

Teaching Review Process
Meadows School of the Arts
September 14, 2016

For untenured faculty, Teaching Reviews will take place in the second and fifth years of their tenure-track appointments in the Meadows School of the Arts.

Teaching Reviews are recommended for all faculty members every three to five years.

The faculty member's Chair/Director, with the consent of the faculty member under review, will appoint a senior tenured or emeritus faculty member to conduct the review.

With two reviews required (second-year and fifth-year), at least one should be conducted by a reviewer from outside of the Department/Division/Institute of the teacher under review.

This is a particularly important activity in the professional development of Meadows faculty, and the participation of generous, thoughtful, and experienced faculty is depended upon to make the process meaningful and worthwhile.

The primary objective of the review is to provide experiences and information that will enable the faculty member to continue to grow and develop as an effective teacher. That being the case, the process may be customized, as necessary and appropriate, to create the best possible developmental experience. Details regarding matters such as, but not limited to, deciding upon the specific classes that should be visited and whether the process should carry over into the Spring Term are at the discretion of the faculty member and the reviewer.

For the Teaching Review, the Reviewer will:

1. Discuss matters of teaching philosophies, approaches, and strategies with the faculty member—both in general and with regard to the specific courses currently being taught;
2. Review all course materials, including, but not limited to, syllabi, learning outcomes, course handouts, assessments, teaching portfolio materials, etc.;
3. Review course evaluations, including narrative student comments;
4. Make a minimum of two arranged classroom visits;
5. Conduct a short focus group meeting with a small group of students; and
6. Write a brief written report that includes an assessment of the written materials, learning outcomes, organization, instructional strategies, course content, presentation skills, appropriateness of assessments, comments from students, student achievement, and classroom interactions with students.

The Reviewer's report, provided to the faculty member under review, outlines—and brings to the faculty member's attention—strengths, weaknesses, and opportunities for improvement.

The report is also submitted to the Department/Division/Institute Chair/Director, and it is included in the faculty member's dossier of materials that is reviewed for consideration for promotion and tenure.

It is crucial, both to the faculty member's continued success as a teacher as well as to the integrity of the role that the report plays in the promotion and tenure review process, that the report includes direct, detailed, and candid observations and information.

The Reviewer's report should be submitted to the faculty member and the Chair/Director by no later than the end of February. If circumstances prevent this deadline from being met, the faculty member's Chair/Director may approve a later submission date up to May 1. The Chair/Director should forward a copy of the review letter to the Dean's Office for inclusion in the faculty member's personnel file.