



April 10, 2015

PROFESSOR PANOS PAPADOPOULOS

Chair, 2014-2015 Berkeley Division of the Academic Senate

**Re: Committee on Teaching's Recommendation Regarding Evaluation of Teaching.**

The Committee on Teaching, COT, of the Berkeley Division of the Academic Senate has undertaken considerable work during the last three years to revisit the Berkeley Division's Policy for the Evaluation of Teaching (developed by COT in April 1987) and its implementation on campus and to support experimentation with other forms of teaching evaluation. Following this year's work, the COT presents the following recommendations:

- 1) The Berkeley campus should implement the Teaching Dossier, and begin requiring the relevant components as part of the merit and promotion materials in a tiered system, starting in fall 2017 for mid-career reviews, fall 2019 for promotion to tenure and fall 2021 for Full Professors.

The COT believes that the use of Teaching Dossiers is the best way to address the complexity and individuality of teaching. Because of this complexity, the use of dossiers for tenure and promotion decisions should include certain required items along with elective ones. Although the Teaching Dossier can be used as a stand-alone "virtual" document, a more direct application is to provide guidance on the necessary documentation of teaching ability and contribution to be included in a typical promotion case as shown in PLATE 1.

***PLATE 1: Example of Teaching Dossier Components to be included in a Typical Promotion Case***

1. Department Chair's Letter
2. Department Ad hoc Committee Report
3. Candidate's Teaching Responsibilities
4. Candidate's Teaching Statement
5. Supervision and Mentoring of Students.
6. Student Evaluations: Summary and Raw comments.
7. Additional Material (Elective Documentation)

Elements 1 through 6 are required components, while element 7 contains elective documentation. Required elements would allow for evaluative comparisons across departments and disciplines, while elective items encourage evidence of what makes a faculty member's teaching unique and effective. These elective items could be included in the dossier, at the discretion of individual faculty members. The Teaching Dossier is not intended to be a check list but a guide to the Evaluation of Teaching ability and contribution as teaching is very different across Department and disciplines.

- 2) Best practices and procedures for Peer Observation, as outlined by the COT, should be followed when this component is included in the Teaching Dossier.

COT proposes that the Berkeley campus allows the inclusion of peer observation, at the discretion of the faculty or department chair, as one of the components of peer review (one of the elective components) in the Teaching Dossier. Peer Observation has two purposes: one is evaluative and provides information for promotion/tenure cases, and the other is informational only and provides feedback to stimulate the improvement of teaching and the exchange of information about best practices. Several departments would prefer to introduce peer observation, focusing only on the sharing of information with the candidate (i.e., not include it in the promotion case), and to defer the application for evaluative purposes (i.e., inclusion in the promotion case) until the practice of peer observations is well established. The COT believes that such a two-stage approach is appropriate at this time. Although COT sees the value of peer observation at three career stages (mid-career, tenure and promotion to full professor), the value is particularly high at mid-career and tenure. At this moment, COT does not anticipate workload to be a significant issue, but it recommends monitoring this aspect as experimentation with this practice continues.

- 3) Campus academic administrators and faculty leadership should facilitate discussions amongst the faculty to explain the value of a teaching dossier, as well as to solicit feedback in an effort to ensure its adoption. Formal training, resources, campus experts, as well as disciplinary experts/mentors, should be provided by the campus as the practice is taken up by individual faculty and departments.
- 4) Studies should be undertaken to evaluate the impact of the teaching dossier and other practices (e.g., peer observation). The Center for Teaching and Learning (in collaboration with COT) is interested in designing and conducting this research.

Complete details are presented in the COT report on Evaluation of Teaching

Sincerely,



Juan M. Pestana, Chair  
Committee on Teaching