

A Rubric for Evaluating Teaching in Promotion Cases

ADVANCE Working Group 3 – Summer 2020

Statement of need: The promotion policy directs candidates to document high quality teaching by submitting a teaching portfolio. The policy suggests general elements of the portfolio, and more detailed guidance about portfolio contents is being prepared. However, the policy does not directly communicate metrics or indicators by which portfolios would demonstrate high quality teaching. The purpose of this proposed rubric is two-fold: 1) to help candidates show evidence of high quality teaching; and 2) to guide COAP members and the Provost to apply consistent and appropriately high standards for evaluation of teaching.

Rationale and use of rubric: The promotion policy for tenured faculty identifies six standards to evaluate quality across teaching, scholarship, and service: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique (Glassick, Huber, and Maeroff, Scholarship Assessed, 1997). These standards are integrated in the holistic rubric below, which is adapted from an NSF-sponsored project at the University of Kansas.

The rubric describes indicators of highest quality in each of eight dimensions of teaching. *It is not expected that a successful candidate will achieve this high standard in all dimensions or that all of the examples of strong evidence will be met. Moreover, it must be understood that some faculty members, because of their particular teaching assignments, do not have the opportunity to contribute in some areas such as project-based learning and mentoring and advising.*

The indicators should be evident from multiple sources of information:



Category or Dimension	Strong Evidence or Indicators of High Quality
<p>Course goals and content <i>What are students expected to learn? Is content aligned with the curriculum?</i></p>	<ul style="list-style-type: none"> • Course goals or learning outcomes are well-articulated, appropriately challenging, and clearly connected to program or curricular goals • Content is appropriate in range and depth, related to current issues and developments in field • High quality materials, well aligned with course goals
<p>Teaching methods and practices <i>How is in-class and out-of-class time used? What assessments and learning activities are used to help students learn?</i></p>	<ul style="list-style-type: none"> • Activities are well-planned, integrated, reflect commitment to provide meaningful assignments and assessments • Instructor uses effective, high impact, or innovative methods to foster student learning • In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts • Students show high levels of engagement

<p>Achievement of learning outcomes <i>What impact do courses have on learners? What evidence shows level of achievement?</i></p>	<ul style="list-style-type: none"> • Assessments and standards to evaluate student work are authentic, clear, and connected to program or curriculum expectations • Instructor supports learning and success for all students • Quality of learning fosters success in other contexts (e.g., subsequent courses or projects)
<p>Classroom climate and student perceptions <i>What are students' views of their learning experience? How has student feedback influenced instruction?</i></p>	<ul style="list-style-type: none"> • Evidence that class climate is respectful, motivating, engaging • Student feedback on instructor accessibility and interaction skills is generally positive • Students perceive they are learning important knowledge or skills • Instructor is responsive to student feedback in short-term and long-term
<p>Reflection and commitment to professional growth in teaching <i>How has the instructor's teaching changed over time? What resources are used to support teaching development?</i></p>	<ul style="list-style-type: none"> • Regularly adjusts teaching based on reflections on student learning • Seeks and makes use of peer review of teaching • Uses pedagogical resources to support teaching development (e.g., evidence-based teaching practices, high impact practices, professional development workshops)
<p>Project-based learning <i>To what extent has the instructor utilized WPI's signature pedagogy and improved in project advising?</i></p>	<ul style="list-style-type: none"> • Engages in IQP and/or MQP advising, advising of projects in the humanities and arts, or projects embedded in undergraduate or graduate courses and programs (department-dependent) • Makes effort to utilize institutional knowledge and practices that support effective project-based learning • Makes use of student feedback about project advising • Shows development and improvement as a project advisor over time
<p>Mentoring and advising <i>How effectively has the faculty member worked individually with undergraduate or graduate students?</i></p>	<p>(as appropriate to department and discipline)</p> <ul style="list-style-type: none"> • Shows strong commitment to success, wellness, and personal/professional development of undergraduate academic advisees (e.g., number of advisees, advising/mentoring methods, student testimonials) • Shows strong commitment to success, wellness, and personal/professional development of graduate students and research trainees (e.g., rates/time to degree completion, advising/mentoring methods, student testimonials)
<p>Commitment to diversity and inclusion <i>How has the candidate made efforts to support the success and inclusion of diverse students (e.g., across race, ethnicity, gender, class, ability)</i></p>	<ul style="list-style-type: none"> • Development of curricula and teaching/mentoring strategies are intentionally designed to enhance diversity and inclusion • Advises disproportionately high number of under-represented students • Engages in training/professional development to enhance intercultural competencies and skills and understanding of structural inequities for historically under-represented and marginalized groups

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