

**TEACHING CHECK-LIST (90%)**

**Name of the GFM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The GFM submits personal narrative**

**The GFM submits self-assessment check-list**

***The faculty member attains at least 5 points in Teaching Effectiveness:***

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| **Category** | **Points** | **Total** |
| I. Teaching Effectiveness | | |
| A. Does not demonstrate Teaching Effectiveness by:   * Earning student evaluation ratings that are below the Department mean (below 4 points) in the following questions:   + *The instructor was approachable and made himself/herself available to students outside the classroom.*   + *Overall, the instructor was an effective teacher* * Not contributing equally to course level team work, including collaborating with preceptors, meeting deadlines for assessments, observing all department policies. | 0-4 |  |
| B. Demonstrates Teaching Effectiveness by:   * Earning student evaluation ratings that are approximately equivalent to the Department mean (around 4 points) in the following questions:   + *The instructor was approachable and made himself/herself available to students outside the classroom.*   + *Overall, the instructor was an effective teacher* * Contributing equally to course level team work, including collaborating with preceptors, meeting deadlines for assessments, observing all department policies. | 5-7 |  |
| C. Demonstrates Excellence in Teaching:   * Earning student evaluation ratings consistently above the Department mean (around 4.5 points) in the following questions:   + *The instructor was approachable and made himself/herself available to students outside the classroom.*   + *Overall, the instructor was an effective teacher* * Contributing equally to course level team work, including collaborating with preceptors, meeting deadlines for assessments, observing all department policies. | 8 |  |

***Plus, she/he attains at least 1 item of the following in Ongoing Professional Development:***

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| **Category** | **Points** | **Total** |
| II. Ongoing Professional Development | | |
| A. Shows a dedication to ongoing professional development opportunities by attending any of the following:   * Within Arts and Sciences: IWL talks, IWL Symposium, IWL retreat, etc. * At University Level:   + CTE workshops, Contemplative Sciences Center workshops, etc.   + Conferences related to any area of his/her teaching work.   + A faculty learning community (e.g. IWL, CSC, CTE). * Beyond University Level: Conferences related to any area of his/her teaching work. | 1 each |  |
| B. Shows a dedication to ongoing professional development opportunities by presenting at any of the following:   * Within Arts and Sciences: IWL talks, IWL Symposium, IWL retreat, etc. * At University Level:   + CTE workshops, Contemplative Sciences Center workshops, etc.   + Conferences related to any area of his/her teaching work.   + A faculty learning community (e.g. IWL, CSC, CTE). * Beyond University Level: Conferences related to any area of his/her teaching work. | 2 each |  |
| III. Innovations in Teaching | | |
| Makes significant curricular/syllabus changes and improvements to a course to increase learning effectiveness. | 2 |  |
| Prepares and teaches a new course. | 4 |  |
| Demonstrates efforts to revise courses to be more inclusive and incorporate equitable teaching practices. | 2 |  |
| Is awarded a grant or fellowship to support curricular innovation or improvement. | 1 |  |
| IV. Research on Teaching and Learning |  |  |
| Conducts research in areas related to his/her teaching work. | 2 |  |
| Publishes research in areas related to his/her teaching work in this calendar cycle. | 3 |  |
| V. Ongoing Education | | |
| Pursues graduate level studies, such as PhD or master related to his/her teaching work. | 2 |  |
| VI. Awards and Honors | | |
| Receives an award for teaching excellence | 2 |  |