

## **Evaluation of Faculty Teaching**

Teaching, which the *Handbook for Faculty* defines as the *primary* function of the university, is evaluated in order to provide information for the preparation of the yearly activities report, for reappointment, for promotion and tenure decisions, and for post-tenure reviews. The History Department also acknowledges that regular feedback and reflection on teaching contributes to the improvement of individual performance.

In evaluating faculty teaching, the History Department recognizes three basic categories: student evaluation, peer evaluation, and self-evaluation. In order to ensure that all three categories are included, it is recommended that all faculty create and maintain teaching portfolios as evidence of teaching effectiveness. It is especially recommended that Assistant and Associate professors build teaching portfolios since Promotion and Tenure committees increasingly regard such materials as an important tool in the evaluation of teaching.

**1. Student Evaluation.** The History Department requires evaluation of all faculty teaching by students for courses taught by Assistant Professors. Associate and Full Professors are required to have their teaching evaluated in the Fall semester, but may also request student evaluations for their Spring semester courses. Student letters and other evidence of teaching effectiveness may also be submitted.

**2. Peer Evaluation.** All Assistant Professors, in consultation with the Department Head, will choose two tenured faculty members to serve as Peer Evaluators of their teaching. Under normal circumstances, Peer Evaluator One will attend two of the Assistant Professor's classes in the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> year of their employment, one at the lower level (100/200) and one at the intermediate or upper level (300 or above). Peer Evaluator Two will attend two of the Assistant Professor's classes in the 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> year of their employment, one at the lower level (100/200) and one at the intermediate or upper level (300 or above). The goal of class visitation is to provide an opportunity for both parties to engage in discussions of pedagogy that will foster teaching excellence. Each Peer Evaluator will submit a written report on the class that was observed, along with a review of the course syllabus, which will be kept in the appropriate Promotion and Tenure files.

All Associate Professors will have a Peer Evaluator observe two courses every other academic year. If a faculty member is teaching online courses, at least one of the observations will be of an online course. Peers will be given online access to the course for one or two weeks during the semester to review course materials and class operations.

Peer Evaluators for Associate Professors will be selected according to an alphabetical rotation of the tenured professors in the department. After a tenured professor conducts a Peer Evaluation of an Associate Professor, they will be taken out of the rotation and cannot be selected again until all of the tenured members of the department have conducted a Peer Evaluation (at which point the alphabetical rotation will start over). Each Peer Evaluator will submit a written report on the class that was observed, along with a review of the course syllabus, which will be kept in the appropriate Promotion and Tenure files.

Peer evaluations for Full Professors are also highly recommended following the University policy that all faculty members be engaged in an on-going evaluation of their teaching effectiveness.

Finally, faculty members should be advised that peer review should not be limited to class visitations.

According to a recommendation endorsed by the UNC Faculty Assembly in April 1997, “peer review is assessment, by colleagues or peers, of *all* teaching related activities. Components may include preparation and presentation of course subject matter (including syllabi, course content, and assignments), student evaluations; interaction with students; documentation of teaching philosophy, expectations, style and reflections (teacher self-evaluation); peer observation of classroom teaching; and other activities which may be appropriate to a discipline.”

**3. Self-Evaluation.** In addition to course syllabi, exams, and classroom aids, faculty members may include in their teaching portfolio statements of teaching techniques and philosophy, critical self reflection on teaching, contributions to curricular development (including new and revised courses), innovative use of technology in the classroom, supervision of independent study projects, and various mentoring activities outside the classroom. Though complete teaching portfolios are normally submitted only at times when Promotion and Tenure dossiers are being prepared, faculty members are encouraged to submit those elements of their teaching portfolio (e.g., self-reflection on teaching goals and performance) that might be useful for the annual review by the departmental Evaluation Committee.

For a fuller account of the scope of teaching activities as well as the range of methods for documenting teaching effectiveness faculty members are advised to consult the “University-Wide Evaluation Guidelines for Promotions and Tenure” (<http://provost.uncg.edu/documents/personnel/evaluationPT.pdf>)

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