3.1.6 Guidelines for Evaluation of Teaching Effectiveness

3.1.6.1 Student Evaluations
3.1.6.2 Peer Review

Introduction

In addition to student ratings of instruction, peer review is another method for faculty to receive feedback regarding teaching effectiveness. Peer review can be used to assist faculty in designing strategies to improve teaching. Peer review also can be used to support mastery, excellence and/or leadership in teaching for promotion and/or tenure applications and for nominations for teaching awards.

Policies

1. Peer review of classroom or laboratory teaching is highly recommended for faculty whose workload includes a significant portion of their time for teaching (30% or greater).
2. The Department Review Committee (DRC) and/or department chair in their biannual or annual reviews can recommend that faculty use the peer review process to assess their teaching skills.
3. It is recommended that faculty who plan to use teaching for promotion and/or tenure use the peer review process annually. Faculty can request peer review of their teaching at more frequent intervals.

Procedures

1. Selection of peer reviewer
   a. Faculty are encouraged to consult their department chair and DRC when selecting reviewers.
   b. Faculty are encouraged to seek reviewers who represent diverse professional backgrounds and who can complete an unbiased review.
2. The faculty member contacts the reviewer(s) to:
   a. Invite the faculty member(s) to be a peer reviewer
   b. Identify a date/time for the review
   c. Provide reviewer(s) with peer review observation form, course syllabus and additional materials, if appropriate.
3. At the beginning of the class, the faculty introduces the peer reviewer(s) to the students.
4. After the session and within one week, the peer reviewer(s) completes the observation form and sends the form to the faculty with copies to the program director and department chair. Forms are to be sent in confidential envelopes.