

**AGFM PEER EVALUATION RUBRIC**

*Each faculty member will self-evaluate on this rubric and submit it, along with their University Annual Report, to the PEC by the indicated deadline. The PEC will review it and provide a Teaching Score and a Service Score, as well as narrative feedback in both categories.*

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|  | Self | PEC |
| **Name of faculty member:** |  |  |
| **Name of PEC reviewer:** |  |  |
|  | | |
| **TEACHING (90%)** |  |  |
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| Good (5-6)  *Checking the first bulleted item (evaluations) generates a score of 5. Checking both the following items generates a score of 6. Not checking the first item generates a score in the Poor to Fair category at bottom of rubric.* |  |  |
| * Earns positive student evaluations (mean values on Instructor Questions are in line with or above College averages) |  |  |
| * Attends a professional development opportunity (workshops, lectures, conferences, etc. related to teaching or research, within or beyond the University) at least ONCE per semester |  |  |
| * Teaching approach demonstrates a commitment to principles of diversity, equity, and inclusion in the classroom, as described in University annual report |  |  |
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| Very Good (7-8) to Excellent (9-10)  *All bulleted items in the “Good” category must be checked before progressing. The first item (evaluations) in this category being checked generates a score of 7. Higher scores may be earned through checking additional items.* |  |  |
| * Earns highly positive student evaluations (mean values on Instructor Questions are consistently above College averages) |  |  |
| * Attends professional development opportunities (workshops, lectures, conferences, etc. related to teaching or research, within or beyond the University) MORE THAN ONCE per semester |  |  |
| * Pursues individual teaching improvement through consulting with CTE or participating in a mentorship program |  |  |
| * Organizes learning opportunities for their class(es) outside the classroom context, with funding (e.g. Faculty and Student Interaction Grant, Language Commons Activity Award) or without |  |  |
| * Disseminates work by presenting at workshops, lectures, conferences, etc. related to teaching or research, within or beyond the University |  |  |
| * Introduces a new course, substantially revises an existing course, or contributes to ongoing program-level efforts to improve curriculum |  |  |
| * Contributes to the creation of foundational materials such as textbooks or OER |  |  |
| * Is awarded a grant or fellowship to support curricular innovation or improvement |  |  |
| * Participates in the CTE Faculty Fellows program or other substantial University-wide attempts to improve teaching and learning |  |  |
| * Pursues additional degrees or certifications that would impact teaching |  |  |
| * Contributes significantly to efforts to increase diversity, equity, and inclusion in the curriculum, as described in University annual report |  |  |
| * Receives an award for teaching excellence |  |  |
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| Poor (1-2) to Fair (3-4)  *Checking the first bulleted item generates a score of 3-4. Checking both items generates a score of 1-2.* |  |  |
| * Earns negative student evaluations (mean values on Instructor Questions are consistently below College averages) |  |  |
| * Does not attend professional development of any kind |  |  |
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| **AGFM TEACHING Comments: Please summarize in a few sentences any trends you could identify in the comments in your student evaluations. If you would like the PEC to be aware of any other details regarding your teaching, please note those details here.** |  |  |
| **TEACHING Score:**  **Feedback from PEC:** |
|  | | |
| **SERVICE (10%)** |  |  |
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| Good (5-6)  *Checking the first two bulleted items generates a score of 5. Checking all three items generates a score of 6. Not checking the first two items generates a score in the Poor to Fair category at bottom of rubric.* |  |  |
| * Fulfills assigned advising duties |  |  |
| * Generally attends department meetings, unless teaching schedule conflicts |  |  |
| * Makes regular and productive contributions to ONE departmental endeavor, whether committee service or other initiatives (e.g. Theater, La Merienda, Club de Corredores, Vendemmia, Poetry Series, Free Tutoring or Writing Tutoring, Casa Bolívar or Shea House, Caffé Italiano, etc.) |  |  |
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| Very Good (7-8) to Excellent (9-10)  *All bulleted items in the “Good” category must be checked before progressing. Checking any bulleted item in this list results in a score of* at least *7. Higher scores may be earned depending not only on the number of items checked but the nature of service contributed. Details regarding service may be shared via the University Annual Report and/or the narrative space below.* |  |  |
| * Makes regular and productive contributions to MORE THAN ONE departmental endeavor, whether committee service or other initiatives (e.g. Theater, La Merienda, Club de Corredores, Vendemmia, Poetry Series, Free Tutoring or Writing Tutoring, Casa Bolívar or Shea House, Caffé Italiano, etc.) |  |  |
| * Chairs a committee |  |  |
| * Exceeds expectations for advising (e.g. serves a larger than average number of advisees, advises for the College) |  |  |
| * Organizes events and/or arranges guest speakers |  |  |
| * Holds an administrative role such as DUP, DLP, Course Coordinator, Placement Coordinator, Assessment Coordinator, Distinguished Major Program Director, Study Abroad Program Director, etc. |  |  |
| * Directs/advises theses or serves on thesis committee(s) within the Department or elsewhere |  |  |
| * Contributes to filling departmental administrative needs (Graduate Teaching Orientation, long-term subbing and overloads, make-up exam proctoring, etc.) |  |  |
| * Serves on IWL, College, or University committee(s) or General Faculty Council |  |  |
| * Contributes service to local community or to profession at a broader level (national/international organizations or boards) |  |  |
| * Contributes significantly to efforts to increase diversity, equity, and inclusion in the department, at the University or in the profession, as described in University annual report |  |  |
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| Poor (1-2) to Fair (3-4)  *Checking any one of these three bulleted items generates a score of 3-4. Checking more than one generates a score of 1-2.* |  |  |
| * Does not fulfill assigned advising duties |  |  |
| * Does not generally attend department meetings |  |  |
| * Refuses *reasonable* requests to serve (i.e., when already contributing less service than average) |  |  |
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| **AGFM SERVICE Comments: Please explain, concisely and clearly, any service you have contributed that was not addressed on this rubric. If you would like the PEC to be aware of any other details regarding your service, please note those details here.** |  |  |
| **SERVICE Score:**  **Feedback from PEC:** |