### Senate Policy File Criteria vs. Related observable evidence of teaching effectiveness (as supported by research on teaching and learning)

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<tr>
<th>Senate Policy File Criteria</th>
<th>Related observable evidence of teaching effectiveness (as supported by research on teaching and learning)</th>
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| Command of the subject and currency in the field | • Course materials highlight key sources and leading perspectives in subject/field  
• Disciplinary approaches are current in field  
• Use of most recent textbook edition and other instructional materials  
• Contribution to a professional journal on teaching in subject or disciplinary field |
| Skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning | • Course materials normalize challenge  
• Clearly articulated and well-organized syllabi and course documents  
• Clearly articulated learning outcomes that are aligned with course activities and assessments  
• Use of pedagogical strategies that reflect diverse learning styles (e.g., collaborative learning, discussions, demonstrations) |
| Ability to foster critical thinking | • Course materials encourage development of students’ analytical abilities and awareness of processes used to gain knowledge  
• Course helps students apply theory to solve problems  
• Assignments are well-organized and build on one another  
• Course materials encourage “real world” application |
| Integration of professional growth into the curriculum | • Activities and assignments make disciplinary ways of thinking explicit to students  
• Course materials incorporate current research in field of study  
• Involving and mentoring students in research, scholarship, or creative activities  
• Documentation of scholarly/creative activities with students, including resulting publications, conference papers, and other output |
| Reflection upon and adjustment of teaching strategies in response to assessment of student learning | • Participation in workshops and seminars intended to support teaching effectiveness  
• Integration of inclusive practices to build sustaining and evolving learning environments and reduce barriers to success (physical and cognitive)  
• Summary and analysis of pedagogical adjustments effected in light of peer and student observations of teaching  
• Integration of formative feedback and follow-up discussion with students |
| Use of innovative or creative pedagogies | • Use of active learning techniques reflected in syllabus and course documents  
• Use of new technologies to advance teaching effectiveness  
• Participation in campus programs that support innovative teaching  
• Course offers opportunities for students to practice new skills and receive prompt feedback to monitor their progress |

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