

**ELIZABETH CITY STATE UNIVERSITY**  
**Faculty Teaching Effectiveness Policy**

**Preamble**

This policy shall govern the manner in which faculty teaching effectiveness is annually evaluated at Elizabeth City State University (ECSU). The teaching evaluation process incorporates collegial input and is a means of examining faculty performance relative to ECSU's goal of providing high quality instruction. All faculty members shall be subject to this policy. The annual faculty evaluation on teaching effectiveness is separate and distinct from the comprehensive cumulative post-tenure review process for tenured faculty members as set forth in ECSU Policy 300.2.1.2.

**A. Annual Evaluation Process on Instructional Performance**

All faculty members must undergo an evaluation of teaching effectiveness by their Department Chairperson on an annual basis. This evaluation is a process that will summarize all aspects of a faculty member's teaching effectiveness. The evaluation shall be a component of the overall annual faculty review and will include notification being given to the faculty member being evaluated. The criteria for assessment and written feedback will be shared with the faculty member being evaluated. The evaluation process includes the following procedures:

1. The Department Chairperson will notify each faculty member of the projected date of their annual teaching effectiveness evaluation.
2. An evaluation of the faculty member's teaching effectiveness will be made utilizing four measures of teaching effectiveness: (1) Self-Assessment; (2) Peer Assessment, (3) Student Feedback, and (4) Chair Classroom Observation. Faculty teaching online courses will be evaluated in the Learning Management System (LMS).
  - a. Self-Assessment: A process of deliberative review and critical evaluation of one's own work, while identifying specific strategies for improvement. Self-assessment shall be designed to provide a summative review of the faculty member's teaching as well as to identify formative strategies to continue developing skills in teaching.
  - b. Peer Assessment: Classroom observations by any teaching member of their department or school to assess lesson objectives, student engagement, and student/teacher interactions.
  - c. Student Feedback: In addition to end-of-course student evaluations, course improvement and teaching method suggestions will be collected mid-

semester.

- d. Chair Classroom Observation: Classroom visitation to assess measures such as lesson objectives, student engagement and student/teacher interactions.
3. The Department Chairperson will provide the faculty member with a written evaluation and meet with the faculty member within ten (10) working days to discuss the review.
    - a. The written evaluation should highlight strengths and areas where the faculty member meets or exceeds expectations in teaching effectiveness and other relevant performance areas. If it does not meet expectations, the written evaluation must include:
      - i. Specific descriptions of shortcomings related to teaching effectiveness.
      - ii. Constructive suggestions for improvement, outlining concrete steps the faculty member can take to address the identified issues.
  4. The faculty member can submit a written response to the evaluation within five (5) working days of receipt and indicate agreement or disagreement.
  5. After reviewing the evaluation and faculty submissions, if any, the Department Chairperson shall provide to the Provost and Vice Chancellor for Academic Affairs, through the School Dean, acknowledgment of completion of the evaluation. The Dean shall review and give feedback to the Department Chair.

#### **B. Recommendations for Improvement**

For a faculty member of does not meet expectations, recommendations in the form of a faculty success plan must be provided by the Department Chairperson in conjunction with the faculty member to outline steps the faculty member may take for improvement. Recommendations should be included in the faculty success plan as outlined in ECSU Policy 300.2.10 (Faculty Workload).

#### **C. Use of Evaluation Results**

Annual evaluations of teaching effectiveness will become part of the assessment process for annual evaluations, reappointments, promotion and tenure, and post-tenure review applications.