

Teaching Evaluations

	Outstanding	Strong	Satisfactory	Weak	Unacceptable	Weight
Criteria	5	4	3	2	1	Total = 100%

Student Assessment Data (from Archivum)

I. Student Evaluations

Overall Average of Student Evaluations (simple average of 8 questions over all courses taught in evaluation period) - Note: The CBA mandates that student assessments be considered in teaching evaluations

Student Evaluations of Teaching form labels:

More than 4.5	More than 3.75 to less than 4.5	3 to 3.75	2 to less than 3	2 or less	50%
Excellent	Very good	Good	Fair	Poor	

To supplement Student Assessment Data, faculty members must submit narrative and optional supporting evidence in any or all of the following sub-categories:

II. Pedagogy, Adaptation, Professional Development

						50%
a) Pedagogy: Documentation of efforts related to the content, pedagogy, and delivery of instructional materials to facilitate student learning. Also included are peer reviews (if performed) and documented evidence of student learning and success (if collected). The emphasis should be on the meaningfulness of the effort rather than the extent of effort.	Evidence of excellent quality instructional materials or assessments to facilitate student learning. Strong supplemental documentation of peer reviews and/or evidence of student learning/success may be provided to support a rating of "outstanding."	Evidence of very good quality instructional materials or assessments to facilitate student learning. Some supplemental documentation of peer reviews and/or evidence of student learning/success may be provided to support a rating of "strong."	Evidence of good quality instructional materials or assessments to facilitate student learning.	Evidence of fair quality instructional materials or assessments to facilitate student learning.	No evidence or evidence of poor quality instructional materials or assessments to facilitate student learning.	
b) Adaptation: Documentation of changes over time to the instructor's teaching and how this has been informed by student learning evidence. The emphasis should be on the meaningfulness of the effort rather than the extent of effort.	Evidence of significant effort (or improvement) in this area, with documentation of regular adjustments to teaching based on reflection on student learning within or across semesters	Evidence of major effort (or improvement) in this area, with documentation of occasional adjustments to teaching based on reflection on student learning within or across semesters	Evidence of moderate effort (or improvement) in this area indicative of continued competent teaching, with some reflection based on input from peers and/or students.	Evidence of minor effort (or improvement) in this area with little reflection based on input from peers and/or students.	No evidence or evidence of negligible effort (or improvement) in this area with no reflection based on input from peers.	
c) Professional Development: Documentation of teaching related professional development programs or workshops attended and other contributions to the teaching community and how such participation has influenced teaching efforts.	Significant evidence of lessons learned from participation in high quality teaching development workshops or programs, with notable additions or adjustments to teaching efforts based on the knowledge gained from participation in these activities	Some evidence of lessons learned from participation in high quality teaching development workshops or programs, with some additions or adjustments to teaching efforts based on the knowledge gained from participation in these activities.	Participation in some teaching development workshops or programs with only a vague indication of how that participation is used in teaching efforts.	Negligible professional development programs or workshops attended, but little indication of how teaching efforts have been changed from prior periods.	No professional development programs or workshops attended and no indication of how teaching efforts have changed from prior periods.	