

Responses cannot be edited

## Departmental Classroom Visitation Practices

According to the Faculty Handbook (p. 32),

"Since the quality of teaching is to be the most heavily weighted criterion for reappointment, tenure, and promotion, solid evidence of that quality must be secured. Department Chairs should establish and communicate a protocol to ensure that, normally, all voting department colleagues should be in a position both to assess from firsthand knowledge the classroom effectiveness of the instructor and to evaluate the instructor's knowledge and mastery of the discipline. The letter from the department Chair should summarize the evaluations of classroom teaching by all voting members."

To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Africana Studies

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### Your name: \*

Todd Franklin

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

All members of the department are tenured and there are currently no established practices. Ideally, however, I would imagine that each senior member would rotate through at least once before reappointment and at least once before the tenure review, with the chair would rotating through at least once annually.

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Again, there is no established department practice, but I would imagine that each senior member would visit a class before the two-year review and then just the chair on an annual basis unless there is some particular concern. If there is a concern, then all senior members should rotate through again prior to the next reappointment.

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

No class visits of candidates for promotion.

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

Each class visit should result in written comments and an informal conversation.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Depends on the professor.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

No established policy, but adjunct faculty should at least be observed by the chair on an annual basis.

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No established policy of doing so.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

I do, but I can't speak for others. I do it as requested by junior faculty.

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Are there other features of your classroom visitation policy that you have not yet described?

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Anthropology

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### Your name: \*

Bonnie Urciuoli

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Each senior member visits each pre-tenure (tenure track) department member at least once a year, sometimes once a semester.

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

When we have someone, once a year at least though not always by all senior people.

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Promotion to full? Up to now we haven't because we do a lot of pre-tenure visiting and whoever is chair sees the evaluations. Also tenured faculty co-teach regularly so we do see each other teach.

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

We write letters, with the option to chat afterwards. I keep all my letters on file and I expect others do as well.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Sure, if they want to

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

Yes, depending on the situation. Definitely if they're going to be on the job market, as they can use those letters.

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Yes if asked

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Yes if asked

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Are there other features of your classroom visitation policy that you have not yet described?

We are a little concerned about the way visiting practices may be formalized. One or two observations even a semester don't always tell us a lot, and if someone does have a teaching problem, it may not be evident from a classroom visit, so visiting per se may not give us what we need to effectively address the problem in a way that person will take in. We talk to each other about teaching all the time. We recommend that departments talk among themselves about teaching and look for opportunities to co-teach classes (not necessarily entire courses) from time to time -- that's where we have learned much about what our department colleagues do. Some of the questions in this survey point to potential policies that may be a bit, well, panopticonic and, if rigorously enforced, may not necessarily be welcomed by either observers or observed.

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Arabic, German, Italian, Russian

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### Your name: \*

John Bartle

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

it's been 2 decades since we had this situation, but it was once a year

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

we are relatively new to this, too. I visited Mary once last year, and I will visit Mireille and Melissa this fall.

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

we will find out soon, we hope!

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

I go over my notes, then share the comments I will put into the annual report.

Are junior faculty also invited to observe the teaching of senior faculty? \*

n/a

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

we will find out

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

no

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

no

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Are there other features of your classroom visitation policy that you have not yet described?

no

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# Departmental Classroom Visitation Practices

1 response

## Your Department

1 response

Art

## Your name:

1 response

Kevin Grant

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)?

1 response

Each senior member will visit a junior colleague's classes twice before reappointment and at least a total of three times before tenure review. According to our guidelines, "The chair will ensure that every semester at least one senior member will visit each course taught by a junior member. Visits during the junior member's first semester are optional."

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations?

1 response

Colleagues in non-tenurable positions are visited at least once each year by the chair and usually by another senior member as well. This has been our practice for at least the past several years.

**How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations?**

1 response

According to our guidelines, "Every departmental member who will vote on a junior member's reappointment and/or promotion will make a classroom visit to that junior member's classroom at least once every two years. All voting members must visit a junior member's class at least once in the two semesters prior to the vote on reappointment and/or promotion." So a colleague going up for promotion will usually be visited three times after tenure by each senior member."

**How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long?**

1 response

According to our guidelines, "After a senior member visits a junior member's class, he or she must provide a written evaluation to the junior member and to the chair within four weeks of the visit. The chair will place the evaluation into the junior member's personnel file. Junior members may submit a written response to the chair if they consider the written evaluation to be inaccurate, unfair, or inappropriate."  
In practice, senior members also have an informal conversation with the junior colleague regarding the written evaluation.

**Are junior faculty also invited to observe the teaching of senior faculty?**

1 response

Yes, and they sometimes do so. It is not required.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

1 response

We do not have a written policy on this. In practice, the chair visits at least one class taught by each adjunct faculty member in a given year.

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

1 response

No.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

1 response

This happens occasionally, depending on mentoring relationships.

Are there other features of your classroom visitation policy that you have not yet described?

1 response

There are two other features of our department guidelines on class visitations. First, "To facilitate the visitation process, the chair will circulate the junior members' schedules to senior members at the beginning of each semester. Senior members and junior members will then mutually work out the schedule of visitations." Second, "Copies of the evaluations and any responses by junior members will be included in the reappointment and promotion files of junior members."

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Art History

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### Your name: \*

Deborah Pokinski

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

The only candidate for tenure the Department has had in nearly 20 years is Scott MacDonald who stood last year. The MacDonald case was an exceptional one and we did not follow any regular visitation practice. All of the senior members of the Department had visited his classes two years before for his reappointment review.

With several new TT hires in the next few years, this coming year the Department will work to formalize a consistent visitation program.

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

The occasion has not arisen for this type of candidate. In the coming year, the Department will develop a comprehensive visitation procedure.

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

The occasion has not arisen for this type of candidate since John McEnroe was promoted in 2002. At that time the art historians were still part of the joint Art Department and, as I recall there was no procedure for visiting candidates for promotion to full professor. In the coming year, the Department will develop a comprehensive visitation procedure.

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

As chair, I have observed the classes of our recent visiting faculty (leave replacements). Generally, I have given them feedback through more informal discussions.

Are junior faculty also invited to observe the teaching of senior faculty? \*

The Department has not had any continuing junior faculty for at least 30 years.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

The Department has no adjunct faculty.

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Not that I am aware of,

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Are there other features of your classroom visitation policy that you have not yet described?

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### Your Department \*

Biology

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### Your name: \*

Mike McCormick

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

One senior faculty member observes one class of a junior colleague for one week (three lectures and usually one lab section) each semester (two visits per year)

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

We only observe visitors at their request. We have done that for one lecture in each semester for our current visitors.

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Tenured members of the department are not normally visited as part of the promotion review process.

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

We have a conversation and write a short memorandum of observations/recommendations. Observations are maintained and collectively reviewed prior to reappointment or tenure review.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Yes - but it only happens rarely.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

We presently have no adjuncts.

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

To my knowledge this does not happen.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

To my knowledge this does not happen.

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Are there other features of your classroom visitation policy that you have not yet described?

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

Your Department \*

Chemistry

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Your name: \*

Ian Rosenstein

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Each senior member observes each junior member at least twice before reappointment and at least twice, again, between reappointment and tenure. Visits are typically done by attending two to three consecutive class sessions of a single lecture course in a semester. Visits are planned in advance and the junior faculty member is consulted to make sure visits are planned at a time that is appropriate (i.e. at the beginning of a new lecture topic). Among the senior faculty, we try to visit each lecture course at least once in a given semester. Senior faculty do not typically observe in a junior faculty member's first semester but are happy to do so at the junior faculty member's invitation if feedback is desired.

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Our department has not had any faculty in a position of this type for a long time so we have not developed any policies to cover them.

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Senior members visit in the semester or two before a candidate stands for promotion. As is the case for pre-tenure faculty, visits typically occur in two or three consecutive class periods and the timing of visitation is arranged in advance in consultation with the faculty member being observed.

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**How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \***

Candidates generally receive both informal and formal feedback. Informal conversations sometimes occur after each class session and sometimes in a single meeting at the end of a sequence of class visits. A more formal written record of the observation is also done. The observer shares this first with the candidate then forwards it (electronically) to the department chair, who keeps a record of it. The senior faculty meet after each semester to discuss the progress candidates are making towards reappointment and/or tenure and the observation letters from the semester are shared with all senior faculty at this time. Records are kept indefinitely with electronic departmental files.

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**Are junior faculty also invited to observe the teaching of senior faculty? \***

Junior faculty are invited to observe senior faculty. This is done informally and more deliberately early in a junior faculty member's career. Invitations to observe are always open but senior faculty don't often think to offer specific invitations beyond a junior member's first year.

**Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?**

Almost all of the adjuncts that we have hired have taught lab sections. We have not regularly done observations of lab sections (of tenure-track faculty) so we haven't regularly observed adjuncts. On a related subject, we haven't generally observed visiting faculty in one year positions but senior faculty have let visitors know that we would be happy to visit and offer feedback and visitors have sometimes taken us up on that offer.

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Chemistry contributes to Biochemistry/Molecular Biology and Chemical Physics but since these programs consist of combinations of courses from two departments without specific courses that are truly interdisciplinary no cross observations have been made in the past.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Senior faculty who serve as outside mentors for junior faculty in other departments are happy to observe their mentees but this has not happened often.

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Are there other features of your classroom visitation policy that you have not yet described?

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Classics

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### Your name: \*

Barbara Gold

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

At least one senior member tries to visit 1 language class and 1 classical studies class every semester; usually it is the chair or another member appointed by the chair.

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

1 member (appointed as a sort of mentor who might write a letter for that person's file) visits at least 1 class per semester

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

they are not usually (but we have not had anyone up for promotion since about 1990)

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

we meet with them to discuss and write a letter. The chair tries to keep a file but I have to admit that we are not very systematic about this.

Are junior faculty also invited to observe the teaching of senior faculty? \*

not usually (but they could)

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

we do not have adjuncts

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

2 people in Literature and History (who are part of our junior t-t member's informal "team") visited her class this semester prior to her reappointment. I have lectured in other programs (Med/Ren Studies) but never visited classes to observe

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

no

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Are there other features of your classroom visitation policy that you have not yet described?

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### Your Department \*

Communication

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Your name: \*

Catherine W. Phelan

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Communication has never been allowed a tenure candidate. Nevertheless we have a substantive process for review of teaching and teaching evaluations. Ernest Williams first shared a well designed protocol with me some years ago

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Each year in all cases

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

No faculty evaluated for promotion. But I do assess term appointments for teaching and scholarship when it is appropriate for the term review.

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

In some cases I have offered written comments. Some colleagues have been so uneasy that I simply sat down and talked with them. The uncertainty of the term appointment process, in addition to the fact that many of the Communication term appointments were just beginning to experience full-time teaching suggested the need to adapt the protocol to individual needs.

Are junior faculty also invited to observe the teaching of senior faculty? \*

YES. I always encourage junior faculty to observe my classes, share their syllabi and discuss their best, as well as their challenging experiences in the classroom

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

My responses here refer only to term positions. Adjunct faculty have not been included.

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

I think this is a crucial question and will pursue this. In the past I have assumed that to ask to observe teaching in interdisciplinary programs would be disrespectful of boundaries.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Again, great question. The answer is straightforward. I have not considered this but we should.

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Are there other features of your classroom visitation policy that you have not yet described?

Syllabus review prior to the start of the semester with discussions of how the syllabus played out, (benefits and snafus) at the end of the term.

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### Your Department \*

Computer Science

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### Your name: \*

Stuart Hirshfield

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Once per semester, by each senior member of the department

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

We have never had this situation

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

After tenure and promotion to Associate rank, no visitations are regularly scheduled

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

A report is written by the visitor, and is reviewed in person with the candidate. Such reports are typically included in the tenure packet. They are maintained until the tenure decision is finalized

Are junior faculty also invited to observe the teaching of senior faculty? \*

We haven't been in this situation in many years. In the past, such visits would be encouraged, but not required. This policy may change given our current searches for junior faculty.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

No

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

This is done on an ad hoc basis (e.g., when asked to visit by a junior faculty being mentored by one of our senior faculty)

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Are there other features of your classroom visitation policy that you have not yet described?

No

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Dance and Movement Studies

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### Your name: \*

Elaine Heekin

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

NA

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Once a semester

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Once a semester

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

Informally

Are junior faculty also invited to observe the teaching of senior faculty? \*

Yes

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

Once a semester

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

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Are there other features of your classroom visitation policy that you have not yet described?

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## Departmental Classroom Visitation Practices

According to the Faculty Handbook (p. 32),

"Since the quality of teaching is to be the most heavily weighted criterion for reappointment, tenure, and promotion, solid evidence of that quality must be secured. Department Chairs should establish and communicate a protocol to ensure that, normally, all voting department colleagues should be in a position both to assess from firsthand knowledge the classroom effectiveness of the instructor and to evaluate the instructor's knowledge and mastery of the discipline. The letter from the department Chair should summarize the evaluations of classroom teaching by all voting members."

To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

Your Department \*

East Asian Languages and Literatures

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Your name: \*

Kyoko Omori

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

When the current three tenured members came up for their tenure reviews (two in 2008 and one in 2014), two senior colleagues visited one language class for each junior member in the year of their tenure reviews. There was no previous class visitation at the time of the reappointment. There were no visitations to non-language courses (i.e., culture and linguistics courses taught in English). Therefore, each member individually asked extra-departmental senior colleagues to observe their classes and write letters of support.

Within each of the Chinese and Japanese Programs, all language instructors visit one another's class regularly (at least several times a semester for all courses). But the primary purposes of those visitations were to ensure the quality of language teaching by guiding newer instructors with particular language pedagogical methods, as well as to assess students' performances for daily grades. Furthermore, since the majority of the members in EALL have been in nontenure-track positions (e.g., Chinese currently has one tenured and seven non-tenurable positions), comments from the observations by the visiting members were never reflected in the three tenure-track members' tenure review processes in 2009 and 2015.

In the Fall of 2017, EALL will welcome a new tenure-track member in Chinese, and we need a clear policy on the assessment and mentoring of the new junior faculty both at the time of reappointment and the tenure. We are currently in the process of implementing clear guidelines for class visitations. The Chair is considering mandating two class visitations per year by each of the three tenured members (one on Chinese and two in Japanese) to observe both language and non-language courses, but the department will discuss this over the summer.

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Since EALL the Chinese and Japanese Programs operated independently up to 2015, each language program observed classes only among each program. This had worked well when the visiting members taught only language courses (and that was usually the case). However, if we have visitors whose appointments also include teaching culture courses in English, it would be necessary for senior members in the field (e.g., linguistics, literature, and film) to visit those classes at least once a year.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

I copy my answer to the first question about reappointment:

When the current three tenured members came up for their tenure reviews (two in 2008 and one in 2014), two senior colleagues visited one language class for each junior member in the year of their tenure reviews. There was no previous class visitation at the time of the reappointment. There were no visitations to non-language courses (i.e., culture and linguistics courses taught in English). Therefore, each member individually asked extra-departmental senior colleagues to observe their classes and write letters of support.

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

The Junior members received informal comments in a quick meeting after the one visitation. But now that we will have a new tenure-track member in Chinese next year, we plan to make this process more transparent. It would be a good idea to request that each senior faculty write a short report, meet with the junior faculty, and the junior faculty submit a report to Chair.

---

Are junior faculty also invited to observe the teaching of senior faculty? \*

We encourage all members to visit senior faculty's classes. In the case of language classes, class visitations are required.

---

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

We have not had adjunct faculty in EALL. We have language fellows, but they do not teach their own courses.

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

There is no departmental policy about this, so it is up to each faculty. Senior faculty should encourage everybody to visit classes outside EALL and provide information about faculty and courses outside EALL. Isolation from the rest of the College community has been an issue for many of the members in EALL.

---

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Some of the members in EALL have observed classes of Asian Studies Potdoctoral Fellows for mentoring purposes. But not all members in EALL have done so, and the members who have visited those classes normally visit classes once a year.

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Are there other features of your classroom visitation policy that you have not yet described?

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## Departmental Classroom Visitation Practices

According to the Faculty Handbook (p. 32),

"Since the quality of teaching is to be the most heavily weighted criterion for reappointment, tenure, and promotion, solid evidence of that quality must be secured. Department Chairs should establish and communicate a protocol to ensure that, normally, all voting department colleagues should be in a position both to assess from firsthand knowledge the classroom effectiveness of the instructor and to evaluate the instructor's knowledge and mastery of the discipline. The letter from the department Chair should summarize the evaluations of classroom teaching by all voting members."

To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Economics

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### Your name: \*

Paul Hagstrom

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Every member visits at least once before tenure, usually once per semester or a bit more depending on who is away.

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

We tend to visit the visitors once to give them feedback. Most adjuncts hadn't been visited until the last couple years. We will try to do every 3 years for the longer term adjuncts.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Less than once per semester.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

All visits result in a letter that is saved in the chairs electronic files. Hadn't thought about how long. The files are passed from chair to chair. The letters and the classroom experience are shared shortly after the visit (and hopefully discussed).

Are junior faculty also invited to observe the teaching of senior faculty? \*

We have recommended it, but I am not sure how many take us up on the offer.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

I don't believe we have ever invited adjuncts to observe full time faculty.

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Not applicable, but no.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Not to my knowledge although many of us do mentor others.

---

Are there other features of your classroom visitation policy that you have not yet described?

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

French and Francophone

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### Your name: \*

Martine Guyot-Bender

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

About once or twice a year by one or two colleagues/ total maybe 5 times before tenure (but that was a long long time ago, since the last person in our department was tenured in 1998). But I remember that we spoke about it at departmental meetings

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

At least once a year/ total may be 3 or 4 times (especially if they are applying for tenure lines). Visitors applying for jobs are usually eager for visits.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Very few if any. No memory.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

Usually letter and/or conversation. For faculty on tenure lines, often a detailed letter especially in the first years. But we do not keep archives of these letters and there is no real protocol on what they should include.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Rarely since we all have been tenure for so long.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

Nothing formal, but we all invite visitors and teaching fellows to observe. Few accept the invitation.

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Not so far.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Not so far.

---

Are there other features of your classroom visitation policy that you have not yet described?

A formal, written policy would help us be more on task.

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Geosciences

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### Your name: \*

David Bailey

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Junior members of the department are visited by every senior member of the department at least once per year. For our department with four senior members, two visit the junior member's classes in the fall semester, and two visit the junior member's classes in the spring semester.

---



How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

N/A

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

No formal policy. All senior members are already full professors. No visitations occurred after tenure for ANY of the senior members of the department. BTW - this caused problems at the time of promotion for some members of the department because many comments were made about colleague's teaching that were based solely on hearsay and not on any first-hand knowledge.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

No set policy. Some senior members provide feedback in writing, others just provide feedback orally. There is no departmental file of the written comments, although the junior member keeps copies of these written responses.

Are junior faculty also invited to observe the teaching of senior faculty? \*

No formal policy or structure, but the junior faculty member knows that she can visit any class at (almost!) any time. So far she has visited three classes taught by senior members of the department.

---

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

N/A

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No policy or practice (although this is a good idea!).

---

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

No.

---

Are there other features of your classroom visitation policy that you have not yet described?

Prior to visiting a junior faculty member's class, the senior member of the department meets with the junior colleague. The junior member provides an overview of the activities planned for the upcoming class, and also provides copies of any handouts, lab exercises, etc. Following the classroom visitation, the senior and junior members then meet to discuss the class and to constructively evaluate ways to improve the activities.

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GOVERNMENT

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Hispanic Studies

---

### Your name: \*

Jessica Burke

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

typically, once or twice a year

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How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

once or twice a year

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

once or twice a year

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

the observing colleague prepares a written report on the observed class, then meets with the candidate to discuss the report and hands over a signed copy and keeps one on file for as long as the person is employed at Hamilton.

Are junior faculty also invited to observe the teaching of senior faculty? \*

they have not been invited, but they are welcome to do so if they would like to. I had a visiting colleague ask to observe my class and I was happy to have him sit in.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

Jeremy Medina (emeritus) is our only adjunct, and we have not observed him, but I will begin to do so after the policy was explained at the last Chairs meeting.

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

We have not done this.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

We have not done this.

---

Are there other features of your classroom visitation policy that you have not yet described?

My standard policy as Chair is to observe a new faculty member during their first semester and if there is an issue, to return to observe again, after giving feedback. Otherwise, we generally observe junior faculty once or twice a year.

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## Departmental Classroom Visitation Practices

According to the Faculty Handbook (p. 32),

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

History

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Your name: \*

Kevin Grant

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

We created and approved guidelines on class visitations in 2016. If all goes as planned, every tenured, voting member of the department should visit each untenured colleague's classes twice before reappointment and twice before tenure. Each tenured faculty member must visit each untenured colleague's classes at least once every two years and at least once in the semester prior to reappointment or tenure review.

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

The chair will insure that in each semester at least one senior member will visit each course taught by a junior member, whether tenure-track or temporary.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

We do not have a specific policy on professors visiting the classes of associate professors. This is neither a policy nor a practice in our department.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

Each senior member who visits a class must write a report. A copy is given to the untenured colleague and to the chair. The senior and junior colleague may meet to discuss the report--and they often do so--but this is not required. The junior colleague has the option of writing a response to the report that then becomes part of the document--just as a faculty member may add a comment to a chair's annual review. The reports are kept on file indefinitely. I should say that I have made this the practice as chair. It was not previously customary to file reports indefinitely.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Yes, they are. Tenure-track faculty, temporary faculty, and post-docs are invited to observe classes by senior faculty.

---



Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

Yes, that is covered under the provision that in every semester the chair insures that one senior colleague visits each class taught by junior colleagues.

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No, we have not done this.

---

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Yes, occasionally. We can't say how often this occurs.

---

Are there other features of your classroom visitation policy that you have not yet described?

I have made it policy to include lists of class visitations in the department's annual report. This makes it easier in the run up to reappointment and tenure to figure out who visited which classes when. This also enables us to insure that we have all of the written reports. I keep these lists throughout the year.

Finally, let me quote a provision in our visitation guidelines that hasn't come up: "To facilitate the visitation process, the chair will circulate the junior members' schedules to senior members at the beginning of each semester. Senior members and junior members will then mutually work out the schedule of visitations."

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

Your Department \*

Literature and Creative Writing

---

Your name: \*

Margaret Thickstun

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

We try to cycle each tenured/voting person into the classroom for a week of observations. We do not require that a person be visited in the first semester at Hamilton, but most new faculty request this visit. Then we require visits such that the candidate is visited every semester, that every different course is visited at some point, and that (close to) every tenured/voting person visits at least once. With only one probationary person and 12-14 senior people in recent years it has seemed to us that we need to balance information with overkill.

We also require that the visitor in introductory level courses--100-level, 204, 215--look over a batch of graded student work to discuss commenting practices and grading standards.

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

We haven't had such people in recent years until recently, so we will proceed as above, although again trying to balance gathering first-hand information with overkill.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Please see above and our very explicit and extensive departmental guidelines about this.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

Informally, then in writing, then in conversation with the department chair. Yes, we keep the files until forever or death or someone's computer blows up.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Yes, and they have been taking us up on this offer. We also talk ENDLESSLY in the halls about teaching.

---

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

Our only "adjunct" faculty are emeriti. We have not been visiting those classes. I track teaching evaluations and monitor quality in other ways.

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No.

---

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

I do. I did not follow your directions, so I do not know about others. I will check and send an addendum.

---

Are there other features of your classroom visitation policy that you have not yet described?

Please consult our reappointment and tenure & promotion guidelines for more information than any person could desire.

---

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## Departmental Classroom Visitation Practices

According to the Faculty Handbook (p. 32),

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

Your Department \*

Mathematics

---

Your name: \*

Sally Cockburn

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

From our Tenure and Promotion Guidelines,  
To facilitate classroom visits, the candidate will, each semester at his or her convenience, invite a senior member of the department to one or more of his or her classes. The senior member will write a short response to the visit and share it with the candidate.  
Typically, it is one class per semester. On occasion, two professors have visited one junior colleague's class in one semester, or one professor will visit more than one class of a junior colleague in a single semester.  
We tell our junior faculty that we expect that by the time they come up for tenure, every senior member of the department will have observed them at least once.

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Not applicable; we don't have any nontenurable, reappoint-able positions.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

We don't visit classes by candidates for promotion.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

As is stipulated in our Tenure and Promotion Guidelines, visiting professors are expected to write up a report. It has been our practice that there is also an informal meeting after the class visit. We maintain a record of these reports, in perpetuity.



Are junior faculty also invited to observe the teaching of senior faculty? \*

In the recent past, junior faculty have asked to observe senior colleagues, and the senior faculty have welcomed them.

---

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

It is not explicitly part of our policy. However, this semester, our adjunct faculty asked to be observed and we did so.

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Not applicable.

---

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

No.

---

Are there other features of your classroom visitation policy that you have not yet described?

No.

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MUSIC

PENDING REPORT FROM DEPARTMENT

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Philosophy

---

Your name: \*

Marianne Janack

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

once or more each semester

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

we visit one or more tokens of each type of class Doug teaches every other year.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

infrequently

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

we give informal feedback, and we write up reports which are sent to the chair to be included in the department's letter when the candidate comes up for reappointment or tenure.

Are junior faculty also invited to observe the teaching of senior faculty? \*

yes

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

we haven't had adjuncts (other than retirees) in the 16 years I've been at Hamilton. But if we are considering extending an appointment for a VAP, we make classroom visits (generally; unless the teaching evaluations are excellent). We also visit at the request of any member of the department who might need a letter, or who is having trouble in the classroom, and initiate those visits in cases where the evaluations indicate that the faculty member is having difficulties.

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

no

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

yes--but only at the request of the mentee

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Are there other features of your classroom visitation policy that you have not yet described?

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## Departmental Classroom Visitation Practices

According to the Faculty Handbook (p. 32),

"Since the quality of teaching is to be the most heavily weighted criterion for reappointment, tenure, and promotion, solid evidence of that quality must be secured. Department Chairs should establish and communicate a protocol to ensure that, normally, all voting department colleagues should be in a position both to assess from firsthand knowledge the classroom effectiveness of the instructor and to evaluate the instructor's knowledge and mastery of the discipline. The letter from the department Chair should summarize the evaluations of classroom teaching by all voting members."

To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Physics

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### Your name: \*

Seth Major

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Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

once, twice, less frequently

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

N/A

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Once. Less than once per year

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How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

There is no policy but we normally meet after the class and sometimes write up a letter or notes.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Although there is no policy, junior faculty have visited classes of senior faculty. As far as we know these just involve a meeting but no written feedback.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

We have no policy and few adjuncts.

---



Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Rarely. Although it certainly happened during the sophomore seminars!

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Rarely if ever.

---

Are there other features of your classroom visitation policy that you have not yet described?

With new folks aboard, now is a good time for us to discuss our classroom visitation practices and discuss a policy. We have started these discussions.

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Psychology

---

### Your name: \*

Jen Borton

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

We aim for one visitation per semester in each course by each senior faculty member

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

We aim for one visitation per semester in each course by each senior faculty member in the first year.... After that, we're a little more lax.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

We've had only two faculty members up for promotion in the past decade. But generally we don't do visitations at this level. In the only current case (we have one faculty member eligible for promotion soon), the only other senior member of the department team-taught with her for many years and has first-hand knowledge of her teaching.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

The senior members do a formal write-up, which is shared with the candidate, and meet one-on-one to discuss it. These write-ups are kept on the chair's computer....forever.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Yes! In fact, I believe Alex List sat in on Doug's entire semester of Brain and Behavior prior to teaching her lower-level neuro course. Several junior faculty have observed the senior faculty's lab classes to get a feel for the appropriate level.

---

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

Sadly, we're a bit behind the times on this one. I've recently arranged to visit the class of an adjunct who has been teaching in our department for many years now. I do sit down with the other adjunct at least each semester, but her class is an evening seminar and I haven't sat in.

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Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No...

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Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

No.

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Are there other features of your classroom visitation policy that you have not yet described?

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Religious Studies

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### Your name: \*

Steve Humphries-Brooks

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Every class taught each semester by one of the senior members of the department. This would come out to 4 or 5 classes per year. We have only two senior members and we plan observations so that we each see or try to see each candidate multiple times in a semester. Currently we have three tenure track candidates.

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Currently we do not have a renewable non-tenurable person. When Brent Plate returns next I presume we will arrange for regular visits.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

We have not had this situation arise during my time as chair.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

They receive both oral and written feedback. The written report is given to the candidate and chair, who discusses the report at the annual review. The candidate also is invited to respond in writing to the chair if there is any additional comment they would like to have added to the report. The reports are kept on file and are available for review during renewal, promotion and tenure consideration.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Not unless they ask to.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

No

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Only occasionally when invited. In written form to the faculty and chairs involved when invited.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Not to my knowlege.

---

Are there other features of your classroom visitation policy that you have not yet described?

Candidates who teach in programs or who crosslist in other departments frequently ask to be observed by tenured members of those programs/departments. At the candidate's request those reports are shared with the chair and kept on file.

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

Your Department \*

sociology

---

Your name: \*

steve ellingson

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Old policy was the chair made periodic visits usually 2-3 per semester. New policy is each senior member will visit junior member's class to observe their teaching once per semester.

---



How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

We don't have a set policy; in practice we have worked quite informally - the chair often visits once or twice a year and we encourage tenurable members of the dept. to provide advice and help with teaching to visiting faculty. We have not had many reappointments in the last 12 years.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

None if you are talking about associate professors

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

informal over coffee and the chair will take written notes from all classroom visits and incorporate into annual reports

Are junior faculty also invited to observe the teaching of senior faculty? \*

not formally but they observe senior faculty as a normal part of teaching sociology 110 and informally this can happen if junior faculty ask or are invited.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

We rarely have adjunct faculty and the last was Dennis Gilbert. We do not have a formal policy about this and don't anticipate hiring adjunct faculty members with the current budget constraints and policy to minimize adjuncts. If these change we develop a policy.

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

Not to my knowledge

---

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Not formally but it may happen informally. I have offered to do so for my mentee

---

Are there other features of your classroom visitation policy that you have not yet described?

no

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STUDIO ART

PENDING REPORT FROM DEPARTMENT

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Theatre

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### Your name: \*

Mark Cryer

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

Once per semester or more, also by their request.

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Once per semester or more, also by their request.

---

How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

Once each semester by every tenured member of the department.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

Oral and written.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Yes.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

We have no adjuncts

---

Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No.

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

N/A

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Are there other features of your classroom visitation policy that you have not yet described?

No.

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## Departmental Classroom Visitation Practices

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To ensure that departments have developed a robust protocol for classroom visitation and to facilitate the sharing of good practices among departments, we ask that you complete the following survey:

### Your Department \*

Women's and Gender Studies

---

### Your name: \*

Anne E. Lacsamana

---

Typically, how many times are candidates for tenure visited by each senior member of your department before the reappointment review and the tenure review? How frequent are these observations (once or more each semester, once a year, or less frequently)? \*

We don't have any TT faculty in the department

---

How many times are candidates for reappointment in non-tenurable positions visited by each senior member of your department before the review? How frequent are these observations? \*

Every year we visit each other's WMGST 101 class to lead a discussion. This provides us an opportunity to observe one another on a regular basis.

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How many times are candidates for promotion visited by each senior member of your department before the review? How frequent are these observations? \*

See Above.

---

How do the candidates receive feedback after each visit? Informally (e.g., over coffee)? In writing? If the latter, does the department maintain a file of these reports and, if so, for how long? \*

Informally.

Are junior faculty also invited to observe the teaching of senior faculty? \*

Yes. If we have VAPs we welcome their feedback and invite them to our classes.

Does your classroom visitation policy also provide for observation of the teaching by adjunct faculty who work in your department? If so, what is your practice?

N/A

---



Do members of your department observe the teaching of faculty in other departments who teach in interdisciplinary programs to which the department contributes? If so, how frequently? How is information about these observations shared?

No

Do members of your department observe the teaching of faculty in other departments for the purpose of mentoring and not for evaluation? How often does this occur?

Occasionally.

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Are there other features of your classroom visitation policy that you have not yet described?

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