

Wilkinson College of Arts, Humanities and Social Sciences
GUIDELINES FOR PEER EVALUATION OF TEACHING
Tenure-Track and Tenured Faculty
(Approved January 2020)

The Wilkinson College Unit criteria for tenure and promotion to associate/full professor states “In ascertaining teaching excellence, Wilkinson College places the greatest emphasis on qualitative measures, including such things as self-reflective statements, student comments, and peer teaching evaluations. Faculty members are expected to arrange a peer evaluation of their teaching (including a classroom visit) at least once per academic year. Department chairs can facilitate these peer evaluations, which are typically conducted by senior colleagues or university teaching mentors.”

Procedure

1. As a general guide, the teaching of faculty members eligible for promotion should be reviewed by one tenured faculty member at least once each year. Reviewers will normally be tenured faculty members from within the department and ideally be a different faculty member each time. The department chair may be one of the reviewers. However, at least one review should be conducted by a tenured faculty member from outside the department. The outside reviewer should be engaged in teaching, scholarship, research in an area substantially related to that of the evaluated faculty member. The department chair, in consultation with the evaluated faculty member, will select the reviewers and offer a written explanation on the peer review form about why the specific reviewer was selected. Early each fall, the department chair will prepare a plan stating who will be evaluated by whom, and share the plan with the department.
2. Reviews should begin no later than the faculty member’s second semester of their tenure-track appointment. Faculty members are expected to have at least two new peer reviews in their teaching portfolios for each review cycle.
3. Each review shall consist of four related steps: i) Department chair will complete first part of Peer Teaching Evaluation Form and share with faculty member; ii) Faculty members will contact peer reviewer to share course materials to contextualize the day’s teaching and arrange in-class observation; (iii) in-class observation occurs; (iv) completion of the Peer Teaching Evaluation Form by reviewer and faculty member.
4. Unless otherwise agreed upon, the reviewer will simply sit in the room to observe and stay for the entire class period. The faculty member will have the option for a “do-over”, that is, to reschedule the reviewer to come back for a follow-up observation.
5. The reviewer will complete and sign their portion of the Peer Teaching Evaluation Form which will be sent to the faculty member, who will write a response, and send the completed form to the department chair. The faculty member will retain a copy for inclusion in the teaching portfolio. In case of a do-over, only the second Peer Teaching Evaluation Form will be sent to the faculty member and chair.

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Peer Teaching Evaluation Form

Faculty Member: _____ Date: _____

Course: _____ Section: _____ Number of students: _____

Time: _____ Room: _____ Evaluator: _____

Department Chair rationale for evaluator selection:

Instructions to evaluator: Please use the scale (checking the appropriate box) and/or written comments to evaluate the following.

Part A: Preview of Course Materials

1. Syllabus
2. Learning Outcomes
3. Course Materials
4. Assignments

Needs Improvement
Meets Expectations
High Quality
Outstanding
N/A

Comments:

Part B: Mechanics

1. Addresses students by name
2. Communicates clearly
3. Has students' attention
4. Vocabulary comprehensible to students
5. Varies activities

Needs Improvement
Meets Expectations
High Quality
Outstanding
N/A

Comments:

Part C: Organization

1. Clear statement of learning goals
2. Points out relationship between ideas
3. Emphasizes major points
4. Establishes link between familiar and new material
5. Encourages critical thinking

Needs Improvement
Meets Expectations
High Quality
Outstanding
N/A

Comments:

Part D: Classroom Relationships

1. Interacts with students
2. Acknowledges the value of student ideas and concepts
3. Encourages student participation
4. Appears interested and enthusiastic
5. Remembers and refers to student ideas

Needs Improvement
Meets Expectations
High Quality
Outstanding
N/A

Comments:

Part E: Content

1. Class content is relevant to course goals
2. Provides appropriate context or background
3. Presents divergent viewpoints
4. Citation of relevant scholarship

Needs Improvement
Meets Expectations
High Quality
Outstanding
N/A

Comments:

Part F: Discipline-specific (optional)

1.

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2.

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3.

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4.

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5.

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Needs Improvement

Meets Expectations

High Quality

Outstanding

N/A

Comments:

Evaluator Written Comments

Successful aspects of the class session:

Suggestions for improvement:

Overall assessment:

Signature: Evaluator / Date

Faculty Member Response:

Signature: Faculty Member / Date