Department of Anthropology

Approved November 21, 1994

**Guidelines for Peer Classroom Observations**

Classroom observations by peers will be implemented in at least two courses (when possible) for all probationary faculty in the Department of Anthropology. Direct classroom observations will take place at a minimum before each personnel decision involving a probationary faculty member.

I. **Selection of Evaluation Committee**

1. Each evaluation committee will consist of two anthropology faculty selected randomly but insuring that one member is from the same area of specialization as the faculty to be evaluated and one is from a different specialization.

2. The random selection of the committee will be made at a meeting of the Department Personnel Committee.

3. When feasible, one member of the evaluation committee should be male and one should be female.

4. Members of the committee to evaluate tenure-track faculty will always consist of tenure-track faculty, whereas membership on a committee to

evaluate non-tenure-track faculty may include one non-tenure-track member.

5. No member may serve on the evaluation committee for the same faculty member for two consecutive years.

II. **Process of Evaluation**

1. The chair will inform the faculty member to be evaluated in writing of the membership of the evaluation committee.

2. The faculty member to be evaluated will select two courses to be evaluated, one upper division and one lower division if feasible, and provide copies of the syllabi, exams, written assignments and any other relevant printed course material to the evaluation committee.

3. The evaluation committee will schedule with the faculty member to be evaluated a pre-observation meeting to discuss and review the packet of material submitted to the committee and to discuss the level, nature and progress of the classes to be reviewed. The purpose of this meeting is to both provide evaluation of printed course material and to discuss any information about the classes which will make the observations more meaningful.

4. In consultation, the committee and the faculty member to be evaluated will decide which class sessions of the courses will be observed and the committee will divide the observation so that each observes a different class session separately.

5. Direct classroom observation will take place using the attached standardized "Colleague Observation Form." During the observation, data should be written down using a timecode. After the observation, the Colleague Observation Form should be completed using the

timecode data to support opinions.

6. Each committee member will write a separate report based on the classroom observation and the evaluation of course materials and submit copies directly to the other committee member, the faculty who is being evaluated, and the chairperson. The Colleague Observation Form should be included in this report.

7. The faculty member who is being evaluated may request a meeting with the evaluation committee and/or the chair to discuss the report and/or may write and submit a response to the evaluation committee and/or the chair.

8. The evaluation committee report and any written response by the faculty member who was evaluated will become part of the faculty member's file to be reviewed for promotion, tenure, and contract renewal purposes.

9. This material may also be used by the chair, along with the department faculty evaluation instrument, in considerations of merit raises.

10. The review process from the pre-observation meeting to the filing of the evaluation committee reports should be accompanied within two weeks.

Appalachian State University

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COLLEAGUE OBSERVATION FORM

Instructor's Name Course Title Observer's Name Observation Date

Directions: Respond to each question based on your observation of a single class

session. If a particular question is not relevant to the class session observed, simply respond "not applicable." In addition to responding to the questions, please describe the professor's strengths and suggest ways of improving the class.

1. How well was the class session planned and organized?

2. Were important ideas clearly explained?

3. How would you judge the professor's mastery of the course content?

4. Was class time well-used?

5. Did the professor encourage critical thinking?

6. Do you believe the professor encouraged relevant student involvement in the class?

7. Comment on the professor's demonstration of sensitivity to students' gender, ethnicity, and social class so as to encourage equitable participation in

the classroom.

8. How did the professor react to student viewpoints differing from his or her own?

9. Do you believe that your visitation was at a time when you were able to judge fairly the nature and tenor of the teaching/learning process?

10. Other comments/observations.

Describe the professor's strengths:

Suggest ways of improving the class:

Observer's Signature