

Evaluation of Teaching  
Peer and Self Assessment  
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Developed by the Academic Policy Council with input from the Welfare Council

This document presents guidelines and recommendations to conduct peer assessment of teaching on a regular basis. These can be implemented at the college or department levels. Some colleges have already implemented a process.

Evaluation of Teaching should be matched with the modalities (in person, online, labs, flipped) and level of program (undergraduate, graduate, professional).

### Definitions

#### Collective Bargaining Agreement Definition

18.3d Peer Assessment. A faculty member has the right to have a peer or colleague to observe/visit the faculty member's teaching and to have an assessment of that observation/visitation included as part of the faculty member's annual report. The chair shall invite the peer evaluator, who may be within the University, a retired colleague, or a colleague in the same discipline from another university.

### Evaluation of Teaching

Rigorous, fair, unbiased evaluation of teaching is required on an annual basis as part of a faculty's annual evaluation and as part of an evaluation for tenure and/or promotion. The evaluation should be comprehensive and not solely be based on the end of course evaluations by students. The recommendation is to implement a review capturing three voices: end of course evaluation (as they are currently done) to capture the student's voice, a peer review of teaching to capture the peer's voice, and a self-assessment (in conjunction with a peer review) to capture the faculty's voice. A peer assessment should not be punitive and should be used to provide constructive feedback that can be used to improve teaching.

Additional documentation of a teaching vision and evidence can be collected in an educational portfolio which can be submitted in section 11 of the promotion and tenure packet.

### How is the assessment conducted?

The recommendation is that the faculty member first completes a self-assessment in which they can outline the goals for the course, the implementation and associated pedagogy, and other information to provide context. This self-assessment is provided to the peer evaluator(s) before a classroom visit.

### Frequency of Evaluation

Faculty (tenured, tenure-track, and non-tenure-track) should have a peer assessment of teaching 2-3 times before their next promotion. For a mid-term evaluation, at least 1 assessment should be conducted.

Reference: IFAS conducts 2 before mid term, 1 before tenure application, Vet Med conducts 2-3 evaluations per year, CoEd conducts 2 per tenure/promotion period.

Who conducts the evaluation?

The department chair shall invite the evaluator(s). The recommendation is to have a team of 2 evaluators, 1 evaluator with the disciplinary knowledge of the field of the course, and 1 evaluator with experience in evaluating pedagogy.

During the classroom visit, the evaluators will use a predefined rubric to assess the course. A core rubric is provided on the next page. Any non-relevant sections of the rubric (depending on the type of course), can be omitted. The following examples of rubrics are provided for colleges who want to expand the core rubric:

- Center for Teaching Excellence
- CALS
- Vetmed

Results of the assessment

The results of the assessment are the rubric form with a free text (no more than one page) assessment. In the case of multiple evaluators, they will come to a consensus and present the results on one form.

