

FIS Collegial Evaluation of Teaching

[Updated October 14, 2015, EGL]

Rationale

What follows are the guidelines for a new process for conducting collegial teaching evaluations. As you know, we have traditionally called upon each other to assess a colleague's performance during a one- or two-hour class, which leaves out so much of what goes into our teaching: the overall arc of the course, the types of assignments, the nature of feedback, lesson plans, etc. The process described below is meant to fill some of those gaps and, by extension, provide more meaningful feedback regarding teaching and more compelling evidence of teaching excellence in re-appointment, tenure, and promotion dossiers.

College Requirements

Please note that the College of Arts & Sciences guidelines state that "collegial evaluation of teaching must be conducted every year for Assistant Professors and Lecturers and at least every three years for Associate Professors, Professors, Senior Lecturers, and Principal Lecturers. The College requires collegial evaluations for the reappointment or promotion of Lecturers, Artists, and other instructional titles." Note too that a collegial evaluation is part of the documentation for promotion.

Department Requirements

These evaluations can be carried out by departmental colleagues as well as by faculty from other departments. It is required to solicit an outside evaluator every 3 years.

Evaluation Process

1. Request: Instructor requests a peer review, presents reviewer with course materials and timeline for review [2-3 weeks prior to classroom observation]
2. Pre-Observation: Reviewer and instructor meet to discuss goals/objectives for the course, the instructor's vision for student outcomes, specific activities important to the class being observed, other things s/he wants the reviewer to look for/comment on [20-30 minutes, 2-3 days prior to classroom observation]
3. Observation: reviewer attends and observes the instructor in the classroom, using observation rubric, if desired/needed [1-2 hours]
4. Composition: see section on "Evaluation Format" below
5. Debriefing: evaluation materials delivered to instructor, reviewer and instructor meet to discuss class observation, reviewer impressions of course materials, areas to improve on, areas of excellence [1 hour, 1 week after classroom observation]
 - a. Negotiation regarding the content of the report is encouraged in the case of disagreements, with the reviewer sending a revised copy to the instructor [2-3 days after initial debriefing, if needed]
6. Submission: instructor turns in peer evaluation for annual merit review at the end of the academic year

Evaluation Format

In a one- to two-page memo, signed and on departmental letterhead, please provide assessment of the following items, where relevant, using these headings:

- Syllabus
- Lesson plan/tool (e.g., PowerPoint presentation)
- Assignments (e.g., prompts, worksheets)
- Instructor feedback (on that or another assignment, including assessment of any grading rubric of the faculty member's design)
- Exam
- Class performance

Prior to submission, this report is to be shared with the colleague being evaluated (schedule the follow-up meeting at the time of the class observation), and a "negotiation" regarding the content of the report is encouraged in the case of disagreements.