

# Evaluating TEACHING During Annual Review for Faculty on Tenure and Clinical Tracks

Based on the faculty member's performance, using the rubric below, please provide a **TEACHING EVALUATION** using the university standard performance rating, which is defined in IU BOT-24:

- Unsatisfactory (This is only used if this year and the prior year do not meet expectations.)*
- Does Not Meet Productivity Expectations*
- Meets Productivity Expectations (Satisfactory)*
- Exceeds Productivity Expectations (Excellence)*

The rubric below supports IU School of Medicine faculty and their leaders in determining an appropriate annual evaluation of **teaching**. Due to variance in faculty work and disciplinary norms, more specific expectations are defined at the unit level. **Faculty are not expected to complete every listed activity in each category; not all categories or bullets apply to all faculty.** The annual review is intended to be holistic; faculty members' activities may fall into a variety of categories. For example, even if a faculty member demonstrates some behaviors listed under "exceeds expectations," their overall teaching rating may still be "meets expectations" if most of their activities align with that category.

|                    | Does Not Meet Expectations  | Meets Expectations (Satisfactory)  | Exceeds Expectations (Excellence)  |
|--------------------|---|--|--|
| <b>Instruction</b> | <ul style="list-style-type: none"> <li>• Did not fulfill assigned teaching responsibilities as outlined by the unit.</li> <li>• Did not aid learners in meeting appropriate learning outcomes as indicated in quantitative and/or qualitative information from the candidate, and/or learners, and/or peers.</li> <li>• Did not complete the required evaluations/assessments of learners as outlined by the unit.</li> </ul> | <ul style="list-style-type: none"> <li>• Fulfilled assigned teaching responsibilities as outlined by the unit.</li> <li>• Aided learners in meeting appropriate learning outcomes as indicated in quantitative and/or qualitative information from the candidate, and/or learners, and/or peers.</li> <li>• Completed the required evaluations/assessments of learners as outlined by the unit.</li> <li>• Engaged in self-reflection based on review of teaching evaluations (if available &amp; relevant).</li> <li>• Provided effective service as an education leader (e.g., clerkship director, course director, committee chair, fellowship director).</li> <li>• Published and presented peer-reviewed work on effective educational practices at regional or national levels.</li> <li>• Met unit expectations of quantity and quality of dissemination such as:               <ul style="list-style-type: none"> <li>○ Educational materials</li> <li>○ Guidelines/protocols</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Made exceptional contributions surpassing unit norms.</li> <li>• Demonstrated effective, innovative, and reflective instruction as indicated in quantitative and/or qualitative information from the candidate, and/or learners, and/or peers.</li> <li>• Designed and implemented updated instructional techniques for improved learning outcomes.</li> <li>• Completed more than the required evaluations/assessments of learners as outlined by the unit.</li> <li>• Provided highly effective service as an education leader (e.g., clerkship director, course director, committee chair, fellowship director).</li> <li>• Exceeded unit expectations of quantity and quality of dissemination such as:               <ul style="list-style-type: none"> <li>○ Educational materials</li> <li>○ Guidelines/protocols</li> <li>○ Popular media (e.g., op eds, news stories, blogs)</li> <li>○ Presentations</li> <li>○ Peer-reviewed publications</li> <li>○ Book chapters</li> </ul> </li> <li>• Secured grant funding to support curriculum development or educational scholarship.</li> </ul> |

|   | Does Not Meet Expectations   | Meets Expectations (Satisfactory)  | Exceeds Expectations (Excellence)   |
|---|--|--|---|
|   |  | <ul style="list-style-type: none"> <li>○ Popular media (e.g., op eds, news stories, blogs)</li> <li>○ Presentations</li> <li>○ Peer-reviewed publications</li> <li>○ Book chapters</li> </ul>  |   |
| <b>Mentoring and Advising</b>                       | <ul style="list-style-type: none"> <li>• Did not fulfill unit expectations for mentoring or advising learners according to appointment type and the needs of learners.</li> <li>• Demonstrated inconsistency, lack of responsiveness, and limited investment in the development of mentees.</li> <li>• Committed actions resulting in a validated report of learner mistreatment.</li> </ul> | <ul style="list-style-type: none"> <li>• Met unit expectations for mentoring or advising learners according to appointment type and the needs of learners.</li> <li>• Provided reliable guidance and feedback, helping mentees navigate challenges and make steady progress in their academic or professional growth.</li> </ul> | <ul style="list-style-type: none"> <li>• Exceeded unit expectations for mentoring or advising learners according to appointment type and the needs of learners.</li> <li>• Provided proactive, personalized, and empowering—advancing the mentees' independence, and contributing meaningfully to their long-term success, which could include co-authoring papers or presentations with mentees.</li> </ul>  |
| <b>Professional Development Efforts in Teaching</b> | <ul style="list-style-type: none"> <li>• Showed no or limited effort toward developing teaching skills and expertise.</li> </ul>   | <ul style="list-style-type: none"> <li>• Engaged in professional development activities, such as attending conferences or workshops and experimenting with new approaches.</li> <li>• Contributed to departmental or other local education-related committees.</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrated a high level of engagement in examining teaching practices, seeking new ideas, obtaining feedback, and collaborating with campus or disciplinary peers.</li> <li>• Mentored other educators.</li> <li>• Contributed to regional, national and/or international education committees.</li> <li>• Lead local, regional and/or national education-related committees.</li> <li>• Earned recognition for effective teaching.</li> </ul> |