

## College of Arts and Sciences Teaching Evaluation Worksheet

Name of Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

The purpose of this worksheet is to help faculty 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. The left hand column of the worksheet lists **basic university expectations** and leaves room for **additional evidence\* of effective teaching** that might be considered in the evaluation process. Working in collaboration, the appropriate department representative and the faculty member being evaluated should indicate with checks in the appropriate columns what kinds of information have been provided to document the faculty member's teaching. Not all of these additional areas will be appropriate for all faculty. However, faculty are encouraged to consider and document a wide range of teaching-related activities Please consult the College of Arts and Sciences "Guidelines on Teaching Evaluation" for additional information on College Teaching Evaluation policy.

### Aspects of Effective Teaching

	Course Materials	Teaching Narrative (by Person Being Evaluated)	Student Course Ratings	Student Products (tests, papers, projects etc.)	Peer Observation/ Perspectives	Chair Observation/ Perspectives
Respect for Students						
Knowledge of Subject						
Careful Preparation						
Effective Communication						
Professional Growth						
Additional Evidence* (list as appropriate)						

#### Basic Expectations

- *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? Does s/he model a commitment to lifelong learning in the subject area?
- *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 Evidence of Effective Teaching\*

- *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).