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.

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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

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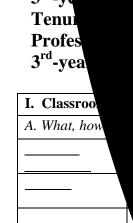
Support for Administrators

University Teaching Professorships

Figure 1: Annual review process for tenure tra

Annual reviews

Sources
why I teach



3rd-ye

Plans for a	development
Recommen	ndations for
development	

II. Mentoring	Sources
Mentoring ac	rtivities
Evaluation,	
development	
plans	

III. Outreach	Sources
utreach ac	tivities
Evaluation,	
development	
plans	

Figure 2: Annual Review Process for Lecturers and Adjunct Faculty

Annual reviews

I. Classroom	Sources
. What, how, o	& why I teach
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. Evidence of	development
Plans for de	velopment
Decommond	ations for
Recommend	anons jor
development	

II. Mentoring	Sources	
Mentoring activities		
Evaluation,		
development		
plans		

III. Outreach	Sources	
Outreach activities		
Evaluation,		
development		
plans		

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

I. Classroom	Sources
A. What, how, &	why I teach
Evidence of d	avalonment
Evidence of d	evelopmeni
Plans for deve	elopment
Recommenda	tions for
development	

II. Mentoring Sources

Mentoring activities Evaluation, development plans **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

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SECTION IV: SUMMARY AND CONCLUSIONS