

A&S Teaching Evaluation Documentation Worksheet

Name of Instructor: _____ Date: _____

The purpose of this worksheet is to help academic staff and departments gather evidence to document teaching for purposes of annual review, tenure and promotion, and for recognition in the form of merit pay and awards. Across the top of the worksheet are the common sources of data used in the evaluation of teaching. In the left-hand column are the basic university expectations for effective teaching, followed by additional factors that often form a part of teaching evaluation.

The instructor being evaluated (working in collaboration with the department chair or designated department representative) should indicate with checks what kinds of data have been provided to document each of the basic university expectations for effective teaching. Although, not all of the "Additional Factors" will apply to everyone, instructors are encouraged to consider and document a broad range of teaching-related activities as appropriate to the particular parameters of their appointments. Note that in keeping with University policy, the College requires a minimum of three different sources of data, with one of those sources being student evaluation of teaching. Please consult the appropriate Faculty Evaluation Checklist for the specific documentation requirements for each type of review (e.g., annual, triennial, promotion, tenure, pre-tenure).

	Student Evaluation of Teaching ¹	Narrative Self-Evaluation of Teaching ²	Course Materials (syllabi, tests, assignments, etc.)	Student Products (completed tests, papers, projects, performances etc.)	Formal Observation of Teaching (with written documentation)	Other (Specify)
Basic University Expectations						
Respect for Students						
Knowledge of Subject						
Careful Preparation						
Effective Communication						
Professional Growth						
Additional Factors						
Course Design						
Assessment of Learning						
Work w/Individual Undergraduates						
Work w/Individual Graduate Students						
Departmental Work						
Other (Specify)						

Basic Expectations Elaborated

- *Respect for Students*: Does the instructor treat students with respect, both in class and outside?
- *Knowledge of Subject*: Is the instructor knowledgeable about the subjects s/he teaches?
- *Careful Preparation*: Does the instructor prepare for class/student conferences properly? Does s/he use class/conference time effectively?
- *Effective Communication*: Does the instructor communicate clearly with students both in and outside class? Does s/he explain course material and expectations clearly? Does s/he listen well? (Consider both oral and written forms of communication.)
- *Professional Development*: Does the instructor model lifelong learning for his/her students by continuing to grow and develop as a teacher? Is s/he willing to take risks and try new approaches to teaching? Does s/he participate in department, college, or university activities designed to enrich teaching? Does s/he actively seek feedback on teaching from students and colleagues? Does s/he contribute to the professional development of colleagues?

Additional Factors Elaborated

- *Course Design*: Are the instructor's courses well designed in terms of clear objectives, appropriate content, and appropriate workload per credit?
- *Assessment of Learning*: Does the instructor set high but reasonable expectations for student learning? Does s/he make those expectations clear to students? Does s/he employ a variety of methods to assess learning? Does s/he assign grades fairly and consistently?
- *Work w/Individual Undergraduate Students* (academic and career advising, conferencing, supervising independent studies, research projects, or honors theses or, informal mentoring, etc.): Is the instructor generally available to students? Does s/he provide appropriate challenges, guidance, and support? Does s/he interact well with students?
- *Work w/Graduate Students* (advising, serving on grad committees, mentoring, etc.) Does the instructor assume responsibility for graduate education as appropriate to department needs? Does s/he provide appropriate challenges, guidance, and support? Does s/he interact well with graduate students? Does s/he provide professional mentoring?
- *Departmental Work*: Does the instructor cooperate with colleagues in the department to address students' academic needs? Does s/he participate in department planning sessions and curriculum reviews? Does s/he make other contributions to teaching and curriculum development within the department?
- *Other Teaching-Related Activity*: Does the instructor engage in other teaching-related activity that merits recognition? (e.g. supervising GTAs, advising student professional organizations, doing scholarly research on teaching and learning, co-teaching in other departments, teaching in the community, seeking and obtaining teaching-related grants).

¹ Required for all Reviews

² Required for Pre-Tenure, Tenure, and Promotion Reviews