



The University of Vermont

DATE: December 15, 2014

FROM: Antonio Cepeda-Benito, Dean, College of Arts and Sciences

TO: David Rosowsky, Provost and Senior Vice President

RE: CAS Model to evaluate teaching effectiveness

I respectfully submit to you the CAS model to evaluate teaching effectiveness. The model was refined through an iterative process of consultation with the faculty, which consisted in the presentation and discussion of the model at two college-wide meetings, and at two meetings with the CAS Academic Planning and Budget Committee (APBC¹). In addition, faculty feedback was collected by the Dean's Office, and the APBC, and subsequently responded to and shared with the faculty of the college via email. In brief, the CAS model will take a multi-method, multi-factor approach to evaluating teaching performance. Multi-method refers to the sources (self, chair, peers, and students) and the types (qualitative, quantitative, and observational data) of information gathered to assess the various domains or multiple factors that go into teaching (e.g., content, grading, course design, etc.). Please read the two enclosed documents² for a detailed account or description of the model. Note that the Dean's Office will develop a Guideline, or Master Template, that will be made available to the departments to facilitate their task. That is, the Master Template is meant to guide the faculty process of selecting the specific indicators of teaching effectiveness, the criteria that qualify the expectations of performance, and the procedures to assess and evaluate the faculty-chosen indicators against the faculty-set standards. The Master Template will facilitate the communication and approval process between the faculty and the Dean.

The college has a long-established practice of having department or field-specific guidelines to evaluate faculty performance and promotion decisions. This practice is a sensible tradition, given the broad diversity and deep contrast of academic and artistic disciplines that form the largest and most distinguished of the colleges and schools at UVM. The CAS Model of Teaching Performance Evaluation does not do away with departmental privileges to set their own standards of performance, but simply quasi-standardizes the process by which individual units will henceforth organize, communicate, and conduct their evaluation procedures. Departments with Faculty Evaluation Guidelines and/or RPT Guidelines that are up for review and renewal will have until May 1st, 2015 to submit their first draft. This deadline should allow sufficient time for the Dean's and Provost's approval by January 1st, 2016.

Although all of our current departmental RPT guidelines of teaching performance evaluation include both peer assessment and student ratings, the new model will bring greater uniformity and improved fidelity to the evaluation process across the college. Therefore, I want to formally acknowledge your charge was timely and welcome.

I look forward to further clarifying or discussing any aspect or particulars of the model.

¹ The APBC is a college-wide committee formed by a mix of faculty-elected and dean-appointed faculty that is representative of the humanities, natural sciences, social sciences, and the arts

² 1-CAS Governing Principles to Assess Teaching; 2-CAS Model of Teaching Performance Evaluation

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