

# Policy for Teaching Development and Evaluation of Untenured Faculty

## School of Mathematics

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This policy has two purposes:

1. *Development:* the first goal is to give the faculty member the information and guidance they need to improve their teaching skills
2. *Evaluation:* the second goal is to gather and document the information needed to evaluate the faculty member's teaching

The following calendar lays out the basic schedule. The *Year* refers to the tenure clock.

Year	Purpose	Faculty Involved	Action
1 & 2	Development	The DOTE during the first year and a Faculty Advisor chosen by the faculty member in consultation with the DOTE in the second year	Creating and maintaining a file of information about the teaching of the faculty member that includes a yearly teaching evaluation. If necessary, devising and implementing a plan to correct specific problems.
3	Evaluation	Current Faculty Advisor and another Faculty Advisor chosen by the Junior P&T Committee and approved by the candidate and the DOTE	Formal evaluation of teaching concentrating primarily on aspects connected to curricular activities. The evaluation will summarize the progress made over the last two years and state explicitly any issues that must be resolved before tenure. It should also identify excellence in teaching and initiate reward and recognition for this.
4-tenure	Development	Faculty Advisor chosen by the candidate and approved by the DOTE and the DOTE	Yearly progress reports to the DOTE. The report will specifically detail the progress in addressing issues outlined in the third year review.
tenure	Evaluation	Current Faculty Advisor and another chosen by the Junior P&T Committee and approved by the candidate and the DOTE	Formal evaluation of teaching including curricular, supercurricular, and extracurricular activities. The evaluation will summarize the progress made since the first year, addressing issues raised in the third year review. It should also identify excellence in teaching and initiate reward and recognition for this.

## The duties of the Faculty Advisors

The evaluation and counseling duties will be performed by one or two Faculty Advisors (FAs) chosen by the Junior P&T Committee and/or the candidate depending on the stage of the process.

During the development stages, the main activity is to improve teaching skills of the candidate and the duties of the FA depend on the skills of the candidate. Initially, the FA will make an evaluation of the candidate by observing a lecture, examining course-related materials, and discussions with the candidate. If it turns out that the candidate already has a sufficient level of skill, then the FA will simply serve as a source of technical advice according to the need of the candidate. If the FA identifies potentially significant problems and weaknesses with the teaching of the candidate, then the FA, the candidate, and the DOTE will work out a plan for fixing these and the FA will work with the candidate and the DOTE to execute the plan.

In either case, the primary duty of the FA is **not** to make formal criticisms of the candidate's teaching during the development stages. The FA will be chosen based on the abilities to establish a good relationship with the candidate and to help them improve teaching.

During the evaluation stages, the main duty of the FAs is to make a formal evaluation of the candidate's teaching to be used as part of the overall review process. We will use two FAs so as to gain a wider perspective for the evaluation, with one FA chosen by the Junior P&T Committee so that we can claim a measure of objectivity in the review. The FAs will be chosen based on their experience and qualifications to judge effective teaching.

Serving as a FA will sometimes involve a significant amount of time and is also likely to have the side benefit of improving the teaching skills of the FA. It should be recognized as service to the School at a level similar to serving on a committee.

## Year by Year Details

### 1 Development stage during the first two years

The first development stage will concentrate on issues directly related to curricular activities such as lecturing, class work, grading, etc.

#### During the first year:

1. By the end of the second week of classes, the DOTE will:
  - (a) Review the syllabus and course plan for courses taught by the candidate.
  - (b) Review the exam and course work schedule for the courses.
  - (c) Provide advice and information about courses taught by the candidate.
2. By the tenth week of classes, the DOTE will
  - (a) Review at least one exam/class assignment prior to the date it is given to students with regards to difficulty and suitability with respect to the course material.
  - (b) Review the grading scheme along with the results for at least one exam or course assignment.
  - (c) Conduct a peer review of a lecture either by sitting in class or watching a video tape then discuss the results with the candidate.
  - (d) Provide advice and make short term suggestions.
3. At the end of each term, the DOTE will
  - (a) Review final exams before they are given for difficulty and completeness.
  - (b) Review the final grading scale and grade history for all classes.
4. After the student evaluations for the first term become available, the DOTE and the candidate will make a long term plan for development if necessary. The DOTE will help the candidate execute the plan and monitor the progress that is made.
5. At the end of the year,
  - (a) The DOTE will prepare a short report summarizing the evaluations made during the year, the development activities that took place, and the progress made. The report will be well supported by evidence.
  - (b) The candidate will put together a teaching portfolio for the year including exams, class materials, student evaluations, etc. and file this with the DOTE
  - (c) The candidate will choose a Faculty Advisor (FA) in consultation with the DOTE.

#### During the second year:

The schedule for the second year depends on the results of the first year. In addition to continuing any long term plan for development, the following activities will take place:

1. The FA will review the syllabus, course plan, and exam and course work schedule for any courses that the candidate is teaching for the first time.
2. The FA will review the final grading scale and grade history for all classes.
3. Conduct a peer review of a lecture either by sitting in class or watching a video tape then discuss the results with the candidate.
4. At the end of year, the FA will prepare a short report summarizing the evaluations made during the year, the development activities that took place, and the progress made. The report will be well supported by evidence.
5. The candidate will put together a teaching portfolio for the year including exams, class materials, student evaluations, etc. and file this with the DOTE

## **2 Evaluation stage during year 3**

The third year review of the candidate's teaching will concentrate on issues related directly to the classroom. It will take place during the early part of the fall term. The new FA chosen by the Junior P&T Committee will evaluate a class either directly or by video and review syllabi, exams, class assignments, grading policies, and class evaluations. Together the two FA's will

1. Summarize the history of the development stage, the efforts made by the candidate to improve their teaching, and describe the success in doing so
2. Summarize the student course evaluations and peer video/class evaluations made by the FA into a review of lecturing activities
3. Review the categories; Organization of Courses, Preparation of Courses, Examinations and Course Work, and Grade Policy.
4. Identify specific improvements that need to be made before tenure and specific suggestions for doing so.
5. Identify strengths of the candidate and suggest ways these can be used by the School. This is a good opportunity to identify candidates that should be singled out for excellent teaching.

The evaluation should be one to two pages long.

## **3 The second development stage lasting from the fourth year up to the tenure decision year**

The form of the second development stage depends largely on the results of the third year review. If the review identifies serious problems then a development plan will be worked out by the candidate, FA, and DOTE during the first few weeks of the year following the review and the second development stage will be carried out under a regular time table. Whereas if the review is positive then the second development stage will be conducted more informally.

In all cases, the candidate will assemble a teaching portfolio each year that includes samples of exams and class materials, all student evaluations, records of class grades, and the results of any evaluations made by the FA and file this with the DOTE

During the second development stage, the DOTE will also encourage and help the candidate to get involved with supercurricular activities such as curriculum development and reform, teaching special topics classes, and involvement with advising students. In particular, it is important that the candidate teach a wide variety of classes and contribute in a significant way to the curriculum taught in the School of Mathematics during this period because these are important ingredients in the tenure package.

The candidate will also be given support by the School and College in the form of teaching load reduction if they engage in extracurricular activities such as writing software or textbooks. While encouraged, such activities are **not** expected of untenured faculty.

## 4 The evaluation made during the tenure decision year

The tenure year evaluation of the candidate's teaching should cover the curricular, supercurricular, and extracurricular activities of the candidate. The evaluation must be completed during the early part of the fall term, hence the new FA should be chosen by the middle of the spring term of the preceding year and the evaluation process should begin at that time. The new FA chosen by the Junior P&T committee should evaluate a class either directly or by video and review syllabi, exams, class assignments, grading policies, class evaluations, and any educational material devised by the candidate. The candidate should prepare a statement detailing supercurricular and extracurricular activities. Together the two FA's should write an evaluation that

1. Reports on the curricular activities listed in the review criteria guideline.
2. Details specific supercurricular and extracurricular activities of the candidate and how these benefited the School of Mathematics.
3. Summarizes the history of the previous years, describing how much work the candidate put into teaching development and how successful these efforts have been. The evaluation must specifically address any problems/issues raised in the third year review.
4. Places the contribution of the candidate within the overall teaching activities of the School.

The evaluation should be one to two pages long and extremely well documented. In most cases, the evaluation should be accompanied by a completed review criteria guideline.