



## Background

**Why did you join this effort?**

- To connect annual reviews to promotion process.
- To foster faculty collaboration, deepen reflection, and cross-pollinate best teaching practices.

**How did you know your area was ready for change?**

- As part of new Executive Director's mission, Steering Committee hosted listening sessions that determined the need for clarification around annual review evaluation of teaching, while also rebuilding community among a changing faculty during and after the pandemic.

## Next Steps

**Peer Observation of Teaching: Pilot, Winter – Spring 2023**

New faculty mentor cohorts will participate in the pilot, with cohort members observing one another's teaching and piloting a post-observation reflection. Additional faculty may opt in this year too.

**What is the plan over the rest of the academic year, beyond?**

- Solicit feedback from the pilot group to improve the peer observation of teaching process for AY 2023-24.
- Revise peer observation of teaching heuristic.
- Develop a strategy for pairing faculty with one another for peer observations.
- Discuss peer observation process with faculty.

## Three Voices

**Self Voice**

- Annual reviews include a teaching statement: faculty member's self-analysis of teaching for previous year.
- Peer observation of teaching, leading to collaboration, professional development, and reflection.
- Pre-Observation Plan and Post-Observation Plan are written by the instructor, not observer.
- Pre-Observation delivered to observer 24 hours before observation; Post-Observation written after meeting with observer after class.

**Peer Voice**

- Peer observation of teaching, occurring every other year, with pilot conducted with new faculty in AY 2022-23. Includes three-part structure:
  - Pre-observation questions: Goals, approach, sequence, with request for guided feedback from professor being observed.
  - Post-observation reflection: Future changes, plans to reflect on and use observer feedback.
  - Observer notes: Narrative of session considering organization, goals and outcomes, active learning, inclusivity, and diversity.
- Self-assessment in alternate years.

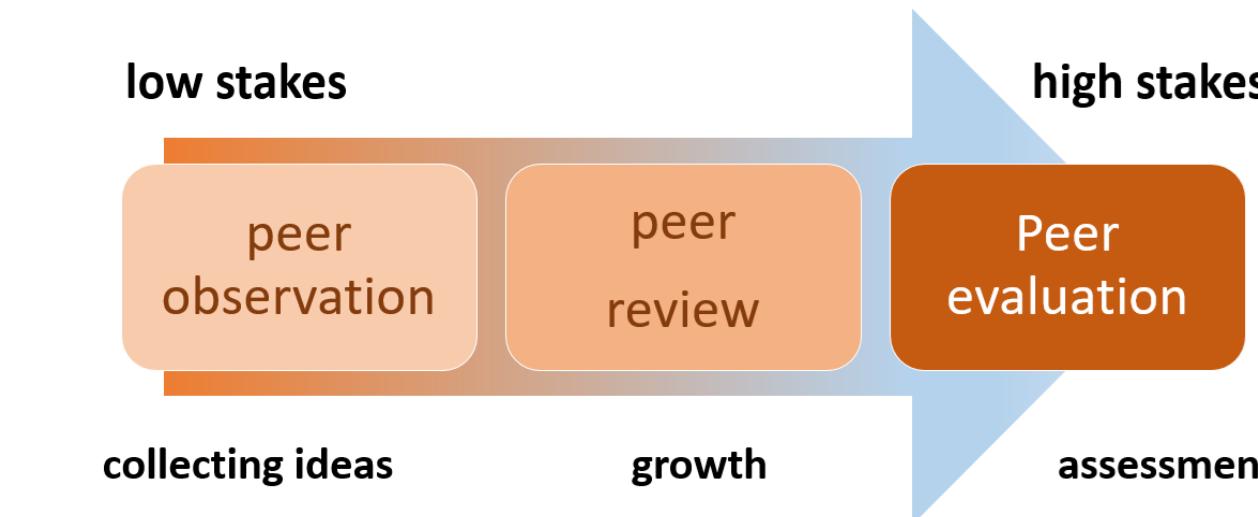
**Student Voice**

- Annual reviews include 6 student papers with faculty comments and feedback, occurring every other year.
- Revised SETs to include questions about inclusivity and accessibility.
- Reassessing what questions to ask in the end of year surveys.
- Developed evaluation criteria for faculty annual reviews. Piloting the criteria in AY 2022-23.



## Lessons Learned

- For evaluation of teaching, Annual Reviews needed further inclusion of peer voice. Strong presence of self-voice and student voice already existed.
- Developed Peer Observation of Teaching to strengthen peer voice.
- Emphasized role and value of reflection for both faculty (observer and observed) involved in peer reflection.



From [From The University of Texas at Austin, Center for Teaching and Learning, "Peer Observation of Teaching"](#)

## Team Members

- Sheila Carter-Tod, Executive Director of Writing
- Richard Colby, Director of First-year Writing
- Brad Benz, Teaching Professor
- Rob Gilmor, Teaching Associate Professor
- Sarah Hart Micke, Teaching Professor
- Barbekka Hurt, Faculty Fellow
- Juli Parrish, Director of Writing Center
- Joe Ponce, Office Manager
- Angie Sowa, Teaching Professor

## Acknowledgments

Thank you to Mary Clark, Provost; Kate Willink, Vice Provost of Faculty Affairs; Leslie Alvarez, Director of OTL; the OTL Team; Barbekka Hurt, Terese Rainwater, Kayoung Kim, Jared del Rosso, DAT Faculty Fellows; and from CU-Boulder, Noah Finkelstein and Sarah Andrews.