

**Procedure for Peer Evaluation of Faculty Teaching**  
**Department of Geosciences**  
**Revised April 13, 2010**

**Schedule**

Evaluation of tenure-track Assistant and Associate Professors will take place at the beginning of their second year and in the third and fifth years of their appointment. Evaluation of fixed-term Professors will take place at the beginning of their appointment and every third year thereafter. Tenured faculty will be reviewed in the years prior to promotion and fifth-year post-tenure review.

**Committee**

New professors will be assigned a teaching committee to give them advice and information about on-campus resources. Faculty may also request informal classroom evaluations that do not become part of their file.

**Review Panel**

Two Associate or Full Professors appointed by the Department Head

**Review Process and Report**

The individual under review will meet with her/his committee at the beginning of the academic year. This forum will establish expectations and guidelines for the review.

The goal of the review process is to evaluate teaching ability and effectiveness. The criteria for evaluation will depend on class size and type, pedagogical styles, and characteristics of the learners. While there are no universal criteria for the evaluation of teaching, certain factors are considered common to many teaching situations. For traditional resident courses, these include adequate background preparation of lecture materials, the ability to articulate the main themes of a lecture, willingness to help students, and the ability to engage students in critical thinking, as evidenced by attention to- and participation in the classroom. For on-line and e-education courses the same factors will be considered, including adequate background preparation of on-line materials, the ability to convey the main themes via a well-designed web site, willingness to help students via discussion boards and/or chat sessions, and the ability to engage students in critical thinking as evidenced by meaningful exercises, logical progression of concepts, and stimulating, on-line discussion sessions.

The individual will provide the committee with a syllabus for each class. Committee members will arrange to visit at least one class session each semester.

Each committee member will write an evaluation of the teacher's performance. The report will include two parts: 1) an evaluation of the candidate's teaching strengths and weaknesses, and 2) suggestions as to how the candidate might improve or enhance his/her teaching skills and performance.

The evaluation will be given to the candidate and it will become part of his/her dossier.