Template for Annual Review of Teaching

KU Center for Teaching Excellence

(Updated June 2024)

T

his template is intended to help department or school leaders collect and organize the information they need for the documentation, review and evaluation of teaching. A document created in this template can be uploaded to Faculty Insight to provide information about the quality of an instructor’s teaching. This template draws on CTE’s [**Benchmarks for Teaching Effectiveness**](https://cte.ku.edu/evaluating-teaching) framework, which posits that:

*Effective teaching involves* *alignment of course goals and instructional practices, creation of motivating, respectful, and welcoming learning climates, and consistent attention to and reflection on student learning and feedback.*

Benchmarks identifies seven dimensions of teaching to capture the full range of faculty teaching activities and a rubric articulates criteria for each dimension:

1. Goals, content and alignment
2. Teaching practices
3. Class climate
4. Achievement of learning outcomes
5. Reflection and iterative growth
6. Mentoring and advising
7. Involvement in teaching service, scholarship or community

The framework also specifies evidence that can speak to each dimension that can be provided by the instructor, peers, and students. Per KU policy, faculty evaluation should draw on these multiple sources. This guide focuses on the information that could be provided by instructors for the annual review process.

This template includes four sections: (I) A summary of courses taught, (II) Prompts for course-level reflection and documentation, (III) A list of mentoring and advising activities, and (IV) A list of involvement in teaching service, community and scholarship.

I. SUMMARY OF TEACHING RESPONSIBILITIES IN THE EVALUATION WINDOW

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course Number and Name** | **# students** | **Course function in curriculum:*** Who takes it and why
* Role of course in program
 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**II. COURSE REFLECTION AND DOCUMENTATION- OPTION A** *[dept should choose A or B]*

Follow the prompts below to share information about your teaching on the course-focused Benchmarks dimensions, responding with bullet points or short paragraphs. Select a sample course (or two) to highlight key teaching approaches. See the [Benchmarks framework](https://cte.ku.edu/evaluating-teaching) for more ideas about what you could address.

**Focal course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Course goals, content and alignment**. What are one or two of the most important things for students to learn in your course(s) and why? What is one goal you had for this course during the evaluation window and why?
2. **Teaching practices.** Highlight one or more key instructional activities or assignments (in- or out-of-class) that you implemented to address these goals.
3. **Class climate**. Highlight strategies you used to encourage motivation, a sense of belonging among, and mutual respect among your students, and/or to support struggling students.
4. **Student performance and experience.** What assignment/activities best illustrate whether your approaches are leading to the desired student outcomes? What does students’ work/reactions tell you about whether they are meeting your (or other stakeholders’) expectations?
5. **Reflections and growth.** Have your approaches changed over time, either within a semester or from one semester to another? If so, why, and did the adjustments yield the outcomes you were after? Or, are there things you’d like to change in future versions of your course?

**Supporting Documentation (optional):** Supplemental materials from your course can provide supporting evidence and examples related to your responses to the above prompts. If you include supporting documentation, be sure to point the reader to those documents in your statements above so that they know what they are looking for. Evidence and examples could include:

* Syllabus or course schedule
* A sample assignment, instructional activity or lesson plan
* Rubric or other assessment criteria
* Samples of student work, along with your feedback/annotations
* Summaries/analysis of student performance on rubric, assessments linked to learning goals

II. COURSE REFLECTION AND DOCUMENTATION- OPTION B *[dept should choose A or B]*

Follow the prompts below to share information about your teaching on the course-focused Benchmarks dimensions, responding with bullet points or short paragraphs. Select a sample course (or two) to highlight key teaching approaches. See the [Benchmarks framework](https://cte.ku.edu/evaluating-teaching) for more ideas about what you could address.Each prompt also includes suggested (optional) **supporting documentation** that can provide supporting evidence and examples related to your responses. If you include supporting documentation, be sure to point the reader to those documents in your statements above so that they know what they are looking for.

**Focal course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Dimension and Prompt** | **Response** |
| **Course goals, content and alignment**. What are one or two of the most important things for students to learn in your course(s) and why? What is one goal you had for this course during the evaluation window and why? Possible Supporting Documentation□ Course goals in syllabus □ Sample course materials (e.g., rubrics, assignment sheets, readings) □ Student survey (SST Course Materials item), feedback or work  |  |
| **Teaching practices.** Highlight one or more key instructional activities or assignments (in- or out-of-class) that you implemented to address these goals. Possible Supporting Documentation□ Syllabus or course schedule □ Sample class activities and assignments □ Lesson plans □ Examples of feedback on student work □ Student survey (SST Expectations, Deadlines and Feedback items) or feedback |  |
| **Class climate**. Highlight strategies you used to encourage motivation, a sense of belonging and mutual respect among your students, and/or to support struggling students. Possible Supporting Documentation□ Syllabus □ Lesson plans or sample activities □ Reflections on student feedback □ Student survey of teaching (SST Climate items) or feedback  |  |
| **Student performance and experience.** What assignment/activities best illustrate whether your approaches are leading to the desired student outcomes? What does students’ work/reactions tell you about whether they are meeting your (or other stakeholders’) expectations? Possible Supporting Documentation□ Rubrics and samples of student work (assignments, blogs, etc.) □ Summaries/ analysis of performance on rubrics or other indicators of student achievement □ Item analysis of exam questions that are connected to learning goals □ Reflections on student learning □ Student perceptions of learning (SST questions about course)  |  |
| **Reflections and growth.** Have your approaches changed over time, either within a semester or from one semester to another? If so, why, and did the adjustments yield the outcomes you were after? Or, are there things you’d like to change in future versions of your course?Possible Supporting Documentation□ Syllabi □ Sample assignments or examples of student work that highlight changes in course □ Changes in student achievement (e.g., assignment or exam performance, improvement in a rubric dimension) □ Reflections on student feedback □ Changes in student feedback over time  |  |

**III. MENTORING AND ADVISING** *[Note, if using Faculty Insight, this information may already be populated]*

Undergraduate Research Engagement

|  |  |  |
| --- | --- | --- |
| Semester | Name(s) | Notes on approaches or special distinction |
|  |   |  |

 \*Indicates you are supervising the student’s honors thesis.

Other Undergraduate Advising

|  |  |  |
| --- | --- | --- |
| Semester | Name(s) | Notes on approaches or special distinction |
|  |   |  |

 Graduate Student Advising/Mentoring- Primary Advisor

|  |  |  |
| --- | --- | --- |
| Name(s) | Current Status | Notes on approaches or special distinction |
|  |   |  |

Other Graduate Student Advising/Mentoring- Committee Membership

|  |  |  |
| --- | --- | --- |
| Year | Name, Program | Notes on approaches or special distinction |
|  |   |  |

Postdoctoral Advising

|  |  |  |
| --- | --- | --- |
| Name(s) | Current Status | Notes on approaches or special distinction |
|  |   |  |

**IV. INVOLVEMENT IN TEACHING SERVICE, SCHOLARSHIP AND COMMUNITY**

**List any involvement in the following activities:**

|  |  |
| --- | --- |
| **Category** | **Activities** |
| Teaching/assessment committees (note, some departments may place this contribution under Service)  |   |
| Participation or supervision of co-curricular activities and/or experiential learning (e.g., service learning) |   |
| Participation in teaching community or teaching development opportunities (KU or external)  |   |
| Leadership roles in teaching communities or development opportunities |   |
| KU or external Presentations or publications on teaching (e.g., public portfolio, posters, essay, paper, videos, shared course materials)  |   |
| KU or external grant applications related to teaching (indicate year, status, and amount) |   |