

Summary of the College of Agricultural and Life Sciences' Peer Teaching Assessment Procedures

The goal of the College of Agricultural and Life Sciences' Peer Teaching Assessment is to enhance a faculty member's instructional performance. For full details about this process, refer to the **College of Agricultural and Life Sciences Peer Teaching Assessment Procedures**.

Assessment Process and Procedures:

1. **Teaching Portfolio:** The instructor develops a Teaching Portfolio of materials and documents that characterizes the scope and quality of the teaching effort.
2. **Formation and Composition of the Peer Teaching Assessment Committee:** The committee should consist of at least three members, with at least one member of the instructor's mentoring committee and at least one from outside the department.
3. **Timeframe for Peer Teaching Assessments:**
 - a. **New (non-tenured) tenure-track faculty:** Peer teaching assessments should be completed at least twice before the instructor's mid-career progress assessment and once prior to the instructor submitting his/her tenure and promotion packet.
 - b. **Tenured faculty:** A minimum of two peer teaching assessments should be completed within each seven year period after being tenured.
 - c. **Non-tenure-track faculty:** For lecturers and other non-tenure-track teaching faculty, a minimum of two peer teaching assessments within each five year period.
4. **Peer Teaching Assessment Committee Timeline:**
 - a. **Initial Meeting:** The peer teaching assessment committee should meet with the instructor prior to the start of the semester when the course is being assessed. During, if not before, this first meeting, the instructor should provide the committee with the Teaching Portfolio and teaching philosophy.
 - b. **During the Semester of the Assessment:** During the semester when the course is delivered, each committee member should visit the classroom twice or, for distance-delivered courses, access two online modules.
 - c. **After the Course is Completed:** The committee chair compiles committee members' comments into a summary that is shared with the instructor in a verbal debrief. With input from the committee, the instructor creates an action plan to help improve teaching performance.
5. **Assessment Reporting:**
 - a. **Verbal Debrief:** Committee members provide their insights on what they observed and suggestions for improvements.
 - b. **Action Plan:** With input from the committee, the instructor creates an action plan to enhance and improve teaching performance.
 - c. **Assessment Report:** For mid-career and tenure and promotion, an assessment report should provide aggregate comments from the committee members of what they observed that the instructor did well and areas that could be improved.