

EVALUATION OF TEACHING IN THE POST-TENURE REVIEW PROCESS

In keeping with Tarleton's mission, and recognizing the long tradition that the university has had as a teaching institution, the College of Liberal and Fine Arts is dedicated to excellence in teaching. Effective teaching is essential, and tenured faculty should demonstrate teaching effectiveness through a set of evaluative procedures involving department head evaluations, peer evaluations, student evaluations and self-evaluations.

The university has established five university-wide indicators of effective teaching:

1. Content knowledge (current, deep broad, experienced)
2. Effective instructional skills (creative, varied, promoting active learning and application)
3. Clarity of expectations (clear student learning objectives and organization)
4. Professionalism (integrity, civility, respect, preparation, consistence, class attendance, fidelity to office hours)
5. Enthusiasm, passion, dedication, engagement, effectiveness and openness in communication

These five indicators can be measured with some combination of data included in evaluations conducted by the four data acquisition methods (i. e. evaluative artifacts from department heads, peers, students, and the candidates themselves).

Department Head Evaluation of Teaching

In addition to his or her evaluation of data and artifacts acquired through student evaluations, peer evaluations, and the tenured professors' self-evaluations, the department head's evaluation of effective teaching will be predicated on two data acquisition strategies, classroom observations and an assessment of course structure.

Classroom observations

At least one classroom observation should take place in the semester before the professor's post-tenure review, and should be based on entire class meeting or session.

The department head will record his or her observations of the candidate's classroom teaching, laboratory/studio/individual lessons, and/or other applicable teaching activities in narrative form and memorialize the instructor's alignment with the five elements of effective teaching listed above on a rubric designed for that purpose.

Assessment of course structure

For purposes of post-tenure review, the department head should survey the instructor's course documents and ancillaries (course syllabi, Blackboard postings, texts, technologies, *inter alia*) in order to assess the instructor's course alignment with both core curriculum and program assessments and the five elements of effective teaching.

Peer Evaluations of Teaching

Given that it is the department's responsibility to verify the efficacy of tenured faculty, tenured or tenure track peers should be part of the post-tenure review process. Professors under review, therefore, will provide the department head with evaluation results from faculty peers with written comments responding to classroom and/or other teaching observations.

Matters of particular pertinence in peer evaluations include, but should not be limited to

- The candidate's role in the program in relation to his or her area(s) of specialization
- The candidate's clarity of expectations and anticipated course outcomes
- The candidate's course attendance, availability to students, and presence on campus
- The candidate's breadth of knowledge in his or her discipline

Student Evaluations of Teaching

The post-tenure review process requires that both quantitative scores and written comments from students' evaluations of the professor under review. While the college recognizes that student evaluation results are not the sole indicator of teaching effectiveness, the department head's examination of the professor's student evaluations will be an important part of the process, with certain empirical expectations and more open-ended written commentary seen as possible indicators of necessary or appropriate modifications in course delivery, the response(s) to which can serve as a component of the candidate's self-evaluation data. Beyond the content of official student evaluations, a professor can introduce organic (non-solicited) positive written student comments.

Applicant Self-evaluation

A teacher's knowledge of his or her subject and discipline, as the primary component of the five elements of effective teaching listed in this document's introduction, should be a significant aspect of the post-tenure review process. A tenured professor's self-evaluation of his or her teaching effectiveness can be presented within a framework pedagogical strategies and practices that the candidate should produce to establish his or her effectiveness. Given that post-tenure review is undertaken by the department head, a tenured professor standing for post-tenure review might prefer to construct his or her self-evaluation in contemplation of audience—the professor and his or her department head might have a unique rhetorical schema that could provide sufficiently more precise information than that which might be garnered from a set of standardized line items.