

**Documenting “Quality of Teaching Performance” for Promotion and Tenure**  
College of Arts and Sciences  
July 2009

This policy summarizes the College of A&S requirements for documenting the “quality of teaching performance” for faculty member’s promotion and tenure files. It supplements the SVCAA guidelines for promotion and tenure. As the *College Bylaws* (Section B “Supporting Materials” pgs 20-21) note:

The Promotion and Tenure Committee expects to find evidence of good teaching. A list of courses taught and their enrollments is basic... [and] must include the student evaluations of teaching...these evaluations must be summarized and interpreted either by the chairperson or director of some other "third party" within the department or school. Information which would be helpful to the Promotion and Tenure Committee should be supplied by the department or school [and] could include class size, whether or not the course was a required course, whether or not the course was a demanding course, and a comparison of student evaluation in similar courses in the department, etc. The Promotion and Tenure Committee recognizes that student evaluation of teaching is but one piece of information to be considered. Faculty members and their departments or schools should obtain and present additional information about the quality of teaching. A teaching portfolio will include peer review, an evaluation possibly subjective, but preferably including objective data from the chairperson or director of the general performance with respect to the entire instructional process, etc. Grants for improvement of teaching should be indicated. The faculty member should make available to the chairperson or director copies of the synopsis of new or revised courses, a discussion of improvements in courses and in teaching, etc. **In order that student evaluation of teaching does not become the single source of information, it is necessary that the faculty be conscious of the need for other forms of evaluation of teaching.**

To provide evidence of teaching effectiveness, candidates and their units must provide the following in the promotion and tenure file:

1. **Statement on Teaching:** *prepared by candidate for administrative notebook*  
The candidate should discuss in 1-5 pages his/her most significant teaching activity and provide summary of evidence that documents achievement and impact. Statements may include teaching philosophy, goals, teaching responsibilities, curricular development and revision, mentoring and advising activities, and discussion of efforts to improve.
2. **Peer Evaluation of Teaching:** *prepared by department for administrative notebook.* Note: The SVCAA requires a description of the unit’s peer review process.

This section should include letters of evaluation of teaching by peers. These letters should analyze the quality and effectiveness of the candidate's teaching. To the extent that they are not redundant with the chair’s letter, peer evaluation letters should provide assessment in the following categories (as appropriate to the candidate’s teaching assignment):

- student evaluations (include a copy of the student evaluation instrument)

- course design, instructional materials and examinations
- level and quality of student performance
- curriculum and course development and/or innovation in instructional delivery
- student advising, graduate instruction and mentoring, and/or teaching awards
- impact of teaching on the discipline

3. **Teaching Information:** *prepared by department for administrative notebook*

- Course Listing and Evaluation Form: include all courses taught by the candidate
- Summary of Quantitative Data on Candidate's Classroom Teaching

Materials should provide a *summary* and an *analysis* on the quality of the candidate's performance and potential from more than one year. Both students' evaluations and faculty peer assessments should be used in evaluation. Units must explain the scale used for the unit's student course evaluations (e.g. the scale is 1-5 with 1 being the most favorable rating). Do not send unanalyzed quantifiable data or the answer sheets that contain data.

Analyses should summarize and assess the course evaluations by comparing them to those of other instructors who have taught the class and/or a comparable class (e.g., of the same size and at the same level). It is helpful to know whether particular circumstances may have affected student evaluations in certain classes. Analysis also could include assessments of the appropriateness of course design, the quality of course materials and exams, the level of student performance, quality of student advising, etc. Departments also should provide student responses, by course, to open-ended questions. Copies of the pages containing the responses can be sent to avoid typing them out. Responses from the two years preceding a T&P consideration are sufficient.

4. **Teaching Appendices:** *prepared by candidate.*

This section is separate from the administrative notebook and should not include any new information that is not referenced in the administrative notebook.

- **Required**
  - a. Student evaluation forms or transcripts of all written comments; include summary of ratings if not included in administrative notebook
  - b. Syllabi for courses taught
- **If Applicable**
  - a. Number of undergraduate advisees
  - b. Number of graduate students mentored
  - c. Curriculum/course development
  - d. Scholarship of Teaching and Learning (SOTL) activities
- **Optional**
  - a. Student achievement/outcomes
  - b. Web based/distance learning
  - c. International activity
  - d. Course portfolio