ASSESSMENT OF TEACHING EFFECTIVENESS: AN ODOC INITIATIVE
FACULTY FOCUS GROUPS INFORMATION SHEET

As teacher-scholars, we produce and disseminate knowledge, and we seek to do that at the highest levels: we work to understand our vast and complex world, and we share that ever-increasing understanding with our students. In this formulation, we are teachers first, committed to engaging students in the work of holistic learning. At Wake Forest, we are remarkably good teachers—our teaching excellence is a distinguishing feature of our identity.

Because we take teaching so seriously, we have a responsibility to support and assess it thoughtfully and thoroughly. Our assessment of teaching should reiterate several commitments: 1) to providing a high-quality education to all our students; 2) to equity, consistency, and transparency in our processes; and 3) to our own continued learning and growth as teacher-scholars.

To that end, ODOC is undertaking this initiative to reimagine and redesign our process for evaluating teaching. We want a streamlined, reliable, and meaningful process, one that is more holistic, consistent across departments, transparent, and reflective of the numerous ways excellent teaching happens.

Looking ahead, especially as we prepare to engage in Strategic Planning, we have an opportunity to tell the story of the incredible learning happening at Wake Forest—learning that happens because of our commitment to excellent teaching. A robust, consistent, and fair system for evaluating teaching will support our efforts to tell that story, and revisiting how we assess teaching is the first chapter we can write.

Thank you so much for participating in this conversation. Your feedback is critical. After we have heard from as many faculty as possible (through our focus groups and survey), we will work with the Center for the Advancement of Teaching to collate the responses. We will use that data to draft a form and process that can be used across the College. Our plan is to develop that draft over the summer so that we can share it for feedback during the fall semester. We will draw on that round of feedback to finalize everything and share with faculty in time for the 2023-2024 merit review cycle.

1. **Who do you think should lead the project of designing a process for assessing teaching effectiveness?** Which, if any, other voices should be part of the conversation?

2. **What is the most important measure for determining if a teacher is effective?** In other words, what should count the most when assessing a professor's effectiveness as a teacher?

3. **What faculty work should be evaluated as "teaching" in reviews for merit, tenure, and promotion?** If some of these tasks are more important to evaluate than others, please indicate that by ranking the top three in order of importance (1=most important, etc.)

4. **What characteristics would you look for to decide if good teaching is happening?** If some of these indicators of good teaching are more important than others, please indicate that by ranking the top three in order of importance (1=most important, etc.)

5. **What types of evidence would you review to decide if good teaching is happening?** If some of these types of evidence are more important than others, please indicate that by ranking the top three in order of importance (1=most important, etc.)