








College of Education Guidelines for the Evaluation of Teaching Effectiveness (tenure, promotion, and post tenure review)

In order to meet the requirements for the inclusion of “student,” “self,” and “peer” evaluation of the effectiveness of instruction as part of the tenure, promotion, and post-tenure review process, the College of Education Teaching Effectiveness Committee (with requirements from Academic Affairs and feedback from college department heads) has adopted the following guidelines (2/2/18):

1. Measures of teaching effectiveness must address **Content Knowledge, Effective Instructional Skills, Clarity of Expression, Professionalism, and Engaging/Enthusiasm/Effective Communication**. These constructs were provided to the college committee from Academic Affairs after both faculty and students were surveyed to determine the top characteristics of effective teaching in November of 2016.
2. Measures of teaching effectiveness must include Student Evaluation, Self-Evaluation, and Peer Evaluation per Academic Affairs guidelines.
3. Student Evaluation must include **University Course Evaluations** and **ONE** other selected measure. Faculty should, in consultation with their respective department head, consider which one or more other measure of student evaluation of instruction provides useful evaluative information.
4. Self-Evaluation will be completed by completing portions of Digital Measures (see chart) as well as the submission of a narrative (to include a teaching philosophy, goals, and a reflection on growth) to be included in the evaluation packet.
5. Peer Evaluation must include all **Department Head Evaluations** since appointment or the last review period and **ONE** other selected measure. Faculty should, in consultation with their respective department head, consider which one or more other measure of peer evaluation of instruction provides useful evaluative information.
6. In addition to the required elements, this attempt to evaluate teaching effectiveness provides opportunities for faculty and department heads to consult and agree upon numerous ways to demonstrate both student evaluation and peer evaluation of instruction. The suggestions provided in black text beneath the required **RED** text are merely suggestions.

*Please remember that this is for the evaluation of instruction as part of the tenure, promotion, and/or post tenure review process. Faculty will not be expected to submit these materials as part of the Annual Review Process.

Institutional Elements and Frameworks	Student Evaluation	Self-Evaluation	Peer Evaluation
<p>Content Knowledge – Competence and currency in the field of specialization and across disciplines; reflective practitioner</p>	<p>University Course Evaluations and at least one other measure:</p> <ul style="list-style-type: none"> Faculty Created Student Evaluation Instrument(s) Quality Control Circles Student Conference/Group Interview feedback Selected Course Artifacts (syllabi, projects guides, etc.) 	<p>Completed sections in Digital Measures:</p> <ul style="list-style-type: none"> Professional Development Activities “Attended” Licenses and Certifications Curriculum Development Teaching Innovation 	<p>Department Head Evaluations</p> <ul style="list-style-type: none"> Written peer review of student evaluations Feedback from CII Course Redesign with personal explanation of teaching growth SOTL feedback with personal explanation of teaching growth
<p>Effective Instructional Skills – Ability to engage students in active learning</p>	<ul style="list-style-type: none"> To Be Determined 	<p>Narrative Included in Tenure and Promotion Packet that addresses the following:</p> <ul style="list-style-type: none"> Teaching Philosophy Short and Long-term goals Reflection upon student and peer evaluations of instruction 	<ul style="list-style-type: none"> Class observations/feedback from a peer with personal explanation of teaching growth Peer online course review with personal explanation of teaching growth To Be Determined
<p>Clarity of Expectations – Promotion of clearly stated learning objectives; demonstration of organized planning and presentation</p>			
<p>Professionalism – Adherence to principles of integrity and intellectual honesty</p>			
<p>Engaging/Enthusiasm/Effective Communication – Ability to create interest in the subject; willingness to discuss course material and other intellectual matters with students</p>			

Faculty must include items in red for each measure of teaching effectiveness; for both **student evaluation** and **peer evaluation** of teaching effectiveness, faculty must also select one additional measure (items listed above are merely suggestions and faculty are encouraged to work with evaluators to determine additional measures for each).

Approved by faculty vote 2/2/18.