

## Guidelines for Assessing Quality of Teaching

The University RPT Standards Committee has adopted this statement as a guide for departments in determining their criteria and indicators of good teaching for use in RPT decisions. Further information is available from the Center for Teaching and Learning Excellence: [info@ctle.utah.edu](mailto:info@ctle.utah.edu) or [www.ctle.utah.edu](http://www.ctle.utah.edu)

Evaluation of teaching effectiveness should not consist solely of student evaluations, though student satisfaction with teaching methods and course administration is one component of effective teaching. Peer and expert review of teaching effectiveness is recommended, consisting of:

1. Direct observation of instructor-student interaction, including classroom/laboratory/clinical and discussion sections, and office hours, etc.
2. A review of the instructor's written and orally presented teaching philosophy, if available, to determine if it is manifested in the teaching style/actions.
3. Instructor, student, and teaching assistant interview to determine progress in teaching proficiency, including how the instructor has responded to student and peer feedback in the past, and the instructor's unique contribution to teaching.
4. A review of all course materials (syllabus, texts, handouts, exams, writings) to determine where the course fits in the curriculum, and how curricular threads or themes are evidenced in the course

Particularly for those above the rank of assistant professor, a determination of the quality of leadership for teaching is recommended, through an evaluation of:

- Scholarship (papers, presentations, etc.)
- Committees, associations, administration, mentorship
- Non-classroom teaching (dissertations, theses)