

***Provost's Recommended Criteria for Evaluating Genuine Excellence in Teaching (for term faculty)***

On the Provost's website at: <https://provost.gmu.edu/faculty-matters/faculty-appointments> under "Faculty Appointments," "Term Instructional Faculty":

Office of the Provost Guidance for Genuine Excellence in Teaching for Term Faculty

*A faculty member's proficiency in the domain of teaching is a critical element for the assessment and evaluation of faculty, including consideration for promotion. Achieving Genuine Excellence in Teaching* requires the demonstration of an intentional commitment to and refinement of teaching practices that lead to student engagement, learning, and success, and that reflect Mason's commitment to inclusive excellence. It also requires deliberate dissemination of information or research about these practices. *Genuine Excellence in Teaching* goes beyond the criteria for establishing *High Competence in Teaching*. Evaluation of teaching excellence is informed by faculty peers, student input and feedback, course materials, and faculty members' own reflections as well as other evidence that demonstrates faculty meeting threshold criteria for *Genuine Excellence in Teaching*. Other evidence can include but is not limited to additional recognition of scholarship to include scholarly awards, national or international recognition of teaching excellence and the winning of competitive grants or funding in the area of teaching and education.

Term faculty seeking promotion to associate professor or to senior instructor are expected to meet the criteria for *High Competence in Teaching*, which are the hallmarks of effective teaching. Evaluation involves an assessment of each of the following factors:

- Pedagogical strategies that equitably support and engage students in learning, typically demonstrated by student evaluations of teaching and peer review;
- Successful student learning, typically demonstrated by course design, teaching materials, and/or broad evidence of student achievement; and
- Faculty growth and continuous course improvement, typically evidenced by course materials, faculty members' self-assessment, attainment of course learning outcomes, and/or involvement in professional development to strengthen teaching and mentoring.

Term faculty seeking promotion to professor or to master instructor must demonstrate *Genuine Excellence in Teaching*. This involves further assessment of the following additional factors, which should be considered holistically. Specifically, while each factor should be addressed, it is expected that faculty will differ in the strength of their contributions across these five factors.

- Research-based and effective teaching and learning strategies appropriate to the students and the discipline, typically evidenced in course materials and faculty members' self-assessment;
- Teaching and learning experiences that are designed to reflect Mason's commitment to diversity and inclusive excellence, typically evidenced by course design, teaching

materials that incorporate diversity in the context of the discipline, broad evidence of student achievement, and/or faculty members' self-assessment;

- Work with students beyond the classroom, typically evidenced by examples of student mentoring and advising;
- Pedagogical leadership (e.g., for a course and/or curricular initiative) at Mason and/or within a professional community; and
- Impact beyond the local department or unit, typically evidenced by invited and peer reviewed presentations about curriculum or pedagogy at professional conferences, workshops, or exhibitions; external funding for curricular development or piloting teaching methods; and/or research and scholarship focused on pedagogy that could include peer-reviewed publications, books, monographs, instructional materials, or other media.

These criteria are relevant for and applicable to courses offered in different modalities, whether face-to-face, hybrid, fully online, or field/clinical supervision.

Evidence for *Genuine Excellence in Teaching* must be derived from multiple sources that provide a demonstrated pattern consistent with the concept of Genuine Excellence in Teaching over time, noting that all faculty experience occasional challenges in the face of designing and implementing new and creative teaching approaches.

For more information about the recommended criteria and possible evidence that can be used to demonstrate meeting these criteria, see the Summary Tables for Documenting and Assessing High Competence and Excellence in Teaching on the [Supporting Efforts to Document and Assess Teaching and Learning](#) page of the Office of the Provost website.

Office of the Provost

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