

## Rubric for Evaluating Teaching Files

This rubric is a tool designed to a) standardize and focus observations during the promotion file review process and b) provide a reference for conversations regarding teaching quality during promotions meetings. It is meant to ensure that conversations and evaluations are rooted in evidence found in the file. *Your overall evaluation of this aspect of the file should be comprehensive, not simply a result of counting the number of meritorious/ not meritorious labels.*

Reminder: Think “How has this person been successful?” (not “How successful is this person?”) In other words, look for evidence that supports the criteria below, rather than forming a judgment about the person, which is more likely to bring in bias.

Candidate name:

Evaluator name:

Departmental context (from Chair’s letter/department statement/teaching statement/department letters):

### Evaluation rubrics

(You can cut and paste across rubrics if the same evidence applies to multiple rows. Additionally, redundancy across these sections reflects where there is redundancy in the handbook.)

Rubric from preamble (p. 115 of Faculty Handbook):

| Criteria                        | Evidence<br>(from syllabi, class visits,<br>observations outside the<br>classroom, products/outcomes,<br>discussions of pedagogy,<br>careful readings of course<br>evals, etc.) | Overall evaluation (not<br>meritorious, meritorious,<br>exemplary) | Comments |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------|
| <b>Motivation and Mentoring</b> |                                                                                                                                                                                 |                                                                    |          |
| Stimulates, inspires            |                                                                                                                                                                                 |                                                                    |          |
| Supports, provides guideposts   |                                                                                                                                                                                 |                                                                    |          |
| Holds accountable               |                                                                                                                                                                                 |                                                                    |          |
| <b>Expertise</b>                |                                                                                                                                                                                 |                                                                    |          |

### Rubric for Evaluating Teaching Files

|                                                     |  |  |  |
|-----------------------------------------------------|--|--|--|
| Represents the current state of a discipline        |  |  |  |
| <b>Course design and delivery</b>                   |  |  |  |
| Well-structured content                             |  |  |  |
| Standards appropriate to discipline and to Skidmore |  |  |  |
| Ongoing development, new materials and courses      |  |  |  |
| <b>Fostering student learning</b>                   |  |  |  |
| Facilitates critical engagement                     |  |  |  |
| Creates environment that leads to student mastery   |  |  |  |
| Facilitates self-guided / independent learning      |  |  |  |
| Responsive to student participation                 |  |  |  |
| Provides timely and helpful feedback                |  |  |  |
| Available to students outside of class              |  |  |  |

## Rubric for Evaluating Teaching Files

Rubric from Promotion criteria (p. 131 of Faculty Handbook)

| Criteria                                                                           | Evidence | Overall evaluation (not meritorious, meritorious, exemplary) | Comments |
|------------------------------------------------------------------------------------|----------|--------------------------------------------------------------|----------|
| <b>A candidate for promotion to Full Professor must demonstrate the following:</b> |          |                                                              |          |
| Sustained high-quality teaching re: motivation and mentoring                       |          |                                                              |          |
| Sustained high-quality teaching re: expertise                                      |          |                                                              |          |
| Sustained high-quality teaching re: course design and delivery                     |          |                                                              |          |
| Sustained high-quality teaching re: fostering student learning                     |          |                                                              |          |