

## Joint Promotion Committee Teaching Effectiveness Measures

Sources of Evidence	No Evidenc	Minimal Evidenc	Strong Evidenc	Comments
<b>The Instructor him/herself</b>				
Philosophy Statement*				
Learning objectives provided in syllabus (representative samples of course syllabi are required)				
Teaching development activities (conferences, workshops; et al.)				
Innovations in curriculum (significant course development or pedagogy changes - especially in response to in class assessments of student learning)				
Grants to support teaching improvements				
Graduate Level Teaching/Involvement (if applicable)				
Leadership role in enhancing curriculum **				
<b>Information on teaching methods and effectiveness</b>				
Direct measures of student learning (pre-post tests, selected exam components, fieldwork observations, writing examples coded for specific objectives obtained).				
Indirect measures of student learning (e.g., SALG, student assessment of learning gains, focus groups or exit interviews re: a specific course; percent time in active learning)				
Evidence of effective use of technology in teaching				
Case studies or sample work by students (annotated by instructor to illustrate a learning outcome)				
<b>Student evaluation of instruction</b>				
SEI scores (comparative to department)*				
Student comments (systematically collected from all students and analyzed)				
<b>Peer evaluation of teaching effectiveness</b>				
Departmental Promotion Committee letter*				
Classroom observations by peers and/or external experts				
Teaching awards				
<b>Other:</b>				
<b>Grading Distributions* (comparative to dept)</b>				

\*Materials required for JPC review.

\*\*One criterion for Full professor