SUGGESTIONS FOR IMPLEMENTING SENATE CRITERIA IN REVIEWING TEACHING EFFECTIVENESS

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Senate Policy File Criteria	Related observable evidence of effective teaching supported by research on teaching and learning	Examples of how to discuss in an RTP letter
Command of the subject and currency in the field	• Currency of materials and disciplinary approaches • Work of student mentees has been presented, positively reviewed, published, or otherwise validated by external sources • Textbook (or most recent edition) is current, published by established press, adopted by other instructors	"Your syllabus reflects the most current controversies in the field." "We note with concern the comments from a peer observer that some of your course material may be out of date."
Skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning	• Clear communication in syllabi and course documents; supported in student and peer evaluations • Well-organized organized syllabi and course documents; supported in student and peer evaluations • Syllabus and other course documents provide evidence that course is well-designed, with clearly articulated and appropriate learning outcomes aligned with learning activities and assessments. • Instructor is able to establish good rapport with students through behaviors such as accessibility, approachability, respectful listening • Instructor uses a variety of teaching methods, including active learning techniques (such as collaborative learning, discussions, demonstrations, etc.) • Students have frequent opportunities to practice new skills and receive prompt feedback to monitor their own progress	"Consistent with your high scores on specific related evaluation items, your syllabi and course assignments are well-organized and clearly communicate your expectations." "Comments from students emphasize your passion and how much you care about your students' learning." "Comments from a peer observer as well as several students indicate that you need to work on organizing your lectures more clearly." "It appears that the only pedagogical method used is uni-directional lecture; we encourage you to consider approaches that engage students in the material more directly."
Ability to foster critical thinking	• Use of active learning techniques reflected in syllabi, course documents, peer observations • Assignments and activities where students access and connect prior knowledge • Assignments and activities where students engage in regular and interleaved retrieval practice (i.e., retrieval of older material mixed with retrieval of newer material, such as with cumulative assessments or scaffolded projects). • Critical thinking skills are an explicit	"The project assignment that you developed for Course X, in which students must apply course material to applications from their own experience, is innovative and, from the many positive student comments, appears quite effective." "Although the learning outcomes for Course Z refer to developing students' analytic skills, your exams appear to emphasize straightforward understanding of concepts. We encourage you to consider whether your

	objective of the instructor	assessments appropriately measure critical thinking."
Integration of professional growth into the curriculum	• Students are engaged in various aspects of the research process (as appropriate to course and level) • Activities and assignments make disciplinary ways of thinking explicit for students • Faculty member is working with students on independent studies or other research projects	"We congratulate you on the awards won by your student mentees at the Student Research Symposium." "It is commendable that even in an introductory course, you have students begin forming hypotheses and working directly with data."
Reflection upon and adjustment of teaching strategies in response to assessment of student learning	• Instructor narrative that explains how and why a particular pedagogical approach was chosen to address an observed student challenge • Use of formative assessments to inform pedagogical decisions Note: In addition to this specific item in the list of criteria, the Policy File also states, "Where appropriate, faculty are encouraged to contextualize all evidence within a continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness."	"As explained in your statement, students in past semesters struggled with certain writing assignments; it appears that the well-developed rubrics you now provide have effectively addressed those issues." "Although student evaluation scores were lower in the Fall when innovation X was first implemented, the changes you propose in your statement indicate that you are developing appropriate strategies to address student resistance to new pedagogies." "In your last review, the committee noted that students found your lectures to be disorganized and confusing; although your evaluation scores have improved slightly on items related to organization, it is unclear from your materials what specific steps, if any, you have taken to improve."
Use of innovative or creative pedagogies	• Use of active learning techniques reflected in syllabi, course documents, peer observations • Participation in campus programs that support innovative teaching • Development of creative or unique pedagogical solutions to student challenges	"The project that your students completed for the City of Chula Vista as part of the Sage project provided an outstanding opportunity for students to apply their learning in a practical and engaging way." "Comments from peer observations of your course highlight your effective use of small groups to encourage problem-solving and deeper class discussion."

Some additional examples of how to discuss teaching effectiveness (or need for improvement):

- "The metacognitive assignments where you ask students to reflect on their own exam performance are innovative and student comments attest to their effectiveness in helping them improve."
- "Your syllabi reflect clear student learning outcomes that prioritize important critical thinking skills."
- "You have particularly high scores on the evaluation item, "Rate the instructor's ability to promote critical thinking," which are consistent with the comments from students about how you inspire them."
- "You frequently use formative assessments to keep track of your students' learning and adjust your teaching approaches."
- "You have successfully created a hybrid version of your course that scores well on the Quality Online Learning and Teaching (QOLT) rubric."

- "Along with a particularly low score on the evaluation item, 'Rate the instructor's accessibility to students,' there are several comments from students that mention your lack of response to questions and emails. We encourage you to work on building stronger rapport with students to improve their learning environment."
- "Your syllabi are missing several important components such as learning outcomes and course policies."
- "We note that none of your exams, including the final, are cumulative. We encourage you to consider ways to help students make connections among old and new concepts.
- "In reviewing your course materials, we found the instructions on the submitted course assignments to be quite vague. This may explain some of the student comments about being confused."

Selected references:[1]

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[1] The "Teaching Issues" section of the CTL website (http://ctl.sdsu.edu/index.php/teaching_issues/) has additional information on several relevant topics, including evaluating effective teaching. These pages can provide reviewers with additional guidance on what to look for in candidates' materials.