Principles for the evaluation of teaching in CSM

The College Council proposes that evaluation of faculty teaching effectiveness is best accomplished by methods that incorporate the following principles. It is understood that departments design their own processes within the guidelines of the Faculty Handbook. Council also expects that principles will be instantiated differently across the varied CSM disciplines.

I. Diversified means of evaluation

Principle: A faculty member's teaching contribution is evaluated by a variety of means. These are made known to the faculty in advance.

Relevant forms of evaluation include, but are not limited to, reflective self-evaluation by the faculty member, peer visits to classes, cross-disciplinary visits to classes, review of syllabi and other course materials, embedded assessment in core courses, and student evaluations. Assessment of student learning is not conducted solely through student evaluations.

Departments support individual faculty members' efforts to improve their teaching. Formative evaluation is never held against faculty at the summative stage. Mentoring, visits from peers who are not on PAC, and written feedback kept by the evaluated person are among the means that have been useful in this setting.

II. Practice

Principle: Practice is primary.

A faculty member can demonstrate excellence in teaching by how they design and conduct their classes. Faculty development workshops, etc, can be viewed as evidence of teaching excellence, but do not eclipse actual teaching practice.

III. Thoughtful pedagogy

Principle: Departments embrace faculty autonomy with respect to choice of pedagogy and teaching style, whilst asking that all faculty engage in an ongoing process of self-reflection and improvement.

There are a variety of ways to use instructional time wisely; what matters is that

faculty thoughtfully align their instructional methods with course goals. In-class activities, assignments, field trips, as well as out of class meetings with students, are some of the many avenues by which one might effectively promote student engagement with course content.

IV. Curriculum development

Principle: Contributions to curriculum development are taken seriously in the evaluation of an individual's teaching.

Design of a new course, substantial re-design of an existing course, and adoption of innovative pedagogy are all significant contributions to the teaching mission of the College.

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Members of the council in academic year 2016-2017: Elizabeth Brown (chair), Anca Constantin, Ray Enke, Klebert Feitosa, Susan Halsell, Hasan Hamdan, Scott Lewis, Gina MacDonald, Shane McGary, Eric Pyle, Hala Shehadeh, Eva Strawbridge, Yanjie Zhang.