

Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure

(Campus Faculty, May 3, 1990; Revised January 22, 1999; Corrected June 8, 1999; Revised August 20, 2001; Revised August 1, 2003; Revised May 21, 2010; Revised December 8, 2010; Revised April 14, 2011; Revised April 25, 2012; Revised October 8, 2012; Revised October 25, 2013; Revised June 18, 2014; Revised April 13, 2019).

[excerpt below can be found on pages 11-13 in section III.F.1.]

1. Evidence of Achievement in Teaching or Professional Performance

In every case for appointment, reappointment, promotion, or advancement to tenure, achievement in teaching or professional performance is essential.

Teaching:

Evidence of achievement in teaching should take into account the level and type of courses taught, the course delivery method, and the percentage of faculty time devoted to teaching and/or advising. Faculty must provide item a.i from the list below and at least one additional item of evidence from a, b, or c below; however more items may be added.

Evidence from these sources may include:

- a. Students
 - i. Qualitative and quantitative data from all electronic course evaluations and any other evaluations completed by students as specific to the unit. Access to these materials is limited to those parties described in Section III.B.8.
 - ii. Evaluation from former students addressing the candidate's instructional performance and effectiveness in learning course material garnered by exit interviews, letters of recommendation, or other methods specific to the unit.
 - iii. Evidence of effectiveness in direction of scholarship of undergraduate, graduate, and postdoctoral students including student completion, placement, achievements, and publications.
 - iv. Evidence of effective participation in unit examination activities such as written and oral examinations for honors or graduate degree candidates.
 - v. Performance of students on uniform examinations or in standardized courses.
 - vi. Evidence of effective advising and mentoring, both formal academic advising and mentoring of individual students.

- vii. Evidence-based measurements of student learning (such as pre- and post-testing or student work samples) that meet defined student learning outcomes.

b. Other Faculty

- i. Evaluation (by peers and/or administrators) of course materials, learning objectives, assignments, syllabi, and/or a teaching portfolio.
- ii. In-class visitation and evaluation of instruction by peers and/or administrators.
- iii. External evaluation of teaching by evaluators knowledgeable about teaching and/or scholarship in the faculty member's specific discipline either in-person or through recorded means.

c. Instructor

- i. Self-assessment of teaching such as a teaching portfolio that includes but is not limited to teaching materials, instructional techniques, innovative assignments, course structures or pedagogy, teaching philosophy statements, and/or responses to student and peer evaluations. Although a teaching portfolio is recommended, other methods of self-assessment can be used as directed by the unit.
- ii. Evidence of curriculum development and interdisciplinary program participation including but not limited to:
 - a) Development and improvement of teaching laboratories.
 - b) Continuous improvement of courses on a regular basis and/or the creation of new courses.
 - c) Development and improvement of distance learning.
- iii. Design and implementation of individual study courses
- iv. Evidence of participation in the scholarship of teaching including but not limited to:
 - a) Publications (textbooks, abstracts, articles, or reviews).
 - b) Conference presentations.
 - c) Grants/contracts to fund innovative teaching activities/course development.
 - d) Participation in teaching conferences.
- v. Other professional development activities that support teaching.
- vi. Recognition of teaching/advising including awards, election to offices, committee activities, and other service to professional associations as related to teaching.