

ARNOLD SCHOOL OF PUBLIC HEALTH

PROCEDURES FOR PEER REVIEW OF TEACHING PERFORMANCE

1. Faculty peer review assignments are distributed across the fall and spring semesters as uniformly as possible but to assure sufficient reviews for third-year reviews, tenure and promotion reviews, and post-tenure review. The format described below will provide a consistent method for monitoring, at different levels, the teaching performance of all faculty members within the school. While the focus is on tenured/tenure-track faculty, including periodic peer review of instructor performance is important in establishing and maintaining the quality of instruction in the school.
 - a. Tenured full professors undergo peer review of classroom performance every three years; this would meet the standard or requirement for including peer review of teaching as a part of the post-tenure review file.
 - b. Tenured associate professors undergo peer review of teaching performance every two years. This provides a more regular review of teaching performance needed for files submitted for promotion to the rank of professor.
 - c. Tenure track faculty members of any rank undergo a peer review of teaching performance annually. This allows a continued monitoring of teaching performance, provides feedback and opportunity for enhancement of teaching on a year-to-year basis, and provides a solid data base for tenure and promotion files.
 - d. Instructors and other non-tenure-track faculty with teaching responsibilities undergo a peer review of teaching performance by request of the department chair. In general, full-time faculty with continuing classroom teaching responsibilities should be reviewed every two years.
2. In a given semester, a faculty member will normally be assigned no more than two classroom peer review of teaching to complete as reviewer.
3. Tenured full professors may review other full professors, associate and/or assistant professors; tenured associate professors may review other associate or assistant professors. Both can review non-tenure track instructional faculty. Clinical and research faculty members with appropriate classroom teaching experience may review other clinical and research faculty members of equal or lower rank.
4. The assigned reviewer must be from outside the department of the faculty member under review and will be selected by the associate dean for faculty affairs and curriculum in

consultation with the department chair. Faculty may also suggest names of individuals outside the Arnold School of Public Health who might act as reviewers.

5. Assignments of faculty who are to act as reviewers, and faculty who will undergo review, will be made within the first two weeks of classes at the beginning of classes for the appropriate semester.
6. Faculty under review should contact their assigned reviewer within the first two weeks of the semester in which they are to be reviewed to establish a date/time for a preliminary meeting and to establish a date/time/location for the actual review process. Faculty under review should provide a course syllabus and if appropriate class material relevant to the scheduled lecture to the reviewer several days in advance of the date of the review.
7. The approved Arnold SPH forms for peer review of teaching performance must be used. There are separate forms for peer review of classroom teaching and review of online teaching. Those forms can be accessed via the following link:
http://www.sc.edu/study/colleges_schools/public_health/internal/faculty_staff/administrative_departments/faculty_affairs_and_curriculum/faculty_affairs/index.php
8. The original review report should be completed and forwarded to the faculty member and a copy to the Office of Faculty Affairs and Curriculum no later than four weeks after the observation is completed. If there is going to be a delay in excess of this time, the reviewer should notify the faculty member and the associate dean for faculty affairs and curriculum.
9. A copy of the review is to be included in the faculty member's annual review document.
10. Consultation regarding the report may be requested by the faculty member, the reviewer, or the department chair. Discussions concerning the report should ultimately culminate in a meeting with the faculty member, the reviewer, and the department chair.
11. Faculty may respond in writing to any aspect of the peer review of teaching report and include this response in the annual review document. This response should also be forwarded to the department chair, the associate dean for faculty affairs and curriculum and the faculty reviewer.
12. Faculty have the privilege of requesting a more extensive portfolio review in any given year (this may include a peer review of students' comments on teaching, a peer review of course syllabi/materials, etc.). The Office of Faculty Affairs and Curriculum will facilitate this comprehensive review in preparation for submission of any third year review, tenure and promotion application, or post-tenure review.

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