



Guidance for Teaching Evaluation

This guidance suggests a variety of elements appropriate for consideration for holistic review of faculty teaching performance at Texas A&M University. These example questions, as applicable to the faculty member's department, college/school and or discipline, are appropriate for use in annual evaluations and in the teaching report for mid-term review, promotion and tenure and post-tenure reviews. This resource is meant to prompt evidence-based analysis during the evaluation of dossiers rather than require a specific prescription for those reports. Use only those bullets that apply, or develop your own lists of evidence and questions to prompt relevant evaluation within your discipline.

Evidence Related to Course Teaching	Questions for Consideration
Record of all courses taught	<ul style="list-style-type: none"> • How many courses? • Taught how often? • To how many students? • How does the average course load for this candidate over the period under consideration correspond to unit expectations?
Course syllabi Sample syllabi required	<ul style="list-style-type: none"> • What is the quality of the syllabus? • Is it clear? • Does the syllabus represent the course as well organized and well designed? • Does the information, readings, materials described in the syllabus demonstrate the current state of the discipline? • Are the assignments and assessments well-paced for that stage of the curriculum? • Does the course fulfill expectations of the academic unit for content and process skills needed for subsequent courses? • Is there evidence of best practices in teaching? • Does student feedback indicate anything about the syllabus?

Assignments Sample assignments required	<ul style="list-style-type: none"> Do you view assignments as effective pedagogical methods and materials? What does student performance on the assignment indicate about its effectiveness, their satisfaction with the learning environment, and/or student success? Is how the assignment will be assessed clear within the assignment description (e.g. rubric provided)?
Examinations	<ul style="list-style-type: none"> What is your assessment of the exams?
Sample examinations required	<ul style="list-style-type: none"> How do exams compare with best practices in the discipline? How innovative are they? Do the exams represent rigor appropriate for this level course? How well do you expect the exams capture student performance?
Grading methods Sample of student work with instructor feedback required	<ul style="list-style-type: none"> What is your assessment of the grading methods? Do the methods reflect best practice? Do the grading methods facilitate student learning?
Structured classroom observation (optional)	<ul style="list-style-type: none"> Were course observations done? Were course observations based on specific standards? What was the frequency of the observations? How has the teaching quality changed across observations of the candidate?
Continuous course and teaching improvement	<ul style="list-style-type: none"> How have courses and teaching evolved? How has the instructor engaged in reflection and continuous improvement of teaching to enhance teaching effectiveness? What, if any evidence, is there that the candidate pursued professional development to identify and implement appropriate and innovative pedagogy?
Evidence Related to Other Teaching Contributions	Questions for Consideration
Direction of graduate students	<ul style="list-style-type: none"> Are the graduate students supervised by the candidate progressing in a timely manner? Are there productivity measures for the graduate students (e.g. publications, awards, postdoctoral or professional placement) that relate directly to the mentoring effectiveness of the faculty member?
Direction of undergraduate researchers	<ul style="list-style-type: none"> Are undergraduate projects and experiences with this candidate consistent with expectations in the department? Are there productivity measures for the undergraduate student (e.g. publications, awards, graduate school or professional placement) that relate directly to the mentoring effectiveness of the faculty member?
Direction of Postdoctoral Scholars	<ul style="list-style-type: none"> Are the post docs supervised by the candidate progressing in a timely manner?

	<ul style="list-style-type: none"> • Are there productivity measures for the post docs (e.g. publications, awards, professional placement) that relate directly to the mentoring effectiveness of the faculty member?
Other mentoring activities	<ul style="list-style-type: none"> • What sorts of advising or mentoring activities outside of research and scholarship does the candidate do with students, postdocs, staff, colleagues?
Curriculum & course development	<ul style="list-style-type: none"> • To which extent has this faculty member contributed to the unit by creating new courses, revising existing courses, coordinating multi-section courses, and/or contributing to program review/redesign? • Has the faculty member participated in design and/or implementation of the curriculum assessment? • Has the faculty member improved the curriculum by adopting or improving implementation of high impact practices?
Substantial revision of existing courses	<ul style="list-style-type: none"> • How is the faculty member assuring courses are current and employ best practices?
Textbooks, & other instructional materials	<ul style="list-style-type: none"> • How is faculty member contributing to educational materials in the unit? • How is faculty member contributing to educational materials in the field? • Are the materials state-of-the-art? • Are the approaches described innovative?
Participation in student professional development programs	<ul style="list-style-type: none"> • How is the faculty member contributing to the professional development of students? • What are the ways that student performance in interviews or other interactions with the profession have been impacted?
Participation honors programs	<ul style="list-style-type: none"> • What distinguishes the instruction the faculty member designed for honors students?
Awards of recognition for distinguished teaching	<ul style="list-style-type: none"> • How has the faculty member been recognized with awards for the commitment to and achievement in teaching? • How exclusive are the awards, how are the winners selected?
Continuous improvement of other contributions	<ul style="list-style-type: none"> • How has the faculty member engaged in professional development, reflection and/or continuous improvement of mentoring effectiveness? • Has the faculty member received competitive internal grants or fellowships related to these activities?
Scholarly approaches to teaching	<ul style="list-style-type: none"> • Has the faculty member presented his/her teaching approaches in <ul style="list-style-type: none"> ◦ The department/college/school? ◦ At a campus workshop? ◦ At a campus teaching conference? ◦ In the teaching sessions of a discipline specific conference? • Has the teaching expertise of the faculty member served to improve the quality of the teaching of others in the unit (e.g. bringing innovative approaches or technologies to the program such that colleagues adopt them as well, or in a collaborative way dependent on participation of the faculty member)?

Evidence Specific to Student Ratings	Questions for Consideration
Standardized chronological table/Discussion of student evaluation data	<p>Note: The candidate dossier should include all the student evaluation data appropriate for the period of time under evaluation. The department should provide the table as well as the appropriate data for comparison (e.g. average of other sections of that course; average of other courses at that level in the curriculum). The student evaluation questions used for this purpose is a department-level determination, which should be standardly applied across all candidates. (Departments not utilizing numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period). The candidate may choose to address other questions as well in their statement, CV, and other materials provided and of course their perspective should be taken into account in the report.</p> <ul style="list-style-type: none"> • How does the data align with student success in the course? • Does the data align with successful student performance in the next course in sequence? • Does the data align with things like increase in student minoring or majoring in the discipline? • What additional data is included for context (e.g. Mid-Semester Feedback, Multiple Sets of Feedback from Individual Class Meetings)? • What conclusions about teaching performance do you draw from the data? • What do you learn from the data?
Continuous improvement of factors identified in student evaluations	<ul style="list-style-type: none"> • How has the faculty member engaged in reflection and continuous improvement of the student experience as indicated by changes in responses and comments over time for a given course or across courses? • What, if any, evidence is there that the faculty member sought professional development to address issues associated with data from the course evaluations or their reflection about the course evaluation?