

Subject: Peer Review of Teaching
Policy Number: P30
Date: April 25, 2003
Reviewed:

POLICY:

As mandated by the S.C. Commission on Higher Education, each faculty member in the School will be reviewed once annually. Approximately half will be reviewed in fall, half in spring. Generally, full professors will review one another, full or associate professors will review associate professors, and full or associate professors will review assistant professors and instructors. NOTE: Untenured faculty will schedule two peer reviews annually, one in the fall and one in spring, for two different courses.

PROCEDURE:

To prepare for your peer review:

1. Choose your reviewer from among the tenured professors in the School. NOTE: Full professors will be reviewed by full professors; associates may be reviewed by associate or full professors; untenured assistant professors and instructors will be reviewed by full or associate professors. No faculty member shall choose the same reviewer in two consecutive years.
2. Agree on a date for the visit at least ten days in advance.
3. Choose a time to meet with the reviewer at least one week ahead of the visit (see procedure for reviewers on the next page). Provide a syllabus for your course and any other materials (including assigned readings) that will help the reviewer observe your class with some knowledge of its broader purpose.
4. If you so desire, ask to meet with the reviewer after you have received a written evaluation of your teaching. The purpose of such a meeting should be to focus on ways to improve your teaching, points in the evaluation with which you disagree, and any other matters related to the evaluation that you feel merit discussion.
5. Attach the most recent peer review(s) to the back of your next Annual Performance Review.

1. To prepare for a classroom visit, reviewer should: Meet with instructor prior to classroom visit. Choose a date for the visit. Obtain syllabus and any other relevant materials, review assignments (readings, presentations, discussion etc.) given students for the day of the visit. In other words, know what should take place when you walk into the classroom. Discuss goals of this session, mix of students in the class (year, grad/undergrad, etc.), required or elective course, and any other aspects of the course that would assist you in your review.

2. Visit the class on the appointed date. Sit in the back so as not to cause a distraction and also to confirm that all students can hear the instructor. Observe and comment on ability to explain content and teaching methodologies, which may include:

- A. class organization and preparation
- B. clarity and ability to explain materials
- C. stimulation of thought and interest
- D. enthusiasm and dynamism of instructor
- E. pace of the class
- F. presentation style
- G. use of varied and appropriate instructional techniques
- H. effective use of class time
- I. use and quality of handouts
- J. use and quality of visual materials
- K. meeting of class/assignment objectives

3. As soon as possible after the class, write your report. You will tend to forget details if you delay writing the first draft. Once you have the report in what you consider to be final form, deliver it in a sealed envelope to the instructor. Keep a copy for yourself. Offer to meet with the instructor to discuss the review.

3a. If the instructor wishes to meet, arrange your meeting as soon as possible after the classroom visit. You may wish to offer specific recommendations for new instructional strategies if this is appropriate.

B. FREQUENCY AND SCHEDULING

The Tenure and Promotion Committee will publish a list of suggested peer review dates for each faculty member (by term only). It is up to you to make arrangements with a reviewer to complete this process. Should you wish to change terms, please find someone who is willing to trade with you and inform the chair of T&P.

Candidates for tenure and promotion will be reviewed twice annually.

C. TRAINING OF PEER REVIEWERS

Any tenured faculty willing to serve as reviewers *must meet with the T and P chair for a brief training session* and should be dedicated to spending time evaluating a colleague as well as mentoring him/her on instructional strategies and overall teaching methodologies. Should the Tenure and Promotion Committee agree that an individual does not fulfill these requirements, it may deny that person the right to review other faculty. Although it may also serve as documentation or support materials for the colleges' annual review or tenure and promotion process, its primary purpose is to improve a teacher's performance in the classroom.