The Department of Humanities recognizes several dimensions for evaluating teaching effectiveness. Documentation is encouraged for the following.

**Evaluations by students**
Student survey evaluations, recognition from former students (volunteered or solicited), other evidence of student response and evaluation.

**Peer or colleague evaluation of teaching effectiveness**
This is a required annual report for tenure-track faculty and instructors and a requested report for tenured faculty. It includes the following matters:
- Clarity of course objectives and success in achieving them
- Attention to students’ needs for a clear syllabus stating objectives, requirements, procedures, grading policy, etc.
- Quality of texts, materials, and assignments
- Appropriate level of expectations for student performance
- Course content that reveals sound professional judgment
When a class visit is conducted, the report will address the following:
- Appropriateness of pedagogical strategies (e.g., lecture, discussion, group work, etc.)
- Quality of presentation (organization, relevant focus, illustration or examples, voice, use of instructional resources, handouts, etc., where appropriate)
- Ability to initiate and direct discussion or group work
- Achievement of effective classroom atmosphere (presence, rapport)

**Self-evaluation of teaching effectiveness**
This includes some or all of the following: self-reflections on curriculum development, issues, or innovations; strategies for improving, experimenting with, or changing instructional approaches, assignments, projects; examples of outstanding student work

**Effective activity in curricular matters**
This includes devising, developing, and teaching new courses or programs; engaging in team teaching and interdisciplinary courses, experimenting with new, different, or proven teaching methods and/or equipment; keeping current in new pedagogy

**Participating in professional pedagogy and scholarly activities related to teaching**
This includes presenting pedagogy-focused papers, publishing articles or book chapters on such topics as curriculum design and development, reviewing pedagogy-focused materials (i.e., submitted conference papers or journal manuscripts), or acting as an educational consultant.

**Professional development related to teaching**
This might include training workshops, professional webinars, attendance at pedagogy conferences, training in adopting/adapting new classroom tools

**Teaching awards and recognition**
This may include university or professional association awards as well as formal letters of recognition.