



August 31, 2016

DEANS
ASSOCIATE DEANS
DEPARTMENT CHAIRS

RE: Evidence of Teaching Effectiveness

Performance in teaching is one of the three broad areas evaluated for appointment, advancement, and promotion in the UC system.

Policy: APM 210 states “It is the responsibility of the department chair to submit meaningful statements, accompanied by evidence, of the candidate’s teaching effectiveness at lower-division, upper-division, and graduate levels of instruction. More than one kind of evidence shall accompany each review file. “

Practice: Student evaluations are often the only evidence provided in review files. Additional forms of evidence are important to provide a more accurate and balanced evaluation of teaching performance. For the 2015-16 year, we asked that at least two forms of evidence should be submitted with each file. However, many files arrived with only student evaluations.

Change in Practice for 2016-17: Files will not be accepted in AP unless they include Student Evaluations of Teaching, along with another form of evidence. Types of evidence accepted can include, but are not limited to:

- Course syllabi
- Teaching self statement (similar to research self statement)
- Teaching Practice inventory (Weiman and Gilbert, CBE 13: 552-569)
- Peer evaluation
- Teaching Awards (with appropriate context – school, Dept, National level)
- Student achievement/learning gains

Appropriate checklists and AP Review have been revised to allow for other evidence of teaching effectiveness.

If you have any questions or concerns, please call me at 949.824.0663.

Sincerely,

Diane K. O'Dowd
Vice Provost for Academic Personnel

cc: Assistant Deans
Academic Senate
Council on Academic Personnel
Chief Personnel Officers
Equity Advisors
Academic Personnel