



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

College of Arts & Sciences  
Synergy Unleashed



CENTER FOR  
FACULTY EXCELLENCE

**Faculty member *being reviewed*:**

**Faculty member *conducting review*:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title/Rank

\_\_\_\_\_  
Title/Rank

\_\_\_\_\_  
Department

\_\_\_\_\_  
Department

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

**(1) Pre-Review Conversation**

Meeting: (date) \_\_\_\_\_ (time) \_\_\_\_\_

***Discuss/Identify dossier and related materials to be provided to the Reviewer:***

- |                                                                                                                                                         |                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> CV / full dossier                                                                                                              | <input type="checkbox"/> Sample lesson plans & materials (PPT, handouts) for observation date   |
| <input type="checkbox"/> Syllabi from courses taught                                                                                                    | <input type="checkbox"/> Statement on faculty member's input on course design or implementation |
| <input type="checkbox"/> Access to Sakai site or online materials                                                                                       | <input type="checkbox"/> Prior student evaluations of teaching                                  |
| <input type="checkbox"/> Sample items to assess student learning                                                                                        | <input type="checkbox"/> Modes of teaching (face-to-face, hybrid, online); experience/current   |
| <input type="checkbox"/> Feedback/communications from students/alumnae                                                                                  | <input type="checkbox"/> Strengths or areas working to improve in teaching                      |
| <input type="checkbox"/> Teaching load (other research / service)                                                                                       | <input type="checkbox"/> Statements of teaching philosophy, research, and/or service            |
| <input type="checkbox"/> Leadership or service on teaching to Dept./field                                                                               | <input type="checkbox"/> Teaching awards/grants                                                 |
| <input type="checkbox"/> Research on teaching (Scholarship of Teaching and Learning projects)                                                           | <input type="checkbox"/> Mentoring/advising undergrads, graduate students, other faculty        |
| <input type="checkbox"/> Professional development in teaching                                                                                           | <input type="checkbox"/> Effort toward promoting diversity, equity, and inclusive teaching      |
| <input type="checkbox"/> Issues on which Reviewer might focus: (i.e., active-learning, educational technology, teaching strategies, student engagement) | <input type="checkbox"/> External factors/circumstances impacting teaching                      |

Other: \_\_\_\_\_

**(2) Teaching Observation and Review of Materials**

**Indicate the course teaching format and how the classroom observation was conducted:**

**Mode of Teaching:** \_\_\_\_\_ **Observation conducted:**  In-person  via Zoom synchronous  or watching a recording

**Several templates exist** to document **evidence of effective teaching and learning** during any course observation (methods-based, time-based, etc.); See <https://go.unc.edu/peer-observation> for examples. **Choose one to use during your classroom observation.** The External Reviewer should take notes during the course observation on aspects such as: course/unit goals, content, and alignment; teaching practices; achievement of learning outcomes; classroom culture and student perceptions; student engagement; classroom culture; overall areas of strength or opportunities for improvement.

**CFE Guiding Principles for Observing Classes:**

1. **Arrive early and plan to stay the whole time.** Observe from a position minimally distracting to students and the instructor. Note the physical arrangement of the room or online tools/structure, student interactions with instructor and students, listen to students before and after class as appropriate to document level of interaction and any expectations or attitudes expressed.
2. **Observe both verbal and non-verbal behaviors** and document what happened (not your interpretation). Note pedagogy styles and the use of time by students and the instructor.
3. **Monitor time** when observing a class. Note the time in the margin when taking notes to put class structure in context.
4. **Prepare feedback that is descriptive and specific**, focusing on behaviors that can be changed. Acknowledge the instructor’s strengths and efforts to improve. Use constructive feedback characterized by positive phrasing, concreteness, and a specific plan of action.

**Course Information for Class Observation:**

Course Dept., Number, & Section: \_\_\_\_\_

Course Title: \_\_\_\_\_

Mode: \_\_\_\_\_ Location: \_\_\_\_\_ Class Meeting schedule: \_\_\_\_\_

Format: (FY seminar, lab, studio, dramatic arts) \_\_\_\_\_

Enrollment:  25 or fewer  26-50  51-100  101-200  200 or more

**NOTE: Several templates are available to be used for Class Observations. Sample methods-based or time-based forms are on the [CFE Faculty Peer Visits website](#). Choose a course observation template to help you take notes on evidence of teaching effectiveness and student learning.**

**The Reviewer should use their notes to inform the Post-Review Conversation and External Letter to the Department Chair.**

**After the full External Review is complete and Letter is submitted to the Department Chair, the External Reviewer should destroy all documents.**

**(3) Conduct an Overall External Review of Teaching, Advising, Mentoring, Scholarship, and Service**

The College has adopted a **multidimensional rubric of 7 categories** to support a more comprehensive review of teaching at Carolina. The rubric includes guiding questions and expectations for each dimension. We encourage Reviewers to adapt the rubric to fit disciplinary expectations and to weight areas most meaningful. The Classroom Observation component is only one piece of data.

\*The categories below are designed to align with [Carolina Next: Innovations for Public Good](#) and CAS Departmental Faculty Personnel Guidelines. We acknowledge they are adapted from the [Bay View Alliance](#) and University of Kansas Rubric for Faculty Teaching Effectiveness. Follmer Greenhoot, A., Ward, D., & Bernstein, D. (2017), [Benchmarks for Teaching Effectiveness](#), designed to build consensus on effective teaching in a research university.

7 categories*	Expectations	Evidence (verbal and non-verbal) of Extraordinary Teaching and Learning
<p><b>Goals, Content, and Alignment</b>  <i>What are students expected to learn from the course?                      Are course goals appropriately challenging?                      Are assessments aligned with learning goals?</i></p>	<ul style="list-style-type: none"> <li>• Course goals are well-articulated, high quality, and clearly connect to program/curricular goals</li> <li>• Content is challenging, innovative or related to current issues in the field</li> <li>• Topics include appropriate range and depth, with integration across topics or global education issues as appropriate</li> <li>• Materials are high quality, demonstrate creativity, diverse points of view, and well-aligned with content and course goals</li> </ul>	
<p><b>Teaching Practices</b>  <i>How is in-class and out-of-class time used?                      What assignments, assessments, and learning activities are implemented to help students learn?                      Is there a sound framework</i></p>	<ul style="list-style-type: none"> <li>• Students engage in active or applied learning</li> <li>• Activities are well planned, integrated, and reflect commitment to providing meaningful assignments and assessments</li> <li>• Uses effective, high-impact, or innovative methods to improve understanding</li> </ul>	

<p><i>behind the structure of the course syllabus?</i></p>	<ul style="list-style-type: none"> <li>• <i>Models inclusive teaching to promote diversity and support learning by all students</i></li> <li>• <i>In and out-of-class activities provide opportunities for practice and feedback on important skills and concepts</i></li> <li>• <i>Appropriate choices and uses of technologies or other innovations used by instructor or students</i></li> <li>• <i>Students show high levels of engagement</i></li> <li>• <i>Facilitates student success using active-learning, experiential, or collaborative learning</i></li> </ul>	
<p><b>Evidence (verbal and non-verbal) of Extraordinary Teaching and Learning</b></p>		
<p><b>Achievement of Learning Outcomes</b>  <i>What impact do these courses have on learners?                  What evidence shows the level of student understanding?</i></p>	<ul style="list-style-type: none"> <li>• <i>Standards for evaluating students are equitable and connected to program or curricular expectations</i></li> <li>• <i>Authentic assessments are used</i></li> <li>• <i>Quality of learning supports success in other contexts (e.g., subsequent courses or non-classroom venues), or is increasing within or across semesters</i></li> </ul>	
<p><b>Classroom Culture and Student Perceptions</b>  <i>What are the students' views of their learning experiences?                  How has student feedback informed the faculty member's teaching?</i></p>	<ul style="list-style-type: none"> <li>• <i>Evidence that classroom climate is respectful, cooperative, and encourages student listening, respect, civil discussion, motivation, and engagement</i></li> <li>• <i>Student feedback on teaching clarity, enthusiasm for subject, accessibility, and interaction skills is generally positive</i></li> <li>• <i>Extent and nature of rapport between teacher and students is positive</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Students perceive that they are learning important skills or knowledge</i></li> <li>• <i>Instructor is responsive to student feedback in the short-term and long-term, or uses feedback to inform teaching</i></li> </ul>	
		<b>Evidence (verbal and non-verbal) of Extraordinary Performance</b>
<p><b>Mentoring and Advising</b> <i>Has the faculty member worked individually with undergraduate or graduate students, or faculty?</i></p>	<ul style="list-style-type: none"> <li>• <i>Evidence of exceptional quality and time commitment to advising and mentoring as appropriate to the discipline or department</i></li> </ul>	
<p><b>Reflection and Iterative growth</b> <i>How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning?</i></p>	<ul style="list-style-type: none"> <li>• <i>Regularly makes adjustments to teaching based on reflections about student learning (within or across semesters)</i></li> <li>• <i>Examines student performance following adjustments</i></li> <li>• <i>Reports improved student achievement of learning goals based on past course modifications</i></li> </ul>	
<p><b>Involvement in Teaching Service, Scholarship, or Community</b></p>	<ul style="list-style-type: none"> <li>• <i>Regular involvement in teaching-related committees, engagement with peers on teaching (e.g., teaching-related presentations or workshops)</i></li> </ul>	

<p><i>In what ways has the instructor contributed to the broader teaching community, both on and off campus?</i></p>	<ul style="list-style-type: none"> <li>•Occasional (or more) local or external presentations or publications to share practices or results of teaching</li> <li>•Contributes to department or university curricular planning or assessment</li> <li>•Advanced- Scholarly publications or grant applications related to teaching</li> </ul>	
<p><b>Overall Areas of Strength</b> <i>(describe any areas of strength demonstrated)</i></p>		
<p><b>Overall opportunities for Improvement</b> <i>(if appropriate, describe any potential areas for teaching development or improving student learning)</i></p>		
<p><b>Reviewer Notes to include in Overall Evaluation and Letter of Support</b></p>		

**(4) Post-Review Conversation**

\_\_\_ Reflect on Pre-Review Conversation meeting items:

\_\_\_ Instructor reflections and feedback

\_\_\_ Review and discuss Course Observation feedback:

\_\_\_ Instructor reflections and feedback on the class during date of Course Observation  
(was it typical or representative? Instructor’s view whether it went as planned?)

\_\_\_ Reviewer reflections and feedback on teaching

\_\_\_ Focus on specific behaviors for teaching excellence:

\_\_\_ Instructor reflections on areas of strength or opportunities for improvement

\_\_\_ Reviewer summary of observations / recommendations

\_\_\_ Focus on student learning and success:

\_\_\_ How well did course planning and activities support course goals and facilitate student success?

\_\_\_ Discuss overall review:

\_\_\_ Reviewer provides overall summary and key findings

\_\_\_ Instructor has opportunity to share responses to summary findings

**(5) Key Items to Include in External Review Letter to Department Chair**

\_\_\_ Identify shared items to include in external review letter to Dept. Chair

\_\_\_ Confirm deadline to submit external review letter to Department Chair (at least one week prior to full dossier submission by Chair)

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**(6) Provide External Review Letter to Department Chair at least one week before full dossier deadline set by the College.**

- \_\_\_ Review Committee member who conducts external review must provide the external review letter to the Department Chair of the faculty member reviewed **on or before the deadline set by the College or by the date set by the Chair.**