**CSS Departmental Peer Teaching Evaluation Committee (PTEC)**

**1. Purpose:** The purpose of the Peer Teaching Evaluation Committee (PTEC) is to provide a summary review of teaching to be included in a candidate’s dossier for Promotion, Tenure, and Continuation (PTC) or Mid-Term Review (MTR). As defined in the OSU faculty handbook, peer evaluations should be based on a review of course syllabi, learning outcomes, assigned reading, examinations, class materials, and observation of in-class or online teaching activities.

**2. Committee Composition:** The PTEC will be comprised of the candidate’s own mentoring committee and the PTEC Chair (Jennifer Parke for 2017-2018). The mentoring committee is charged with evaluating teaching and providing feedback to the candidate over time. The mentoring committee also bears primary responsibility for drafting the letter to be included in the candidate’s dossier for PTC and MTR. The Chair provides oversight of the evaluation process and signs the letter on behalf of the PTEC.

3. **Classroom or Ecampus teaching evaluation forms:** Teaching faculty who anticipate going through the PTC or MTR process are responsible for asking colleague(s) to provide a classroom teaching evaluation or Ecampus teaching evaluation for at least one course taught each year, and preferably for *each* course *each* year. Please use the attached PTC visible forms. PDF versions of completed, signed and dated classroom teaching evaluation forms should be sent to Kristin Rifai each term and kept in the candidate’s Faculty Profile.

4. **Teaching portfolio:** The candidate is responsible for assembling a teaching portfolio that includes elements required in the dossier and additional materials.

a. Candidates should follow current guidelines for the preparation of the dossier:

<http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines#dossier>

The following items from the dossier should be made available to the PTEC:

* IV. Position description (% teaching)
* V. Candidate’s statement (in particular, the section on teaching)
* VIII. Promotion and Tenure Vita, in particular:
* B. 1. Instructional Summary
* B. 2. Student and Participant/Client Evaluation. Use the attached table template to summarize median SET scores for Question 1 (course as a whole) and Question 2 (instructor’s contribution) for every course.

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| Table X. Student evaluation of teaching (SET) scores for [candidate name's] courses [date range] |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Q1. Course Median SET | Q2. Instructor Median SET |
| Course | Term | Year | Number of student responses | This course | Dept. | University | This instructor | Dept. | University |
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|  |  |  | Average |  |  |  |  |  |  |

b. In addition to materials presented in the dossier, candidates should place the following materials in their Faculty Profiles and provide to the PTEC:

* Copies of all SET reports including narrative comments and suggestions
* Copies of all course syllabi, examples of exams, and other class materials as appropriate
* Copies of all Classroom or Ecampus peer teaching evaluation forms.

5. The PTEC will review the candidate’s materials and provide a draft letter of evaluation to the candidate**.** The candidate will review the letter for inaccuracies. The final letter will be provided to the candidate for inclusion in the dossier so that it can be considered by the CSS PTC Committee.

Components of the letter:

1. Basis of evaluation: composition of the committee, materials considered in the evaluation process.
2. Overall assessment: Short summary of the committee’s findings.
3. In-class peer reviews: Summary of the findings in the peer teaching evaluation forms. May include verbatim excerpts.
4. Activities: List or brief summary of classes taught.
5. Teaching philosophy: Summarize from candidate’s statement, course syllabi, and interactions with the candidate.
6. Course descriptions, syllabi, learning outcomes, and assessment tools: Copy and paste from syllabi, if not too long.
7. Student evaluations of teaching (SET): Refer to the summary table of SET scores. Address how data compares to departmental and university norms, and comment on trends in course and instructor’s SET scores over time.
8. Teaching innovation and improvement: Provide examples of new course development, innovative teaching methods.

**6. Summary of** **timing and responsibilities:**

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| **What** | **Who** | **When (PTC)** | **When (MTR)** |
| Ensure that peer reviews of classroom or Ecampus teaching are performed | Candidate | ongoing | ongoing |
| Provide feedback to candidate on teaching | Candidate’s mentoring committee | annually | annually |
| Declare intention to pursue P&T or MTR  | Candidate | Feb. 20 | Feb. 20 |
| Assemble teaching portfolio  | Candidate | Mar. 15 | Dec. 1 |
| Evaluation of teaching portfolio | PTEC | Pre-Apr. 1 | Pre- Dec. 18 |
| Draft letter to candidate | PTEC | Apr. 1 | Dec. 18 |
| Near-final letter submitted to Kristin Rifai | PTEC | Apr. 15 | Jan. 3 |