FROM THE ACADEMIC PERSONNEL PROCEDURES HANDBOOK

<https://provost.uncc.edu/academic-budget-personnel/academic-personnel-procedures-handbook>

A. Review of Teaching

Teaching is the primary responsibility of The University of North Carolina and each of its constituent institutions. To ensure that this responsibility is understood and appropriately considered in faculty personnel decisions, the Board of Governors ([Administrative Memorandum #338](https://provost.uncc.edu/sites/provost.uncc.edu/files/media/Memorandum_%23338_%28September_28%2C_1993%29-1.pdf)) mandates each constituent institution to have policies and procedures that require:

1. Clear and specific statements of criteria for evaluation of faculty performance at every level (institution, college, department) that are provided in writing and discussed with each probationary faculty member before initial employment and at the beginning of the first term of employment and with each candidate being reviewed for reappointment or tenure at the beginning of the year in which the review is scheduled to be made;
2. A record of these discussions to be kept in the individual’s personnel file; and
3. Review procedures for the evaluation of faculty performance to ensure that:
4. Student evaluations and formal methods of peer review are included in teaching evaluation procedures;
5. Student evaluations are conducted at regular intervals (at least one semester each year) and on an ongoing basis;
6. Peer review of faculty includes direct observation of the classroom teaching of new and non-tenured faculty and of graduate teaching assistants; and
7. Appropriate and timely feedback from evaluations of performance is provided to those persons being reviewed.

To support its mission to provide informed and effective teaching, UNC Charlotte regularly evaluates the teaching of all members of the faculty. Faculty members use the results of these ongoing evaluations to improve their courses and instruction. The results of the evaluations conducted during the year are considered during the annual review, and the evaluations conducted since a faculty member’s last comprehensive review are considered during the next comprehensive review, e.g., a review for reappointment, promotion, and/or conferral of permanent tenure.

Student Evaluations of Teaching

~~It is expected that students will be provided an opportunity to evaluate their courses and instructors at the end of each term. Although departments and colleges may require more frequent evaluation, the Office of the Provost expects each faculty member to be evaluated at least once per year in each of the different courses (not sections) that he or she has taught~~.

In the two weeks prior to Reading Day, every class at UNC Charlotte will be evaluated by students via the university's online student evaluation instrument. Departments and colleges are at liberty to conduct additional student reviews during the semester if they so choose.

Instruments

* No student evaluation instrument will consist of more than 15 questions total.
* Every student evaluation instrument will include: (a) two summative questions on the quantitative portion, one assessing the performance of the instructor, and one assessing the content of the course; and (b)at least one prompt for an open-ended, written response. The specific wording for these items should be approved by the various colleges and/or Library for use within their college/Library.
* Departments/College may add up to 13 more quantitative questions chosen from a menu provided by the university or of their own design.
* 100% online classes will include five normative questions that assess special issues regarding the design and delivery of online courses.

Administration

* Student evaluations will be conducted in the final two weeks prior to Reading Day during the Fall or Spring semester terms, and in the final week of summer terms.
* They will not be conducted during the final exam period.
* No incentive for completing the evaluations, or disincentive for not completing them, is allowed.
* Face-to-face and hybrid/blended classes will conduct the evaluation during a regularly scheduled class period.
* Before the evaluation begins, the instructor will read a short script prepared by the college or unit explaining the purpose and importance of the student evaluations · Students may use their own electronic devices to access the online evaluations; e.g, smart phones, laptop computers, etc.
* Instructors are encouraged to follow best practices to increase response rates include : mentioning the importance and purpose of the student evaluations throughout the term, and including the questions that will be on the evaluation in the course syllabus.

Peer Review of Teaching

~~Each department and college has established policies and procedures for the peer review of teaching in their unit. The procedures must satisfy the requirements of~~[~~Administrative Memorandum #338~~](https://provost.uncc.edu/sites/provost.uncc.edu/files/media/Memorandum_%23338_%28September_28%2C_1993%29-1.pdf)~~for peer review of the teaching of new and non-tenured faculty and graduate teaching assistants. Departments and colleges are strongly encouraged to provide for peer review of teaching for all members of the faculty.~~

In accordance with Administrative Memorandum #338, departments conduct at least two peer reviews of different classes of new faculty, defined as anyone teaching a class at UNC Charlotte with fewer than two years on staff. In addition, it is expected that a formal peer review of teaching will be included in the evaluation of teaching for reappointment, promotion and/or the conferral of tenure.

Peer reviews for face-to-face and hybrid/blended classes consist of

1. pre-observation meeting,
2. classroom observation,
3. written observations by the reviewer submitted to the faculty being visited,
4. exit interview between the reviewer and the reviewee,
5. submission of written observations by the reviewer with any response by the reviewee added to department chair.

Departments and colleges are encouraged to develop standardized templates for peer review reports.

Peer reviewers of 100% online classes should be conducted by departmental faculty with recognized expertise and practice in online education and, if requested, the input of staff at Center for Teaching and Learning and others.

Teaching Portfolio

~~A teaching portfolio, including samples of course and instructional materials, teaching evaluations and self-assessments, results of experiments with new instructional technologies, and other materials about successes, failures, and efforts to improve teaching, can be an invaluable tool for faculty development and a useful component of other review processes. The department and/or college may provide guidance for the development of the teaching portfolio and its use.~~

Each faculty will maintain a teaching portfolio for use in all levels of RPT review.

At a minimum, a teaching portfolio consists of:

1. a sample syllabus for each course for the period under review;

2. optional documentation of student work as requested by college or unit;

3. a short, reflexive commentary by the faculty member concerning her/his teaching performance and expectations regarding her/his future teaching.