

Guidelines for the Evaluation of Teaching
Appalachian State University
October 1994

A. The Mandate

Appalachian State University and the other institutions of the University of North Carolina have been mandated by Administrative Memo 338 to:

review procedures for the evaluation of faculty performance to ensure (1) that student evaluations and formal methods of peer review are included in teaching evaluation procedures, (2) that student evaluations are conducted at regular intervals (at least one semester each year), (3) that peer review of faculty includes direct observation of the classroom teaching of new and non-tenured faculty and graduate teaching assistants, and (4) that appropriate and timely feedback is provided to those persons being reviewed.

B. Appalachian State University Response: The Teaching Portfolio

Appalachian State University recognizes the primary importance of teaching in its mission statement and is committed to a teaching evaluation process that assesses teaching quality and also contributes to the improvement of teaching and learning in a collegial atmosphere. Student evaluations and peer classroom observations are two essential components of teaching evaluation, but an accurate, fair, and constructive teaching evaluation process requires additional indicators of teaching performance. Thus, Appalachian State University expects all faculty to compile comprehensive teaching portfolios that combine student evaluations and peer classroom observations with a variety of other measures of teaching. Teaching portfolios will serve both formative and summative purposes, that is, they will be used to help faculty members improve teaching and provide an important basis for personnel decisions.

1. Teaching portfolios will be reviewed by at least two peers (identified by the department and faculty member under review); portfolios and review statements will be presented to the department chair and/or peer evaluation committee for annual performance and salary reviews and to the DPC and chair for reappointment, tenure, and promotion decisions.
2. Teaching portfolios must include:
 - a. A statement of teaching philosophy, general teaching goals and objectives, and future teaching plans.
 - b. Course syllabi (with course objectives, required readings, and assignments).
 - c. Evaluations of student performance (with samples of instruments and methods used for evaluation).

Guidelines for the Evaluation of Teaching

Page 2

- d. Data from systematic and standardized surveys of student opinions of teaching, which are to be administered in all classes in the fall each year and may be administered in the spring as well. (Probationary faculty are encouraged to collect student evaluation data every semester.)
 - e. Data from peer classroom observations, which are to be conducted in at least two classes each year for all probationary faculty, in all classes taught by teaching assistants, and in at least one class every three years for all tenured faculty.
 - i. Faculty to be observed can select the classes to be observed.
 - ii. Peer observation teams will consist of at least two peers.
 - iii. Peer observation teams will conduct classroom observations, using a standardized written instrument.
 - iv. Training and preparation of peer observers is to be arranged by the department of the observed faculty member.
 - v. Peer observation teams will prepare a written statement of their assessment and recommendations, which should take into account all teaching-related information about the observed faculty member contained in the teaching portfolio.
 - vi. Written statements of assessments and recommendations prepared by peer observation teams will be conveyed to observed faculty in a timely manner.
3. Teaching portfolios may include:
- a. Samples of student work (with the consent of students).
 - b. Summaries or statements of special classroom materials, exercises, or projects developed by the faculty member.
 - c. Self-evaluative or reflective statements of teaching practices and achievements, which relate the faculty member's teaching to models of exemplary teaching in his or her field.
 - d. Grant proposals for the enhancement of teaching and information regarding the funding of such proposals.
 - e. Evidence of benefits of attendance at teaching workshops or conferences.
 - f. Grading distributions.
 - g. All other materials demonstrating teaching commitment and effectiveness.
4. If the teaching portfolio indicates deficiencies in teaching commitment or effectiveness, the department chair is expected to recommend measures to rectify the deficiencies. In particular, the chair should identify specific deficiencies, goals, and activities to achieve the goals; establish timelines for achieving goals; and suggest resources that could be used to achieve goals. Chairs should convey their feedback to faculty in a timely manner.