**Teaching Evaluation Rubric**

This Teaching Evaluation Rubric shall be used by the Term Tenure and Promotion Committee to evaluate faculty teaching across a full range of courses over a five-year period. Faculty members shall give attention to the six teaching criteria, which are listed alphabetically, as they develop, deliver, assess, and revise their courses—and, of course, as they write their self-assessments in advance of term-tenure and promotion reviews. Different courses and different pedagogical approaches shall address these criteria in different ways, and it’s possible that some criteria are not as pertinent to some courses as they are in others. In general, however, a faculty member shall give attention to all six of the criteria as he/she develops and delivers his/her courses.

Each of the six criteria is defined more fully in the section that follows the rubric (“Definitions of the Six Teaching Criteria”). In the section titled “Information Sources for the Term Tenure and Promotion Committee,” sources of information that are available to the Term Tenure and Promotion Committee members as they evaluate a faculty member’s teaching are listed. One of the sources identified is IDEA evaluations. Although IDEA evaluations provide valuable information about faculty teaching performance (see the section titled, “IDEA Student Ratings and Faculty Performance Levels”), department chairs, school deans, and the Term Tenure and Promotion Committee shall draw on other sources of information as they evaluate a faculty member’s teaching performance.

|  | Unsatisfactory | Satisfactory | Meritorious |
| --- | --- | --- | --- |
| Content Knowledge:  Demonstrates sufficient currency, depth, and breadth of knowledge of the subject matter that one is teaching, and communicates content clearly. | Does not demonstrate adequate depth and/or breadth of current subject matter knowledge for all courses taught and/or content is not communicated clearly. | Demonstrates adequate depth and breadth of current subject matter knowledge for all courses taught.  Communicates course content clearly. | Demonstrates significant depth and breadth of current subject matter knowledge for all courses taught. Communicates course content (and answers student questions) clearly and in ways that are appropriately complex.  Enables student to make connections across department courses and/or disciplines. |
| Faith and Learning:  Provides support for students to identify relationships between faith and learning in the discipline and/or their vocation. | The relationship between faith and learning in the discipline and/or student vocation is not explored adequately or appropriately with students. | Course content and/or approach include appropriate treatment of the relationship between faith and learning in the discipline and/or student vocation. | Course content and/or approach include an explicit and appropriately complex treatment of the relationship between faith and learning in the discipline and/or student vocation. |
| Inclusive Excellence:  Includes full range of relevant content and/or employs strategies to support learning for a broad range of learners. | Course content and/or pedagogy does not reflect an appropriate commitment to inclusive excellence. | Appropriately demonstrates attempts at inclusive excellence in terms of course content, and/or pedagogy, and/or classroom climate. | Demonstrates a firm and thoughtful commitment to inclusive excellence in course content, pedagogy, and/or classroom climate. |
| Organizational Supports:  Develops structures and activities for courses and for individual class sessions that reflect a coherent and meaningful connection to the student learning objectives for the course. | Course and/or class structures are insufficient or inappropriate for supporting student achievement of the learning objectives. | Creates structures that provide adequate support for student achievement of the course and/or program learning objectives. | Intentionally creates structures and activities that coherently and meaningfully support student achievement of the course and/or program learning objectives. |
| Student Engagement:  **Creates an academic context that encourages students to be meaningfully involved in their learning.** | Provides insufficient and/or ineffective opportunities for student engagement in the learning process. | Regularly and successfully provides opportunities for students to be engaged in their own learning. | Provides consistent and compelling opportunities for all students to be fully engaged in their own learning, and adapts teaching strategies based on student needs. |
| Student Learning:  Uses appropriate tools to measure student learning in one’s courses. | Assessments lack reliability and/or validity for the learning objective(s). Assessment data are not consistently used to improve teaching and learning. Data are insufficient to assess student learning. | Develops and uses valid and reliable assessment tools to measure student learning in his/her courses. Regularly uses assessment data to improve teaching and learning. Considers student needs in developing and administering assessments | Develops and uses valid and reliable assessment tools to measure student learning in his/her courses. Regularly uses assessment data to improve teaching and learning. Actively considers student needs in developing and administering assessments. Data show evidence of appropriate levels of student learning. |