



Effective Teaching: Planning to Evaluation

Stephen Stark

University of South Florida

Student Success is Paramount



Student success is central to every university's mission. Chairs, faculty, and staff play a vital role.



Teaching—broadly defined—shapes student development from admission through graduation and beyond.



It also drives the progression, completion, and outcome *metrics* used in the SUS *performance-based funding* model.

Performance-Based Funding Metrics



1. Percent of Bachelor's Graduates Employed (Earning \$43,200+) or Continuing their Education	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-Time	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)	8. Graduate Degrees Awarded in Areas of Strategic Emphasis
4. Four Year Graduation Rate (Full-time FTIC)	9a. Three Year Graduation Rate for FCS AA Transfer Students 9b. 6-Year Graduation Rate for Students Awarded Pell Grants
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

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[PA-Presentation Tim-Jones Feb-2025 48-Read-Only.pdf](#)

What Student Success Requires



Development of core competencies
(disciplinary knowledge, critical thinking, communication, and problem-solving)



Preparation for multiple career pathways and professional success
(applying knowledge, working in teams, navigating real-world contexts)



Meaningful engagement in high-impact learning experiences
(research, internships, applied projects)

The *Chair's* Role in Teaching and Student Success

- **Align curriculum and course offerings to support student progression**
(ensuring access to required courses and timely degree completion)
- **Assign and support faculty to deliver effective teaching**
(matching instructors to courses; encouraging course development and improvement)
- **Use course- and program-level data to evaluate teaching and outcomes**
(e.g., grade distributions, progression, completion, and post-graduation outcomes)
- **Encourage and reward meaningful faculty engagement with students**
(mentoring, advising, and supporting research, internships, and other applied learning experiences; present and accessible to students).



Student Survey Results (Abele, 2025)

<https://reports.collegepulse.com/students-perspective-on-academic-life>

What Students Want

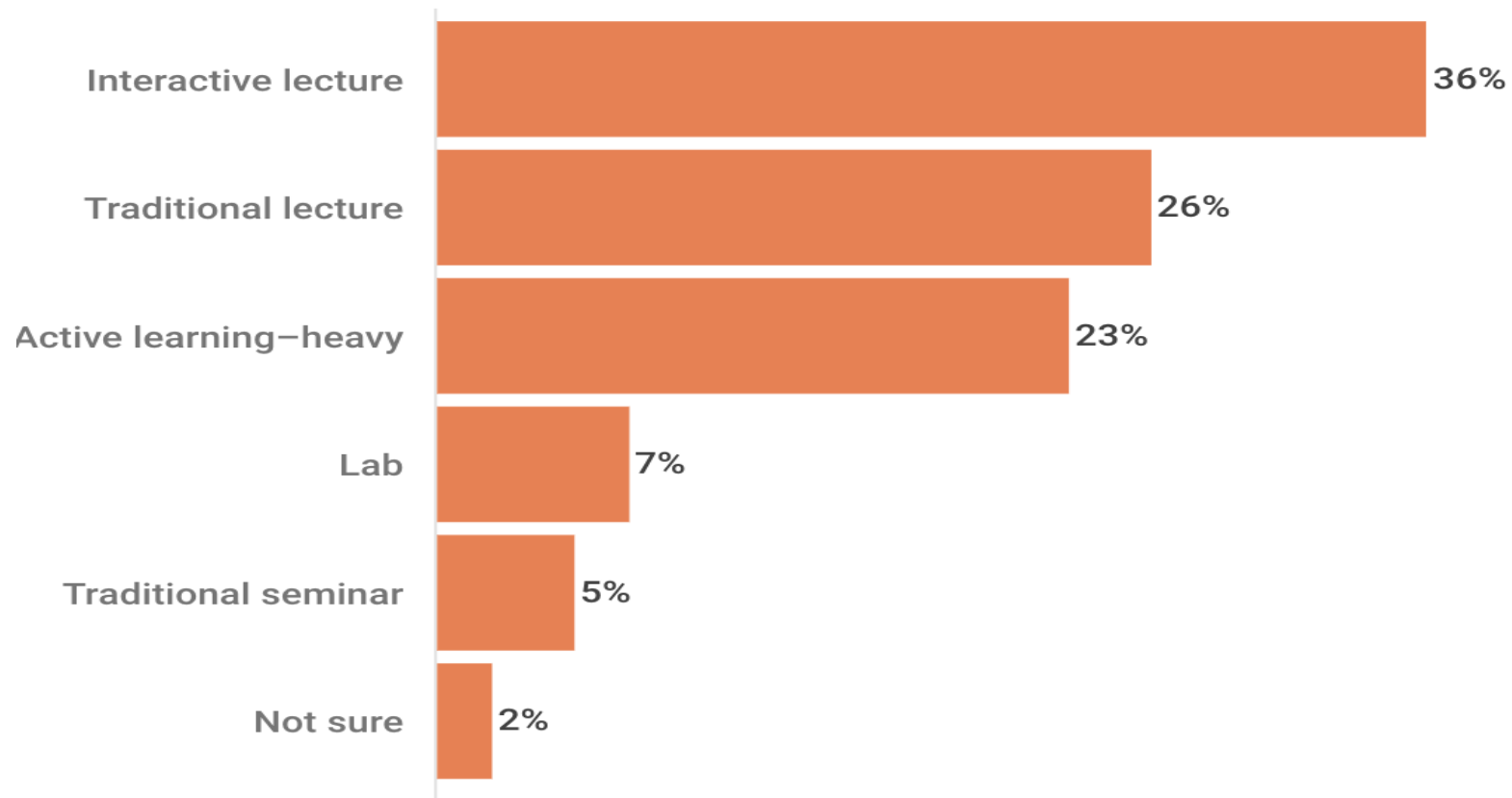
Professor actions students say would help them academically:



Being more flexible about deadlines: 57%	Being more flexible about attendance and/or participation: 44%	Offering some class sessions online during in-person courses: 26%	Being more accessible outside of class hours: 22%
	Setting expectations more clearly: 42%		
Being open to experimenting with different teaching styles: 51%		Including wellness resources in syllabi or discussing resources in class: 18%	Including academic support resources in syllabi: 17%
	Taking more of an interest in getting to know students: 34%	Setting higher expectations for me and my peers: 8%	None of the above: 6%

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Factors Important to Students (Abele, 2025)

*Modified after Chickering & Gamson, 1987 Wingspan J. 9(2); also R. Light 2001, Harvard U Press; Watermark, July 2023; Evaluation 101

Subject Matter

- Demonstrates detailed knowledge of the subject matter.
- Shows enthusiasm for the subject.

Presentation/Facilitation

- Is well-prepared for class (clear syllabus and schedule, organized in class).
- Stimulates interest in the subject.
- Encourages discussion/class interaction.
- Explains information clearly.
- Clear expectations for test and grading practices

Approach to Students

- Shows concern for students.
- Is readily available to students.
- Allows recovery from a single poor performance.

A Good Syllabus is Essential



Course Basics

Clear logistics,
instructor info, course
framing



Learning & Alignment

Outcomes, objectives,
and course purpose



Assessment & Structure

Assignments, grading,
schedule,
expectations



Policies & Support

Course policies,
academic integrity,
student resources



Student feedback

(ratings and comments—interpreted carefully)



Course design and instructional practice

(syllabi, assignments, organization, quality and timeliness of feedback, grade distributions and withdrawal rates)



Evidence of student learning and performance

(grades, student work (e.g., presentations, publications), performance in follow-on courses, internships and professional exams, post-graduation placements)



Faculty contributions to student development

(mentoring, advising, supervision of student work, student and faculty achievements)

Evaluating Teaching: Evidence Within and Beyond the Classroom

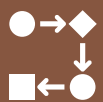
Recognizing and Addressing Teaching Concerns

Look	Look for consistent concerns—not isolated results.
Discuss	Discuss concerns directly with the faculty member.
Document	Document the conversation and agreed next steps.
Refer	Refer to peer faculty who teach well for instructional guidance.
Engage	Engage teaching development resources.
Set	Set expectations for improvement in the next offering.
Ask	Ask faculty member to document steps taken to improve teaching.

Expectations and Follow-Up



Discuss the faculty member's plan for improvement, document expectations and timeline, and review progress.



If concerns persist, consult with the dean regarding a formal improvement plan.



Continued concerns may require changes in assignments and may result in a nonrenewal or adverse tenure and/or promotion decision.

Key Takeaways



- Student ratings are one data source —not the sole measure of effective teaching.
- Effective evaluation includes multiple sources of evidence.
- Teaching concerns should be addressed early and directly.
- *Recognizing strong teaching* helps set expectations and build a culture that values student success across faculty roles.

Some Resources on Teaching and Potential Impacts of AI

- Teaching in Higher Ed: <https://teachinginhighered.com/>
- DiYanni, R., & Borst, A. (2020). *The craft of college teaching: A practical guide*. Princeton, NJ: Princeton University Press.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Stachowiak, B. (2020). *The productive online and offline professor: A practical guide*. Sterling, VA: Stylus Publishing.
- Inside Higher Ed : [AI and Teaching Resources Collection](#)
- Chronicle of Higher Education: [How AI Is Changing Higher Education](#)
- U.S. Department of Education. Office of Educational Technology (2023): [Artificial Intelligence and the Future of Teaching and Learning](#)
- National Academies of Sciences, Engineering, and Medicine. (2025). [Artificial Intelligence and the Future of Work](#)





Thank you