Guidelines for Evaluating Teaching Effectiveness for LAS Professors
University of Illinois at Urbana-Champaign

Regardless of the department/unit in which they work, faculty members are contractually obligated to fulfill certain teaching responsibilities. These frequently fall into four broad areas: curriculum, classroom instruction, extra-classroom instruction, and teaching-related service. In addition, faculty members are increasingly making important contributions to instruction through the scholarship of teaching and learning. The evaluation of individual faculty members along these dimensions will vary according to a number of factors including departmental norms, assigned responsibilities, and rank. Listed below are indicators that have been found applicable in different disciplines for assessing teaching effectiveness.

I. Curriculum: the development of course and curriculum content

Evidence/Indicators
- Syllabi with course goals and learning objectives
- Writing assignments, examinations, and other evaluation instruments
- Peer evaluations of course content from colleagues
- Comparison of course materials between sections of the same course
- Importance of instructor’s courses for the departmental curriculum or disciplinary core
- Development of new courses or significant modification of existing courses
- Revision or development of new degree programs, curriculum, and the like
- Content suitability for and student performance in follow-on courses
- Grants and Awards for course or curriculum development

II. Classroom Instruction: teaching specific courses in standard classroom settings

Evidence/Indicators
- Lesson plans, PowerPoint presentations of lectures, and Websites for courses
- Student course evaluations (e.g., ICES), written student comments, and other student input
- Multiple peer evaluations from colleagues
- Incorporation of technology into instruction
- Development of new teaching techniques, materials, or exercises (e.g. simulations, case study materials)
- Guest lectures in other courses
- Awards for instruction
III. Extra-Classroom Instruction: teaching outside of standard classroom settings

Evidence/Indicators
- Direction of independent studies (graduate and undergraduate)
- Direction of senior honors theses, master’s theses, and doctoral dissertations
- Membership on graduate review, qualifying examination, and dissertation/theses committees
- Supervision of internships
- Presentations before student organizations
- Co-authorship of papers and publications with undergraduate and graduate students
- Involving undergraduate students in research (e.g., SROP program)

IV. Administration/Service Related to Teaching: at department, college, campus, profession, and community levels

Evidence/Indicators
- Student advisement and service as a faculty advisor to student organizations
- Service on instruction-related department, college, and university committees
- Service on education-related local, state, national, and international committees
- Service on an editorial board of an education journal or as a reviewer of educational grants applications and/or publications
- Leadership roles and presentations at education workshops
- Service as a teaching mentor for an undergraduate student, a graduate student, or another faculty member
- Supervision of large, multi-section courses

V. Contributions to and Dissemination of the Scholarship of Teaching and Learning
(Except for those faculty specifically hired for such duties, contributions in this area are not a substitute for discipline based scholarship. Contributions of this should therefore be rewarded under teaching and not research).

Evidence/Indicators
- Authorship of textbooks
- Adoption of one's textbooks by other institutions
- Grants related to the scholarship of teaching
- Technology and software development related to instruction
- Instruction-related publications, papers, and reports
- Participation in teaching seminars (e.g., RTS), courses, short-courses, and other teaching improvement programs.