

WKU Department of Music | Criteria for Annual Evaluation Ratings

Teaching Effectiveness

Faculty at **Distinguished** level demonstrate exceptional teaching through a combination of action and evidence. *Distinguished assumes fulfillment of Skilled-level criteria and goes beyond expectations by showing patterns of achievement and impact in teaching.*

- Recipient of teaching excellence award (peer-reviewed college, university, or professional organization awards)

OR a combination of **THREE** of the following:

- Sustains a pattern of student achievement directly linked to the instructor (e.g. competition winner, conference presentation, research award, peer-reviewed publication, or other notable student achievements).
- Facilitates high levels of student engagement and regularly incorporates high-impact teaching practices as evidenced by peer and student feedback.
- Significantly revises and/or develops courses, and implements pedagogical innovations (e.g., new methods, assessments, or course materials) to improve learning outcomes.
- Seeks out and engages in new course development and/or curriculum development.
- Receives teaching grants and shows evidence of implementation, reflection, and positive impact.
- Actively mentors students through various roles such as independent studies, facilitating student grants, honors theses, graduate capstones, and/or guiding service or community projects.
- Nominated for teaching excellence award (e.g., college or professional organization awards).
- Other notable achievements presented by faculty and worthy of a *Distinguished Rating*.

Faculty at the **Skilled** level show strong teaching practices through consistent engagement with and reflection on pedagogy. *Skilled assumes fulfillment of Baseline-level criteria and represents effective teaching that goes beyond basic expectations. ALL* criteria must be met to earn a Skilled rating.

- ☐ Syllabi are clear and well-organized, with SLOs, grading policies, and deadlines.
- ☐ Encourages positive student engagement and creativity, with instances of student success attributable to the instructor's influence.
- ☐ Inclusive practices ensure accessibility for diverse learning needs.
- ☐ Demonstrates reflection, revision, and creativity in response to student and departmental feedback.
- ☐ Shows responsiveness to departmental and curricular needs.
- ☐ Actively seeks out professional development opportunities that enhance pedagogical knowledge and teaching practices.
- ☐ Shows professionalism in managing complex situations and demonstrates teaching effectiveness.
- ☐ Grades rigorously and consistently, with timely feedback.
- ☐ Effectively uses technology to achieve student learning outcomes.

Faculty at the **Baseline** level meet basic teaching expectations, fulfilling standard instructional requirements. *Baseline represents adequate course delivery and management but does not indicate advanced performance. ALL* criteria must be met to earn a Baseline rating.

- ☐ Provides syllabus with grading scheme and assignment timelines.
- ☐ Holds class as scheduled, with no pattern of complaints about cancellations or lateness.
- ☐ Grades student work in a timely manner and gives students access to grades.
- ☐ Holds regular office hours.
- ☐ Provides appropriate artifacts for assessment.
- ☐ Responds to emails promptly and treats students equally.
- ☐ Complies with student accommodations (e.g., SARC requirements).
- ☐ SITE ratings are at or near the departmental norm, with no patterns of serious concerns.
- ☐ Exhibits professional conduct as outlined by the WKU Faculty Handbook.

Faculty at the **Unsatisfactory** level fail to meet basic expectations, showing no pattern of growth or evidence of addressing previous issues. *Unsatisfactory indicates a failure to fulfill minimal pedagogical responsibilities over time.*

- Fails to hold regular office hours or provide necessary assessment artifacts.
- Frequently cancels classes or does not adhere to the schedule.
- Consistently late or inadequate in grading, leading to student complaints about not knowing grades.
- Rarely responds to emails or is unreachable, leading to student frustration.
- Non-compliance with required accommodations for students.
- Shows a pattern of low SITE ratings and unresolved student complaints.
- Issues related to bias, harassment, inebriation, or other unprofessional conduct are present.
- Fails to communicate/collaborate with departmental teammates, to the detriment of students.
- Fails to attend departmental meetings that affect curricular decisions.

Sources of evidence for teaching effectiveness include, but are not limited to, syllabi, Blackboard course sites, SITE evaluations, faculty observations, student assignments (when appropriate), student performance (when appropriate), test scores (when appropriate), and other artifacts of importance to the content area of the course(s) and faculty assessment.