TEACHING PERFORMANCE

CRR 320.035 states that teaching performance is critical in consideration regarding promotion and/or tenure. Evidence of teaching quality should be presented and candidates are encouraged to show additional evidence of teaching effectiveness beyond computer-processed student assessments (CET Evaluations). Student’s solicited comments during this process provide additional depth. The candidate is encouraged to provide representative student comments, both good and poor. Extensive documentation should be included in a separately bound volume.

Peer evaluation of a candidate’s teaching by senior faculty members is particularly valuable in evaluating the currency of course content, the appropriateness of examinations, the validity and fairness of examinations and grading procedures, the appropriateness of the material covered, and other factors related to the quality of the course offering. Comments by peers on other aspects of a candidate’s teaching are less appropriate unless the peers have actually conducted a series of class visitations.

Self-administered evaluations that are self-tabulated cannot be accepted as reliable. Departmental evaluations that are administered and interpreted by an impartial third party provide positive data on student response to pedagogical and instructional methods used.

Student letters of support are of value if they are solicited by a third party under controlled conditions. If used to document teaching effectiveness, student letters must be collected in a manner that is statistically meaningful and which is administered by individuals who do not have a vested interest in the outcome. Letters of support randomly selected by a neutral third party and returned to the third party can provide useable data on teaching quality.

A self-assessment of teaching techniques, goals, and methods utilized and developed by the candidate may assist the committee in understanding the individual's teaching performance. The candidate is strongly encouraged to include a self-assessment of teaching effectiveness and philosophy.

Teaching activities in Extension and Distance Education are to be evaluated as a part of the total teaching responsibilities of the candidate. Teaching within Extension is particularly important in that it demonstrates the ability of the candidate to teach an audience of mature professionals. Since, by policy, Extension requires student assessment of Continuing Education offerings, this data should be available for incorporation into discussions of teaching effectiveness. Appropriate documentation should be included in the appendix as evidence of teaching quality.