BAC Teaching Rubric for Calendar Year Under Review (CYUR) 2015

In 2014, a BAC subcommittee (“The Green Ribbon Committee” of DeCoster, LaDuca, Luckie, and Smith) finalized this teaching rubric to serve as a transparent and equitable instrument for evaluating teaching during the annual review process. The guidelines below are based upon teaching evaluation criteria already listed in the addendum to the LBC Bylaws titled “LBC Faculty Evaluation Procedures for Reappointment, Tenure, Promotion, and Salary Raises.” BAC will use this rubric to score faculty teaching performance for CYUR 2015.

In-Class Practice (lesson plans, teaching practices, pedagogy used in class meetings)

A. Teaching load: credits, class size, and number of sections, preparations, TAs, LAs, and labs (Bylaws criterion 9)

B. Classroom performance and instructional materials, based on “scholarly teaching” methods; this includes course content, organization, and presentation (optional/additional feedback) (Bylaws criteria 1 & 6)

C. Efforts to “bridge the two cultures” and nurture an inclusive teaching environment (LBC Mission Statement)

Evaluator Score for “In-Class Practice”: 1 2 3 4 5 6

Student Learning Gains (evidence that your students learned)

A. Evidence of student learning relative to a course goal (e.g., goal stated in syllabus AND annotated assignment, assessment, or activity that promotes or documents mastery of that goal AND annotated student work showing degree of progress toward mastery) (Bylaws criterion 4 expanded)

B. Student course evaluations (SALG instrument, optional/additional feedback) (Bylaws criterion 4)

C. Inside or outside-of-class student scholarship which may include, but is not limited to, Honors options, thesis oversight, mentoring, undergraduate research, independent studies, etc. (Bylaws criteria 3 & 5)

Evaluator Score for “Student Learning Gains”: 1 2 3 4 5 6

Pedagogical development (evidence that professional or curricular development occurred)

A. Institutes, workshops, and programs attended/led relevant to instruction (Bylaws criterion 8)

B. Experimental instruction techniques or other course innovations (Bylaws criterion 7)

C. Contributions to course and curriculum development at College level (Bylaws criterion 2)

Evaluator Score for “Pedagogical Development”: 1 2 3 4 5 6

Extra Credit (all other material that is germane to the support of instrument or to the recognition of outstanding, innovative, and/or collaborative work) (Bylaws criterion 10)

This may include, but is not limited to:

A. Awards related to teaching and learning

B. Grants and publications that directly impact course instruction (can apply here or in Research)

C. Innovative study abroad/away experiences

Total Evaluator Score for Teaching: 1 2 3 4 5 6

1 “Scholarly teaching” here means that instructional practices initially should be based on and explicitly tied to best practices as described in peer-reviewed educational literature, pedagogical workshops, etc. Over time, faculty members’ instructional practices should evolve based on student and peer assessment data from their or their colleagues’ courses.