

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.