Procedure for Evaluation of Teaching Portfolio

The following factors are suggested to be used by the departmental committee charged with evaluating the Teaching Portfolio to assess the quality as well as the quantity of the faculty member’s teaching.

The committees charged with evaluating the teaching performance of faculty shall base their evaluations solely on the materials included in the Teaching Portfolio and on criteria established by the School of Medicine Faculty Senate. Each departmental committee shall prepare a Teaching Portfolio Evaluation, providing a numerical score from 1.0 (high) to 4.0.

**Score 1.** A faculty member placed in Group 1 should have a record of outstanding teaching at the undergraduate and graduate levels (where there are graduate programs). Outstanding teaching should be evidenced by very high levels of performance on all pertinent teaching criteria, by concrete evidence of highly favorable student evaluation, by demonstrably high levels of student learning, and wherever possible by past recognition from faculty colleagues for teaching excellence. In general, “outstanding teaching” identifies faculty members who would be in the top quarter of those in their school or college in instructional effectiveness.

**Score 2.** Faculty members placed in Group 2 should have demonstrated effective teaching on most pertinent teaching criteria. There should be concrete evidence of favorable student evaluation and of high levels of student learning. The standard for placing a faculty member in Group 2 is that he/she must be engaged in teaching that, while not among the very highest group in the school or college, would clearly qualify him/her to meet the current standard for promotion to his/her present professorial rank.

**Score 3.** Faculty members placed in Group 3 should be engaged in effective teaching on some of the pertinent teaching criteria. Generally such faculty members will receive somewhat mixed reviews of teaching from students and from faculty colleagues, and evidence of student learning will be mixed. In general, a faculty member placed in Group 3 is engaged in satisfactory teaching, but his/her teaching would not be sufficient to gain promotion to his/her present rank using current promotion standards.

**Score 4.** A faculty member placed in Group 4 generally receives substantially less favorable student and peer evaluations of teaching as compared to faculty peers in the same school/college, and the evidence of student learning is mixed. The quality of teaching for faculty members in Group 4 is below that which would be expected to gain promotion to his/her present rank and would not be sufficient to gain appointment to the University in any rank.