

Sources for Evaluating Faculty Teaching Practices

The OU Teaching Evaluation Working Group (TEWG) has created this document to describe the types of information related to teaching that may be used for purposes of annual evaluation, tenure and promotion, or award nomination. We give many examples of how the input from the instructor, from students, and from peers and other perspectives might be obtained. Naturally, evaluations cannot include every item on this list.

We advise that input be sought - at a minimum - from students and from the faculty member being evaluated.

Definition:

- In this document, we use the word sources to mean the various reports, data, written reflections, conversations, and surveys that can be considered when evaluating an instructor with regards to the teaching portion of their duties.

Sources from Instructor:

Self-Reflection:

- Report on effective teaching practices used in the course, selected from a department-established menu built from the list of evidence-backed effective practices. (Resources for this will be coming in the future from the TEWG.)
- Report on effective teaching practices in an open format where “effective practices” are determined by the faculty member
- Innovation in teaching, assessment of the new practice
- Description of how teaching or course practices have evolved as a result of past feedback from students, peers, or others
- Description of how teaching or course practices have evolved as a result of student performance or other data
- Use of techniques to foster an inclusive environment in the classroom

Materials and Data:

- Information about courses taught, breadth of teaching, class size, etc.
- Student performance data, compared to departmental norms, both in the current semester and in follow-on courses, when appropriate
- Coordinating a multi-section course that involves multiple instructors/TAs
- Syllabus, Canvas page
- Other materials - project descriptions, feedback systems, digital materials
- Samples of graded student work (this could demonstrate student learning and/or instructor’s feedback style)
- Advising graduate students
- Research or reading courses with undergraduate students
- Awards or honors for teaching
- Developing new course, new syllabus/materials for existing course
- Team teaching, interdisciplinary teaching
- Developing online course, teaching online (if not already included in an earlier section)

Sources from Students:

- Student Experience Survey (coming soon!), offered at midterm, end of term, or both.
- Student surveys 1-2 semesters after the end of the course, describing how the course prepared them for the later courses in their degree
- Interviews with students (undergraduate/graduate/advisee/TA) or recommendation letters from students
- Focus group discussions with students

Sources from Peers:

- Peer observation with feedback given on established form or with an established rubric (one such form is available from CFE) and following an agreed-upon system
- Coordinator observation
- Committee A/ Chair observation

Sources from External Perspectives:

- Observation from Center for Faculty Excellence
- Student performance on national assessments (when appropriate)
- External letters regarding a faculty member's teaching dossier, possibly during tenure/promotion
- External review of teaching materials

Other activities in support of teaching:

- Seeking out information and opportunities for improving one's teaching
 - Participation in training on inclusive teaching strategies
 - Attendance at teaching workshops, conferences
 - Receive mentoring or a consultation about teaching
- Providing information or opportunities to help others improve their teaching
 - Mentoring or advising faculty peers, graduate students, or undergraduate students to improve their teaching through peer observations, student interviews, consultations, or focus groups.
 - Leading seminars, giving talks, or teaching courses regarding teaching
 - Community engagement activities
- Implementing new information and practices in your teaching
 - Description of how teaching or course practices have evolved as a result of a workshop, mentoring, or other professional development with regard to teaching