PROCEDURES AND CRITERIA FOR CLASSROOM OBSERVATIONS

Pursuant to the recommendation of the Task Force Report on Peer Evaluation, the Faculty Affairs Committee moves adoption of the following college-wide Procedures and Criteria for Classroom Observations for use in evaluating faculty for renewal, continuing appointment, and promotion.

Procedures for Classroom Observations:

1. Classroom observations of teaching shall be conducted during each review cycle by a minimum of two members of the department or school, at least one of whom is a member of the Personnel Committee of the Department or School of the observed faculty member, and by the Chair of the Department or the Dean of the School.
2. A second classroom observation by the same observer shall take place if requested by either the observer or the observed faculty member.
3. Faculty members who are being observed have the option of requesting an additional classroom observation from a department member or another faculty member of their own choosing.
4. Each observation shall be preceded by examination of syllabi and pertinent instructional materials provided by the faculty member to be observed and/or a pre-observation conference with the faculty member.
5. Each observer shall provide written feedback on each classroom observation to the faculty member observed and the departmental or school Personnel Committee. A post-observation conference may take place in addition to the written feedback given to the faculty member.
6. Written feedback from classroom observations provides evidence to be considered in the preparation of official evaluation documents such as Form H narratives.

Suggested Criteria for Classroom Observations

1. Context of the class
   - class prefix and title
   - number of students enrolled
   - number of students present
   - day and hour of class meeting
   - type of class (e.g. satisfying core requirement, required in the major, requirement related to the major, elective, studio, laboratory, etc.)
2. Intellectual rigor
   - Appropriateness of course content, readings, and instructional materials
   - Clear presentation of materials to stimulate understanding
3. Mastery of subject
   - Appropriate choice of research, topics, and/or findings in the field
   - Currency in the field
   - Incorporating the faculty member's own research into teaching (as appropriate)
4. Careful preparation and clear organization of classroom activities
   - Effective use of class time
   - Encouragement of critical thinking
   - Appropriate response to students' questions and comments
5. Clear and effective communication with students
   - Ability to arouse student interest and curiosity
   - Clear explanation of important ideas
   - Willingness to seek and respond to feedback from students

Adopted by College Senate: November 14, 2006