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| **SAMPLE 5 - Holistic assessment of 3 data sources in one row** | | | | | | |
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|  | **Unsatisfactory** | **Satisfactory** | **Good** | **Very Good** | **Outstanding** | **Rating** |
| **Data/information about teaching  (student, peer, self)** | Data/information is not collected or not reported | Faculty report evaluation activity(ies) but make little or no connection to teaching practice | Reported evaluation activity(ies) is accompanied by explanation of how the data/information was/will be used to modify an instructional practice, assignment, or learning environment. | Faculty clearly connect reported evaluation activity(ies) to teaching goals that are aligned with learning-centered, evidence-based, or inclusive teaching practice.  AND Reported evaluation activity is accompanied by explanation of how the data/information was/will be used to modify an instructional practice, assignment, or learning environment. | Faculty clearly connect reported evaluation activity(ies) to teaching goals that are explicitly aligned with learning-centered, evidence-based, or inclusive teaching practice.  AND Reported evaluation activity is accompanied by explanation of how the data/information was/will be used to modify an instructional practice, assignment, or learning environment. AND Evaluation activity(ies) and the manner in which data is used to inform practice are indicative of a comprehensive plan to explore targeted aspect(s) of a reflective teaching practice |  |
| **Use of Data to Inform Teaching.** | No connections between the evidence collected from students, peers, and self to outcomes in course and/or describe any changes they could potentially make to their course(s) based on that evidence. | Faculty made loose connections between the evidence they collected from students, peers, and self to general outcomes in their course(s) and/or describe some broad changes they have made/intend to make to their course(s) based on that evidence. The alignment with the teaching pillars is *not clearly* evident. | Faculty made explicit connections between the evidence they collected from students, peers, and self to general outcomes in their course(s) and/or describe broad changes they have made/intend to make to their course(s) based on that evidence. The alignment with **at least one** of the teaching pillars is *somewhat* evident. | Faculty made explicit connections between the evidence they collected from students, peers, and self to specific outcomes in their course(s) and/or outline distinct changes they have made/intend to make to their course(s) based on that evidence. The alignment with **at least one** of the teaching pillars is *explicit*. | Faculty made explicit and systematic connections between the evidence they collected from students, peers, and self to specific outcomes in their course(s) and/or outline distinct changes they have made/intend to make to their course(s) based on that evidence. The alignment with **more than one** of the teaching pillars is *explicit*. |  |
| **Mentoring and Advising (complete with criteria relevant to your department)** | Faculty are not meeting departmental expectations surrounding advising and mentorship of graduate students, such as conducting regular meetings with their mentees/advisees, being responsive to student communications, and completing administrative duties related to mentorship/advising in a timely manner. | Faculty are minimally meeting departmental expectations surrounding advising and mentorship of graduate students, such as conducting regular meetings with their mentees/advisees, being responsive to student communications, completing administrative duties related to mentorship/advising in a timely manner, and keeping students on track for meeting program milestones or providing evidence that they have attempted to do so. | Faculty are engaged with graduate student advisees/mentees and involved in some publishing, scholarship, and/or other activites related to mentorship and advising. | Faculty are engaged with graduate student advisees/mentees, involved in some publishing, scholarship, and/or other activites related to mentorship and advising, and show evidence of working with their students to identify areas for improvement and supporting their students through that process. | Faculty are exceeding departmental expectations by actively engaging with their with their graduate student mentees/advisees at a level that promotes the development of scholarly partnerships. |  |
|  |  |  |  |  | Subtotal |  |
| **Other considerations (e.g., additional sources, courses taught, course enrollment, stage of faculty member's career, knowledge privy to the chair, etc)** |  |  |  |  |  |  |
|  |  |  |  |  | Average |  |