**Template for the “Evaluation of Teaching” section of the**

**Personnel Committee Report or Department Head Report (optional)**

This section will describe the evidence used to determine whether [Name] met, exceeded, or did not meet expectations for each of the teaching quality criteria: professional, inclusive, engaged, and research-informed teaching. The data that informed these decisions included Student Experience Survey data from [years], Peer reviews of teaching, the faculty member’s personal statement, the faculty member’s Instructor Reflections (optional), and other teaching-related materials included in the dossier.

*[If meets: Meets the condition* ***consistently*** *or shows a* ***pattern of improvement*** *during the review window.*

*If exceeds: Provide evidence the instructor* ***excels*** *with respect to this condition.*

*If does not meet:* **Pattern of concern** based on evidence provided.]

**Professional Teaching**

Conditions:

1. Readily available, coherently organized, and high-quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations and that have been available to students from the beginning of the class.

2. Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.

3. Students’ activities in and out of class are designed and organized to maximize student learning.

**Evaluation: [Meets/does not meet/exceeds] conditions**

There is evidence from [student feedback; peer review; teaching statement; dossier] indicating that…[provide a few sentences with evidence related to each of the conditions above].

**Inclusive Teaching**

Conditions

1. Instruction designed to ensure every student can participate fully and that their presence and participation are valued.

2. The content of the course reflects the diversity of the field’s practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.

**Evaluation: [Meets/does not meet/exceeds] conditions**

There is evidence from [student feedback; peer review; teaching statement; dossier] indicating that…[provide a few sentences with evidence related to each of the conditions above].

**Engaged Teaching**

Conditions

1. Demonstrated reflective teaching practice, including through the regular revision of course content and pedagogy.

**Evaluation: [Meets/does not meet/exceeds] condition**

There is evidence from [student feedback; peer review; teaching statement; dossier] indicating that…[provide a few sentences with evidence related to each of the conditions above].

**Research-Informed Teaching**

Conditions:

1. Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.

2. Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; the goals and criteria for meeting them are made clear to students.

3. Timely, useful feedback on activities and assignments, including indicating students' progress in course.

4. Instruction engages, challenges, and supports students.

**Evaluation: [Meets/does not meet/exceeds] conditions**

There is evidence from [student feedback; peer review; teaching statement; dossier] indicating that…[provide a few sentences with evidence related to each of the conditions above].

Additional positive factors can contribute to a teaching evaluation (may be included above or in a separate section here).

These factors include, but are not limited to:

* participation in professional teaching development, and/or engagement in campus or national discussions about quality pedagogy and curricula;
* development of new courses;
* facilitation of productive student interaction and peer learning;
* contribution to student learning outside the classroom as demonstrated by, for example, the development of co-curricular activities or community-engaged projects, or a coherent approach to academic coaching and skill building in office hours;
* contribution of teaching to the Clark Honors College, departmental honors, first-year experiences, or other educational excellence and student success initiatives;
* grants, fellowships, or other awards for teaching excellence and innovation;
* supervision of research/creative activity of graduate and undergraduate students beyond the mentoring expected as part of one's professional responsibilities such as joint conference presentations, co-authorship of research articles, creative production and other work, and teaching independent study, research, and readings courses;
* taking on teaching assignments that are considered challenging (large-enrollment courses, introductory courses, courses scheduled at certain times of the day or evening, and so on.).
* membership on a higher-than-average number of graduate student committees.

My/Our evaluation of [Name]’s teaching, based on the teaching evaluation criteria and multiple sources of evidence, has [met/not met/exceeded the expectations] for [promotion] to [promoted rank] by [meeting/not meeting/exceeding in X standard], [meeting/not meeting/exceeding in Y standard] and [meeting/not meeting/exceeding in Z standard].

August 2025