Checklist for the Evaluation of Teaching

Please include this checklist at the front of the teaching section in the primary file. Files with an incomplete checklist will be returned to the department for completion.

☐ List on one sheet in the primary file all courses taught, including term and enrollment, and instructor and department mean scores for the required questions from the course evaluation report.

☐ List in the primary file any teaching awards, including departmental awards, school or college awards, or university awards.

☐ List in the primary file all supervised dissertations, theses, and undergraduate honors papers.

☐ Quantitative student evaluations. Include all evaluated courses since first appointment or last promotion, with a minimum of ten representative courses required, unless fewer have been taught at the University. Beginning in 1996-97, faculty legislation requires that all courses with more than 10 students be evaluated using the standard form.

1. ☐ Include in the primary file a sample of the course evaluation questions used by the department (including each version used if more than one version was used over the period of review).
2. ☐ Include in the primary file a statistical summary page for each course with relevant comparative data.
3. ☐ Include in the supplementary file the full course evaluation data for each course. Include all signed student comments in the supplementary file.
4. ☐ Include in the primary file optional letters from supervised students.

☐ Include in the primary file peer evaluations, based on classroom visitations. From 1996-97 on, assistant professors must receive at least one peer evaluation in each of the three years before the tenure review. Associate professors must have a peer evaluation for at least one course every other year.

☐ Optional - Include in supplementary file the Teaching Portfolio. While it is not required, it is increasingly common practice for the candidate to assemble a teaching portfolio to document his or her creative efforts in instruction. Such portfolios have commonly included sample course materials, e.g., syllabi, exams, homework assignments, and the like. More elaborate portfolios have been submitted that include electronic websites developed for courses and other more complex presentations of teaching efforts and innovations.