SENATE CRITERIA FOR TEACHING EFFECTIVENESS
SUGGESTIONS FOR RTP REVIEWERS

Senate Policy File Criteria	Related observable evidence of teaching effectiveness (as supported by research on teaching and learning)	Examples of discussion of teaching effectiveness in RTP review letter
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	"Your syllabus reflects the most current trends in the field." "We note with concern the comments from a peer observer that some course materials may be out of date."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	• 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)	"Your syllabi reflect clear student learning outcomes that prioritize important critical thinking skills." "Your syllabi are missing several important components, such as learning outcomes and course policies."
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	"Assignments in which you ask students to reflect on their own performance are innovative and encourage critical thinking." "As none of your exams are cumulative, we encourage you to help students make connections among old and new concepts."
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	"It is commendable that, even in an introductory course, you have students forming hypotheses and working directly with data." "Some materials for Course X are vague and thus not fully apprehensible to students who are new to the field."

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	"You frequently use formative assessments to track your students' learning and adjust your pedagogical approaches." "Student observations repeatedly note a lack of response to their questions. We encourage you to work on building stronger rapport with students in order to provide a supportive learning environment."
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	"You have successfully created a hybrid version of your course that students clearly appreciate." "It appears that the sole pedagogical method used is lecture; we encourage you to consider approaches that engage students in diverse ways."

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