Dimensions of Teaching
(descriptors are inclusive but not exhaustive)

Goals, content, and alignment.
- Goals for student learning and skill-development are established and are at appropriate level for the course and the students expected to take it.
- These learning goals are well-articulated to students.
- The course goals are clearly connected to program or curricular goals.
- Content is challenging and innovative or related to current issues and developments in the field.
- Topics are of appropriate range and depth, with integration across topics.
- The instructor includes high quality materials that are well-aligned with the learning and skill-development goals for the course.
- Assessments are varied and well-aligned with learning goals.

Teaching practices.
- Activities are well planned, integrated, and reflect commitment to providing meaningful assignments and assessments.
- Use of effective, high-impact and/or innovative methods to improve students’ understanding and support their learning.
- In- and out-of-class activities provide opportunities for practice and feedback on important skills and concepts.
- Efforts are demonstrated to support learning in all students.
- Teaching practices result in high levels of student engagement.

Achievement of learning outcomes.
- Standards for evaluating student understanding are connected to program or curriculum expectations.
- Standards are well-communicated to students.
- Multiple forms of effective assessment, aligned with course objectives, are used.
- Level of learning supports success in other contexts (e.g., subsequent courses) and/or is increasing over successive offerings.

Class culture and student perceptions.
- Evidence that class climate is respectful, cooperative, inclusive, and civil.
- Evidence that class climate encourages motivation and engagement.
- Instructor is accessible and interacts well with students.
- Students perceive that they are learning important skills or knowledge.

Mentoring and advising. (Undergraduate or graduate students)
- Evidence of quality and time commitment to advising and mentoring (define as appropriate for the discipline).

Reflection and iterative growth.
How has the faculty member’s teaching changed over time? How has this been informed by evidence of student learning?
- Evidence that instructor is responsive to, and reflective on, student feedback in the short- and long-term.
- Regularly makes adjustments to teaching/mentoring practice based on reflections on student learning, within or across semesters.
- Re-examines student performance following adjustments.
- Improved student achievement of learning goals based on modifications to teaching/mentoring practices.

Involvement in teaching service, scholarship, or community.
In what ways has the instructor contributed to the broader teaching community, both on and off campus?
- Engagement with peers on teaching (e.g., teaching-related presentations or workshops).
- External presentations.
- Publications to share practices or results of teaching or educational activities.
- Scholarly publications or grant applications related to teaching.

A single form of evidence may be used across multiple dimensions. However, at least two different forms of evidence must be applied for each dimension.

Forms of Evidence:
A. Information on syllabus
B. Class material created by instructor
C. Description by instructor
D. Observation of teaching by a third party
E. Examples of student work/engagement with class – test performance, Moodle activity, performance on learning objectives, etc.
F. Anonymous survey of students
G. Other forms of student feedback – focus groups, letters, interviews, etc., collected independently of instructor
H. Existing record of faculty activities
I. Input by external parties familiar with the work collected by department in collaboration with the instructor.

For more information on UMass Amherst participation in the TEval project: