

UNIVERSITY OF DENVER
TEACHING TASK FORCE REPORT, JUNE 2005

We are committed to excellent teaching and excellent scholarship, and at DU we recognize that excellent teaching is informed by excellent scholarship. We understand that professors, from year to year and over the course of their careers, will balance their commitments to, and time investments in, these equally important enterprises in different ways.

Self-reflection about teaching, coupled with professional development opportunities and institutional supports, improves teaching. This can be documented and evaluated.

*to S to lth e ih eia fth g k
fthn echin s fth tthn fth aif mh
dthq fth fth fth fth fth fth
dth pth epn thn dthn pth gth th
h gl epn thn dthn pth gth th*

Members of the Task Force

teaching excellence that inspires everyone.

SECTION II: DEVELOPMENT, SUPPORT AND REWARD OF TEACHING

Institutional Support for Teaching

Valuing Teaching

Structural Supports: Workload

Access and Support for Diverse Pedagogies

Information and Skill Supports

a63the vel ofcf 0 Tc 12 0 0 12 134.3401 us types of p163the vel of.9612 Tm-4l8typ0026 Tw

Support for Administrators

University Teaching Professorships



Figure 1: Annual review process for tenure track

Annual reviews

3rd-year
 Tenure
 Profes
 3rd-year

I. Classroom	Sources
<i>. What, how, & why I teach</i>	

I. Classroom	Sources
<i>A. What, how</i>	

<i>Plans for development</i>	

-------	--

<i>Plans for development</i>	

<i>Recommendations for development</i>	

II. Mentoring	Sources
<i>Mentoring activities</i>	
<i>Evaluation, development plans</i>	

III. Outreach	Sources
<i>utreach activities</i>	
<i>Evaluation, development plans</i>	

Figure 2: Annual Review Process for Lecturers and Adjunct Faculty

Annual reviews

I. Classroom	Sources
<i>. What, how, & why I teach</i>	

<i>. Evidence of development</i>	
<i>Plans for development</i>	
<i>Recommendations for development</i>	

II. Mentoring	Sources
<i>Mentoring activities</i>	
<i>Evaluation, development plans</i>	

III. Outreach	Sources
<i>Outreach activities</i>	
<i>Evaluation, development plans</i>	

3rd-year, Every Five Years (where appropriate)

I. Classroom	Sources
<i>A. What, how, & why I teach</i>	

<i>Evidence of development</i>	
<i>Plans for development</i>	
<i>Recommendations for development</i>	

II. Mentoring	Sources
<i>Mentoring activities</i>	
<i>Evaluation, development plans</i>	

Dimension 1: Evaluating Classroom Teaching

Self-report of implementation of various teaching methodologies in the classroom, trends in student evaluation results, teaching workshops attended, collaboration with a teaching partner, how these have influenced one's teaching
For the five-year reviews of tenured faculty members, teaching leadership activities should be described in this section. These include such things as curriculum development, mentoring new faculty, giving presentations on teaching, organizing teaching workshops, etc.

C. PLANS FOR FURTHER DEVELOPMENT

Self-report based on evidence described above

D. RECOMMENDATIONS FOR FACULTY DEVELOPMENT

Prepared by the chair/supervisor and communicated to the faculty member

Report from chair/supervisor – evaluation of such things as submitting grades on time, meeting class regularly, adequate office hours, posting office hours, trends in pertinent student evaluation results

B. EVIDENCE OF DEVELOPMENT

Report from chair/supervisor – includes such things as evaluation of how the faculty member's teaching has developed based on implementation of new teaching methodologies in the classroom, trends in student evaluation results, teaching workshops attended, collaboration with a teaching partner, teaching leadership roles assumed in the department for senior faculty members, etc.

Dimension 2: Evaluating Mentoring/Advising

Evaluation

List of Mentoring Teaching Activities

Credit and Noncredit Course Related Activities

-
-
-

SECTION IV: SUMMARY AND CONCLUSIONS