

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# Reflection, Development, & Teaching Service/Scholarship Assessment Rubric

*An instructor’s engagement with and contribution to local or external teaching communities. How has the faculty member’s teaching changed over time? To what extent has the teacher reflected on and improved their own teaching, sought out opportunities for development, and contributed to the broader teaching community, both on and off campus?[[20]](#footnote-20)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria21** | **Proficiency Level** | **Sources of Evidence[[21]](#footnote-21)** | **Explanation** |
| **Basic:**   * Reflection on teaching is informed by multiple sources of evidence/feedback (e.g., students, peers, literature on teaching and learning, etc.) * The instructor reflects on course design, course delivery, student evaluations, and other student learning data connected with diversity, equity and inclusion in order to make improvements in practice[[22]](#footnote-22) * Demonstrates awareness of local, campus-based DEI and teaching centers that offer consultation, events, and resources to support reflection on, and infusion of, DEI strategies and perspectives in course design and teaching22 * Adjusts teaching based on prior teaching and feedback from a variety of sources * Demonstrates an ability to develop new courses, or to make substantial revisions in old ones (provided you have the opportunity / responsibility to do so) * Shares teaching ideas, examples, materials, or methods with colleagues   **Professional**   * Participates in PD opportunities that advance understanding of field / subject matter * Participates in PD opportunities that advance understanding of teaching and learning practices (e.g., inclusive and equitable pedagogy, evidence-based practices, open pedagogy, culturally responsive teaching and mentoring, and/or other up-to-date scholarship on teaching and learning) * Regular involvement in departmental teaching-related committees and decisions and/or participation in institutional teaching-related committees and decisions * Implements knowledge learned from PD into teaching practices   **Advanced:**   * Connects effective approaches learned from PD activities to peers and/or departmental activities * Actively mentors other faculty about teaching and/or formally shares teaching ideas, examples, materials, or methods (e.g., presentations, publications, seminars) * Works on curricular change efforts to integrate a value for diversity, inclusion and equity as an important influence on teaching in classes * Creates opportunities for self and peers to help others improve teaching or secures resources (e.g., grant funding) for teaching * Recognized leadership role in significantly improving teaching on campus, system-wide, state-wide, nationally or internationally (e.g., with respect to curricular planning, assessment) * Recognized teaching accomplishment with awards * National or international impact on improving education, such as in the development of textbooks or other teaching materials used by others or in the presentation and publication of educational advances cited by others * Develops novel evidence-based materials drawing from and contributing to others beyond the institution * Develops /innovates and shares new uses of learning technologies * Develops and shares (locally or beyond) materials supporting inclusive pedagogical practices in the classroom, mentoring experiences, or elsewhere * Supports others (particularly faculty) in the use of inclusive pedagogical practices | * 0 - Only select criteria of basic, even if some are professional or advanced * 1 - All of basic * 2 - All of basic, some professional and/or advanced criteria * 3 - All of basic, most of professional, some of advanced * 4 - All of basic, most of professional and most of advanced, including demonstrated impact beyond the classroom | **Core:**   * Reflective Teaching Statement * SET (e.g., FCQ) scores/comments (comparison over time) * Peer Observation Reports (comparison over time) * Existing records of faculty activities (e.g., FRPA, CV, records of service assignments, records of participation in pedagogical PD, etc.)   **Recommended:**   * Course/teaching portfolio   **Supplemental:**   * Instructor summary /reflection on FCQ scores/comments, peer observations, or other sources of feedback, over time * Teaching awards * Other (insert brief description): |  |

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# Sample Forms of Evidence (Data Sources)

(Note this is not an exhaustive list, other evidence is possible)

**Core[[23]](#footnote-23)**

SET/FCQ scores

Peer Course Observation

Reflective Teaching Statement

Information on Syllabus

**Recommended**

Existing records of faculty activities (e.g., FRPA, CV, or other records of teaching-related service assignments, records of participation in pedagogical professional development, etc.)

Review of course materials and/or course mgmt system created by instructor

Assessment materials (e.g., quizzes, exams, projects)

Rubrics used to assess student work

Teaching or course portfolio

Classroom Interview report

Solicited student letters

**Supplemental**

SET/FCQ comments

Instructor summary/reflection on SET/FCQ scores/comments, peer observations, or other sources of feedback, over time

Unsolicited student letters

Assessments of mentoring relationships

Descriptions of assignments that are evidence-based / high impact practices[[24]](#footnote-24)

Examples of student work (ideally with instructor feedback) (make sure not violating FERPA)

Teaching and/or mentoring awards (peer nominated)

Teaching and/or mentoring awards (student nominated)

Teaching or course portfolio

Peer review of a teaching or course portfolio

Summary of pre/post assessment of student learning outcomes or other examples the instructor has used to assess student learning outcomes24

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# Sample instructions for the instructor submitting their dossier to the review committee

* Within **each** assessment rubric (Goals, Content, & Alignment; Preparation for Teaching; Methods & Teaching Practices; Presentation & Student Interaction; Student Outcomes; Mentorship & Advising; and Reflection, Development, & Teaching Service / Scholarship):
  + Check the boxes for all basic criteria you believe you meet, and, if you are striving for proficiency levels 2-4, please check the boxes for the professional and/or advanced criteria that you wish to be evaluated on
  + Check the boxes for all sources of evidence you are submitting if you believe they provide evidence for evaluating the given dimension, ensuring that you include a brief description of anything you’re submitting as “other”
    - Note there may be some data sources you are not privy to (e.g., solicited student letters) - it will be up to the evaluation committee to mark where these were used
  + Check the box for the proficiency level you believe you are achieving
  + In the Explanation column, include a brief explanation for why you believe you meet the selected proficiency level based on the sources of evidence you are submitting (note that your reflective teaching statement can expand on this)

# Sample instructions for evaluation committee members

* Individually:
  + Review the instructor’s self-evaluation and submitted materials. Do you agree/disagree with their self-assessed proficiency level for each of the seven dimensions of quality teaching? What is your rationale based on the available sources of evidence for why you agree/disagree?
  + Within **each** assessment rubric:
    - Check the boxes for all basic, professional, and advanced criteria the instructor meets based on your review of the evidence
    - Check the box for the proficiency level the instructor meets based on your review of the evidence
    - Check the boxes for all sources of evidence you reviewed to evaluate the instructors proficiency level for this dimension
    - In the Explanation column, include a brief explanation for why you believe the instructor meets the selected proficiency level based on the sources of evidence submitted/reviewed
* Collectively
  + Discuss your respective evaluations and resolve discrepancies
  + Complete the Evaluation Summary table
  + Assign an overall rating / recommendation (based on your unit’s policy that converts proficiency levels to meritorious or excellence in teaching for different faculty ranks/roles) (see example in Appendix C)
  + Write a justification narrative for your overall rating / recommendation based on the assessment rubrics / evaluation summary

# Sample instructions for mentors / others tasked with ensuring instructors know how they will be evaluated

Mentors, and/or others in [unit] who are responsible for ensuring new instructors/junior faculty are informed about standards for how they will be evaluated on teaching, should set up a meeting with their mentee within the first semester they are hired to review this rubric and the associated policy / standards for how the overall rating translates to meritorious and excellence in teaching for their role/rank. The goals of the meeting should be at least twofold - 1) ensure the mentee understands the process for which they will be evaluated and answer any questions they may have, and 2) work with their mentee on a plan for how they will approach their first review. For example, would they plan to just meet the basic expectations or would they strive for proficiency level 3 or 4? Are there any basic criteria they think they might need to work on before review? If they want to achieve proficiency level 3 or 4, which professional and/or advanced criteria do they want to be evaluated on? What forms of evidence will they want to be attentive to / plan to include? Prior to their first formal review, it is recommended that the mentee do at least one self-evaluation using the assessment rubrics for the three dimensions of quality teaching and meet with their mentor to discuss progress.

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# Appendix A: Suggested guidelines for how primary unit teams might approach adapting this example

While the example approach outlined above could be adopted mostly as is, it can also be adapted as needed to better fit a unit’s needs. Below are some possible guiding questions for how a team within your unit might approach reviewing / discussing this document.

* Examine the [forms of evidence](#_Sample_Forms_of) list above - which of these do you already use and/or would you like to be able to include? Are there any that your unit will absolutely not use? Are there any forms of teaching evidence that your unit uses/would like to use that are missing from the list? Revise the list as needed, ensuring that at least three key voices are included (peers, students, and the voice of the instructor being evaluated) (note: for non-CU institutions, FCQ = faculty course questionnaire, the CU version of end-of-semester student evaluations (SETs))
* Would the overall structure of the assessment rubrics for each dimension above ([Goals, Content, & Alignment](#_Goals,_Content,_&); [Preparation for Teaching](#_Preparation_for_Teaching); [Methods & Teaching Practices](#_Methods_&_Teaching); [Presentation & Student Interaction](#_Presentation_&_Student); [Student Outcomes](#_Student_Outcomes_Assessment); [Mentorship & Advising](#_Mentorship_&_Advising); and [Reflection, Development, & Teaching Service/Scholarship](#_Reflection,_Development,_&)) and the [evaluation summary](#_Evaluation_Summary) above fit your unit’s needs?
  + See [Appendix B](#_173ghgxyl9vj) below for rubric templates with slight variations in structure
  + If your unit would like to explore alternative rubric forms, other examples include:
    - University of Massachusetts [Teaching Evaluation Rubric](https://www.colorado.edu/teaching-quality-framework/sites/default/files/attached-files/umass_teaching_eval_teamplate-form-c_2019-9-7.pdf); University of Kansas [Benchmarks for Teaching Effectiveness](https://cte.ku.edu/benchmarks-teaching-effectiveness); University of Oregon [Evaluation of Teaching Criteria](https://provost.uoregon.edu/sites/whitebox2-stage.uoregon.edu/files/uo_teaching_evaluation_criteria.pdf)
* For each assessment rubric above:
  + Review the basic, professional, and advanced criteria
    - Are they clear/easy to understand? Are they appropriate for your discipline? Do they span the space of teaching and mentoring activities for your unit? Is anything missing? Is the split between what counts as basic, professional and advanced appropriate for your unit (i.e., are there any “professional” items you would want to move to “basic” or “advanced”? Or any “advanced” items that should move to “professional” or “basic”?)
      * Note - we recommend ensuring at least one equity / inclusion related criteria be specified as “basic” for each dimension.
  + Review the proficiency level descriptions
    - Does this example include the right number of proficiency levels? Are the levels as specified appropriate for your unit or would you want to modify them?
  + Review the suggested core and supplemental sources of evidence
    - Adjust as needed based on any changes you made to the full list of forms of evidence. If you removed, added, or altered any of the evaluation criteria and/or sources of evidence, and based on the specific sources of evidence you have or will have access to, consider whether or not the sources of evidence will collectively allow a reviewer to assess the basic, professional, and advanced criteria to determine a proficiency level
* Think about weighting, e.g., should all seven dimensions be equally weighted or would you weigh some dimensions heavier than others? Should different forms of evidence or different voices (peer, student, self) be weighed the same? Should some criteria or dimensions be weighted differently for tenure track faculty versus teaching faculty?
* Review the example instructions above for [instructors](#_Sample_instructions_for), [evaluation committee members](#_Sample_instructions_for_1), and [mentors](#_Sample_instructions_for_2). Are these appropriate groups that would need instructions? Does the language make sense for your unit? Is the process of instructor self-assessment appropriate for your unit?

# Appendix B: Blank rubric templates in two formats

**Format A (this matches the rubric style in the example above):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | **Proficiency Level** | **Sources of Evidence** | **Explanation** |
| **Basic:**  **Professional:**  **Advanced:** | * 0 - Only select criteria of basic, even if some are professional or advanced * 1 - All of basic * 2 - All of basic, some professional and/or advanced criteria * 3 - All of basic, most of professional, some of advanced * 4 - All of basic, most of professional and most of advanced, including demonstrated impact beyond the classroom | **Core:**  **Recommended:**  **Supplemental:** |  |

**Format B (where Evaluation Criteria and Proficiency Levels are combined in one column):**

|  |  |  |
| --- | --- | --- |
| **Proficiency Level / Evaluation Criteria** | **Sources of Evidence** | **Explanation** |
| * Level 0 - Only select elements of basic, even if some professional or advanced are met. * Level 1 - Meets **all** basic criteria.   **Basic Criteria:**   * Level 2 -All basic and some professional and/or advanced criteria are met.   **Professional Criteria:**   * Level 3 - All basic, most professional, and some advanced criteria are met. * Level 4 - All basic, most professional, and most advanced criteria are met, including demonstrated impact beyond the classroom.   **Advanced Criteria:** | **Core:**  **Recommended:**  **Supplemental:** |  |

# Appendix C: SAMPLE: Levels of Teaching Accomplishment for tenure-line faculty

**Below is an example of an academic unit’s justification on levels of teaching accomplishment for tenure-line faculty (i.e., how a unit might connect the individual rubrics above to an overall rating on teaching accomplishment):**

The following are ***guidelines*** to be used by the departmental PUEC in evaluating the level of teaching accomplishment for faculty being considered for reappointment, promotion and tenure. The PUEC is to use these along with policies and procedures of the department, college, campus and regents in exercising its professional judgment to determine the level of accomplishment in teaching for a given faculty member under review.

Currently, these provide guidance for our tenure-line faculty under review, and while draft recommendations are included for teaching professors, these are left for future development.

The teaching package provided to the PUEC should include the seven-dimensional teaching evaluation rubric, along with the supporting data and analyses. Based on these data and analyses, proficiency ratings of 0 - 4 are provided in each of the seven dimensions of teaching evaluation. Notably, each of the dimensions of teaching are not necessarily equivalent and must be dealt with on individual cases; however, singular achievement in one category (e.g., mentoring) cannot make up for deficiencies in another (e.g., student outcomes).

**For tenure-line faculty comprehensive review** (4th year), the campus (Office of Faculty Affairs) standard is *“making adequate progress toward tenure*”. In the department, with regard to teaching evaluation:

Adequate progress towards a rating of ‘meritorious’ in teaching for tenure could be proficiency levels of all 1’s or higher, noting there can be modest missing elements (some level 0), provided there are no egregious missing elements that violate campus and legal standards or elements that are not able to be developed in the coming years.

Adequate progress towards a rating of ‘excellence’ in teaching for tenure would be a predominance of categories with ratings of 3 or 4, with particular accomplishments in teaching that go beyond the classroom.

**For tenure-line faculty promotion to associate professor and tenure**, the campus standard is :

*“Excellent” in either Scholarly Work (Research) or Teaching, and “Meritorious” in the other 2 categories (including service).*

In the department, with regard to teaching evaluation:

A rating of “less than meritorious” (not tenurable), would be indicated by one of the seven dimensions of teaching evaluation with a rating of 0, or many / all categories with a borderline case of proficiency rating of 1.

A rating of “meritorious” could be indicated by all seven dimensions of teaching being rated with proficiency levels of 1 or 2, even with occasional 3’s or 4’s.

A rating of “excellence” may be indicated by mostly proficiency level ratings of 4, noting that many of these dimensions include evidence of going beyond classroom practice. A further framing of “excellence” in teaching is provided below.

**For tenure-line faculty promotion to full professor,** the campus and regental standards are:

*(1) A record that, taken as a whole, may be judged to be excellent; and*

*(2) A record of significant contribution to graduate and/or undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and*

*(3) A record since receiving tenure or promotion to Associate Professor that indicates substantial, significant, and continued growth, development, and accomplishment in teaching or librarianship, scholarly/creative work, and leadership and service.”*

To that end, indication of significant contributions to graduate and/or undergraduate education in the department and a record or substantial / significant growth in teaching could include proficiency ratings of 2 or higher, in general with some 3’s or 4’s, and/or an improvement of proficiency ratings over those demonstrated at the point of tenure and promotion.

**For teaching professor line faculty,** the department should consider establishing parallel standards. Those might draw from the following. Notably there is no expectation of research.

Assistant teaching professors who are promoted to associate teaching professor could have proficiency ratings of all 2’s or 3’s across the dimensions (with the exception that expectations for mentoring may differ).

Those promoted from associate teaching professor to full teaching professor will be expected to have ratings of 3’s and 4’s across the dimensions and may include evidence of educational impacts going beyond the classroom.

**A Note on achieving a rating of excellence in teaching,** for tenure line faculty

Excellence is a sustained level of achievement over time and is inclusive of, but goes beyond traditional classroom teaching.

Excellence in teaching is commensurate with excellence in research or creative work in scale and impact. E.g. on par with the efforts to produce the numbers of peer reviewed articles in leading journals, grant funding, and impact that we expect for excellence in research.

A pathway to excellence in teaching ought to be defined and achievable for faculty choosing to pursue such routes and develop such expertise.

Examples of the sort of work that may lead one to a record of excellence may include multiple of the following:

* Sustained recognition of accomplishment through multiple high level campus and national awards in education.
* Production of multiple peer reviewed works on teaching and scholarship of teaching and learning (n.b. this is not discipline-based education research or research on the nature of teaching and learning, which would fall under research, not teaching)
* Curriculum design and innovation, including textbooks or the equivalent resources impacting CU, national and international audience
* Sustained grants or funding in support of developing, enacting and sustaining effective educational programs
* Programmatic development, such as the creation of a new pathway or program in the field that positively impacts those at University of Colorado and serves (and is taken up) as a national model.

# Appendix D: Glossary of Key Terms

**Evidence-Based Practices (EBP).** Also referred to as Evidence-Based Instructional Practices (EBIP) or Evidence-Based Teaching (EBT) are practices that support students’ development of long term conceptual understanding and problem-solving skills. These practices have evidence through formal studies or research of producing improvements in student outcomes. [Groccia and Busket (2011)](https://doi.org/10.1002/tl.463) define EBT as “the conscientious, explicit, and judicious integration of best available research on teaching technique and expertise within the context of student, teacher, department, college, university, and community characteristics.” Examples of these practices can be found at <https://www.colorado.edu/csl/resources/instructional-innovations>

**High-Impact Practices (HIP).** These teaching and learning practices that evidence shows increase rates of student engagement and retention; aspects of HIP include intentionality, interaction, and reflection (Kuh, 2008) and can include capstone courses and projects, first-year seminars, and undergraduate research as examples. More information on HIP can be found at <https://www.colorado.edu/center/teaching-learning/teaching-resources/inclusive-pedagogy/use-high-impact-practices>

**Inclusive Pedagogy.** According to [Dewsbury (2017)](https://doi.org/10.1093/femsle/fnx179), inclusive pedagogy is a “philosophy of teaching that provides equal opportunities for all students to have a successful learning experience”. The [Center for Teaching and Learning at CU Boulder](https://www.colorado.edu/center/teaching-learning/teaching-resources/inclusive-pedagogy#:~:text=Bryan%20Dewsbury%20defines%20inclusive%20pedagogy,classroom%20experience%20of%20all%20students.) has a range of resources available for growth in this area.

**Learning Goals**. While these are often used interchangeably with **Learning Outcomes**, in this document “learning goals…describe what an instructor, program, or institution aims to do.” In contrast, learning outcomes are described in terms of what a “student is able to do as a result of completing a learning experience.” (more on Learning Outcomes below). Essentially, the difference hinges upon who will be performing the activities. <https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>

**Learning Outcomes.** While Learning Outcomes are often used interchangeably with **Learning Goals** or Learning Objectives, in this document Learning Outcomes refer to “specific statements of what students will be able to do when they successfully complete a learning experience.” While the learning experience can be at different scales (e.g., Program, Course, Module/Activity, Unit, or Week), “they are always written in a student-centered, measurable fashion that is concise, meaningful, and achievable.” <https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>

**Ways of Knowing**. Essentially how we know what we know, e.g., through our sensory perceptions, logic & reasoning, authority, and intuition ([Ehman 2000](https://www.uphs.upenn.edu/pastoral/cpe/waysofknowing.pdf)). Beliefs around how we obtain knowledge (epistemological beliefs, [Hofer & Pintrich 1997](https://doi.org/10.3102%2F00346543067001088)) can influence instruction, learning, motivation, and achievement.

1. See [Glossary of Key Terms](#_Appendix_D:_Glossary) for more information on Inclusive Pedagogy and distinctions between Learning Goals and Learning Outcomes [↑](#footnote-ref-1)
2. SETs are Student Evaluations of Teaching. At CU Boulder the official SET is the [Faculty Course Questionnaire (FCQ)](https://www.colorado.edu/fcq/) [↑](#footnote-ref-2)
3. Adapted from [Faculty Professional Rights & Responsibilities](https://www.colorado.edu/academicaffairs/professional-rights-and-responsibilities-faculty-members-and-roles-and-professional-responsibilities), which describes the professional standards all CU faculty members are expected to maintain. [↑](#footnote-ref-3)
4. Drawn from the Diversity, Equity, and Inclusion Course Design Rubric from UC Merced found here: <https://teach.ucmerced.edu/pedagogy-guides> [↑](#footnote-ref-4)
5. See [Glossary of Key Terms](#_Appendix_D:_Glossary) for more information on Inclusive, Evidence-Based, and High Impact Practices and distinction between Learning Goals and Learning Outcomes [↑](#footnote-ref-5)
6. Adapted from [Faculty Professional Rights & Responsibilities](https://www.colorado.edu/academicaffairs/professional-rights-and-responsibilities-faculty-members-and-roles-and-professional-responsibilities), which describes the professional standards all CU faculty members are expected to maintain. [↑](#footnote-ref-6)
7. See also the [Reflection, Development, & Teaching Service/Scholarship rubric](#_4bvdd5z03or6) below for additional items related to teaching professional development and improving teaching based on feedback [↑](#footnote-ref-7)
8. See [Glossary of Key Terms](#_Appendix_D:_Glossary) for more information on Inclusive, Evidence-Based, and High Impact Practices, Ways of Knowing, and distinction between Learning Goals and Learning Outcomes [↑](#footnote-ref-8)
9. SETs are Student Evaluations of Teaching. At CU Boulder the official SET is the [Faculty Course Questionnaire (FCQ)](https://www.colorado.edu/fcq/) [↑](#footnote-ref-9)
10. Adapted from [Faculty Professional Rights & Responsibilities](https://www.colorado.edu/academicaffairs/professional-rights-and-responsibilities-faculty-members-and-roles-and-professional-responsibilities), which describes the professional standards all CU faculty members are expected to maintain. [↑](#footnote-ref-10)
11. See [Glossary of Key Terms](#_Appendix_D:_Glossary) for more information on Inclusive Pedagogy [↑](#footnote-ref-11)
12. SETs are Student Evaluations of Teaching. At CU Boulder the official SET is the [Faculty Course Questionnaire (FCQ)](https://www.colorado.edu/fcq/) [↑](#footnote-ref-12)
13. Adapted from [Faculty Professional Rights & Responsibilities](https://www.colorado.edu/academicaffairs/professional-rights-and-responsibilities-faculty-members-and-roles-and-professional-responsibilities), which describes the professional standards all CU faculty members are expected to maintain. [↑](#footnote-ref-13)
14. Drawn from the Diversity, Equity, and Inclusion Course Design Rubric from UC Merced found here: <https://teach.ucmerced.edu/pedagogy-guides> [↑](#footnote-ref-14)
15. See [Glossary of Key Terms](#_Appendix_D:_Glossary) for more information on Inclusive, Evidence-Based, and High Impact Practices and distinction between Learning Goals and Learning Outcomes [↑](#footnote-ref-15)
16. SETs are Student Evaluations of Teaching. At CU Boulder the official SET is the [Faculty Course Questionnaire (FCQ)](https://www.colorado.edu/fcq/) [↑](#footnote-ref-16)
17. See [Glossary of Key Terms](#_Appendix_D:_Glossary) for more information on Inclusive, Evidence-Based, and High Impact Practices [↑](#footnote-ref-17)
18. SETs are Student Evaluations of Teaching. At CU Boulder the official SET is the [Faculty Course Questionnaire (FCQ)](https://www.colorado.edu/fcq/) [↑](#footnote-ref-18)
19. Adapted from [Faculty Professional Rights & Responsibilities](https://www.colorado.edu/academicaffairs/professional-rights-and-responsibilities-faculty-members-and-roles-and-professional-responsibilities), which describes the professional standards all CU faculty members are expected to maintain. [↑](#footnote-ref-19)
20. See [Glossary of Key Terms](#_Appendix_D:_Glossary) for more information on Inclusive, Evidence-Based, and High Impact Practices [↑](#footnote-ref-20)
21. SETs are Student Evaluations of Teaching. At CU Boulder the official SET is the [Faculty Course Questionnaire (FCQ)](https://www.colorado.edu/fcq/); PD = professional development - e.g., programs through CTL, Faculty Affairs [↑](#footnote-ref-21)
22. Drawn from the Diversity, Equity, and Inclusion Course Design Rubric from UC Merced found here: <https://teach.ucmerced.edu/pedagogy-guides> [↑](#footnote-ref-22)
23. SETs are Student Evaluations of Teaching. At CU Boulder the official SET is the [Faculty Course Questionnaire (FCQ)](https://www.colorado.edu/fcq/) [↑](#footnote-ref-23)
24. See [Glossary of Key Terms](#_Appendix_D:_Glossary) for more information on Evidence-Based and High Impact Practices and Student Learning Outcomes [↑](#footnote-ref-24)