

Teaching

Faculty Evaluation

All instructors who teach for the GLS program (and not any other department in which they are evaluated) are evaluated for teaching effectiveness. This evaluation includes face-to-face courses and online courses, both UNCW main campus courses and Onslow County Extension Program courses.

Procedure

GLS instructors teaching face-to-face courses will be evaluated each semester by direct observation. The Director or the Assistant Director will attend a class and evaluate the teaching effectiveness using *Appendix B 1: Format for Classroom Evaluation of Teaching*. For Onslow County Extension Program courses, an appropriate faculty member may be selected. The date of the classroom visitation will be arranged in consultation with the instructor. Furthermore, course materials such as the syllabus and assignments will be evaluated using *Appendix B 2: Format for Evaluation of Teaching*.

GLS instructors teaching online courses will be evaluated each semester by having the Director or the Assistant Director made “Administrators” for the courses in Blackboard. The Director or the Assistant Director will evaluate the teaching effectiveness using *Appendix C Format for Online Evaluation of Teaching*. The date of the evaluation will be arranged in consultation with the instructor.

The instructor will receive a copy of the evaluation that is submitted to the director as feedback, and a copy will be placed in his or her file as documentation. Should the Director or instructor have any concerns about the evaluation a meeting to discuss these concerns will be arranged before the end of the semester. If recommendations are made by the Director, a subsequent meeting will be arranged before to ensure the recommendations have been acted on for future courses. The summary of this meeting must be documented and placed in the instructor’s file.

Office Hours

According to the *UNCW Faculty Handbook*, “Although the university has no specific requirements regarding faculty office hours, each member of the faculty is expected to be available to students and advisees for at least two hours per day during the regular academic year, and at least one hour per day during the term of a summer session in which a faculty member teaches. Office hours should be posted on office doors and should be at times convenient for students. On any occasion when an unavoidable conflict arises, faculty should post a note (or have the secretary post a note) on their office door.”

Therefore, full-time faculty should have at least two days per week of posted/observed hours totaling at least four hours per week of posted/observed hours. Every day of the work week must have a “by appointment” option.

Graduate Liberal Studies Program
Classroom Visitation Report

Instructor:
Observer:

Course number and title:
Date of observation:

1. Structure. Describe the topic, goals, and format of the class.

2. Planning. Comment on the instructor's planning, preparation, and course materials. Consider how the class meeting fits into the overall design of the course, based on the syllabus.

3. Delivery. Comment on the quality of instruction. Consider clarity, coherence, appropriateness, use of instructional resources, and instructor's knowledge of the subject matter.

4. Response. Describe the level and effectiveness of instructor's interaction with students. Consider methods used to involve students in learning.

5. Summary. Provide general comments about this instructor's approach to teaching. Comment on strengths or areas in need of improvement.

Dated Signature of Observer

**Graduate Liberal Studies Program
Course Materials Evaluation Report**

**Instructor:
Course number and title:**

Organization and Design	Inadequate	Adequate	Excellent	Comments
<i>The course is well-designed</i>				
The course has an introduction to the course for the students.				
The requirements of the course are clearly delineated.				
Units of instruction are subdivided into clear and logical subunits.				
Appropriate legal guidelines with regard to copyright issues are followed.				
Honor code expectations are clear and links available for students				
Evaluation and grading procedures are clear.				
Content is complete, accurate, current, and free from typographical errors.				
Course Content				
<i>The course is aligned with the GLS Student Learning Outcomes</i>				
The course-specific SLOs are clearly stated.				
The course-specific SLOs clearly match at least some GLS SLOs.				
The course materials provide opportunities for students to learn related SLOs.				
The content and assignments are suitable for a graduate course.				
Instruction				
<i>The learning activities are appropriate</i>				
Learning activities are logically sequenced.				
The number of learning activities is realistic, sufficient, and appropriate.				
The learning activities can be performed with the resources and time available.				
Critical thinking and/or creativity is encouraged.				
The assigned readings are relevant.				
Evaluation and Assessment				
<i>The exercises and assignments are appropriate.</i>				
Guidelines and instructions are provided for each exercise and assignment.				
A variety of content-relevant assignments or evaluative exercises are provided.				
Students are informed of criteria that will be used to evaluate online participation.				
There is a clear relationship between the assignments and the SLOs.				

Observer:

Date of observation: