

**Faculty Senate Evaluation and Assessment Committee**  
**Report to the Faculty Senate on Peer Review of Teaching**  
**May, 2012**

**Introduction**

According to Academic Code Section III.D.1.e:

The Faculty Senate Evaluation and Assessment Committee shall be concerned with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the biennial Faculty Assessment of Academic Administrators, the biennial Faculty Senate and Senate Executive Committee Assessments, and do such other similar things as charged by the Senate Executive Committee, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

A balanced evaluation of teaching must include multiple sources of feedback for and evaluation of faculty. These sources include student evaluations, peer evaluation, supervisor evaluation, and self-evaluation. As of Fall 2011, based on a recommendation from the Provost SEOI Task Force (January 2009-May 2011), the CWU Provost Council gave ongoing responsibility for overseeing the content of Student Evaluation of Instruction to the FS Evaluation and Assessment Committee.

In a subsequent effort to bring evaluation of teaching across campus into better balance, the FS Executive Committee charged the Evaluation and Assessment Committee with the following:

EA11-12.05 Develop a process and supporting instruments for peer evaluation of instruction to complement SEOI.

Over the course of the academic year, the committee reviewed a range of pertinent literature and solicited input from colleges, departments, and the faculty at-large. This report is a summary of this activity. It should be noted that the final report of the 2005 Ad Hoc Committee for Evaluation of Instruction, created by the Faculty Senate, was consulted frequently, and still serves as a useful reference.

The purpose of this report and of the FSEAC's efforts in general, is not to establish university policy. Instead, this committee's efforts have been focused, and remain focused, on establishing a set of tools available for all academic units to use to enhance and guide their existing peer-evaluation mechanisms. As such, the FSEAC does not provide any specific recommendations in this report—rather, we provide, based on review of provided materials and published studies, an overview of existing procedures and Best Practices.

## Background

Among the many resources available to the Committee, *Peer Review of Teaching* by Nancy Van Note Chism (Anker, 1999) was quite useful in establishing a framework for discussion. (Note: this book was also used at CWU for a pilot program in peer evaluation of teaching in 2003) In acknowledging the two reasons for evaluating teaching, formative (input/feedback/development) and summative (job performance evaluation), Chism points out that multiple methods, sources, and points in time are desired with a framework with clear purposes, definitions and procedures.

Chism also provides a litany of stated objections to peer review of instruction. These include:

- Privacy of the classroom vs. infrequent (and heightened emphasis on) classroom visitations
- Identity of Peer—qualifications and impartiality
- Vulnerability of peer reviewer
- Available Time—for reviewee and reviewer
- Credible Standards for evaluation
- Validity and reliability of results (accuracy and consistency)
- Aftereffects of process (divisiveness, retaliation, legal issues in personnel decisions)

## Addressing Objections to Peer Review of Instruction

Resistance to Peer Review of Instruction can be tracked in part to the lack of understanding of what is being evaluated, and the ‘rules of the game’. To minimize these concerns, an open dialogue is needed to clarify some of the basic questions involving these evaluations. These are:

1. What is the purpose of the evaluation?
2. What is the focus of the evaluation?
3. Who will be asked to make the evaluation?
4. Who will see the outcomes of the evaluation; who will act upon them?
5. What methods of evaluation are available?

Some resistance to the process may remain because of other concerns. We attempt to identify and address the ‘major’ objections below:

1. Privacy of the classroom vs. infrequent (and heightened emphasis on) classroom visitations  
If the purposes for visitations (e.g., formative vs. summative) are clear and balanced appropriately in the evaluation of instruction, the concern should be minimized.
2. Identity of Peer—qualifications and impartiality  
Confidence that faculty will be evaluated fairly will help this concern, but allowing faculty and chairs/personnel committees to consult on identifying qualified peers will also reduce concern. Further confidence will be gained as the roles of peers are clarified (e.g., visits vs. content review).

3. **Vulnerability of peer reviewer**  
If the responsibility for peer evaluation is shared and handled with transparency, vulnerability, particularly in summative evaluation, should be minimized.
4. **Available Time—for reviewee and reviewer**  
Because of the current economic climate and its impact on faculty workloads, the time and effort required for proper peer assessment is a real concern. Thus, a systematic approach with clear purposes and roles provides the opportunity to spread the process over more individuals and a longer period of time, thus sharing the overall workload associated with this assessment.
5. **Credible Standards for evaluation**  
If department, college, and university policies and procedures are clear as to purpose and function of evaluation processes, the credibility of the standards will be a part of their consideration.
6. **Validity and reliability of results (accuracy and consistency)**  
As with any gathering of data, validity and reliability are best evaluated over time. Once in place, policies and the results of the policies can be reviewed on a regular basis. Further, long-term datasets will allow longitudinal analysis of teaching.
7. **Aftereffects of process (divisiveness, retaliation, legal issues in personnel decisions)**  
As with numbers 3 and 5 above, if department, college, and university policies and procedures are clear as to purpose and function of evaluation processes, this issue will (hopefully) be minimized.

### **Peer Evaluation of Instruction at CWU**

The Committee sent a request to the faculty at-large by email, soliciting input in any form—templates, rubrics, procedures, or anecdotes of previous peer assessment. Response was somewhat small, but the suggestions received were substantive. The committee also examined articles and other resources (special thanks to committee member John Creech), looking in particular for assessment methods and protocols. Also, department and college guidelines for summative evaluation (reappointment, tenure, promotion) were solicited and received, specifically to find out what practices are currently in place.

CWU Policy does contain provisions requiring peer assessment, but the university level provides little elucidation of the mechanisms by which this should occur:

#### **UNIVERSITY FACULTY PERFORMANCE STANDARD FOR REAPPOINTMENT, TENURE, PROMOTION, AND POST-TENURE REVIEW**

##### **Instruction:**

Effective instruction is the central element of faculty work. It requires thoughtful and responsive course design, development of appropriate instructional techniques,

articulation of student learning objectives, assessment of student learning, general advising, and is informed by active scholarship. Effective teaching is shaped by formal evaluation using multiple measures and by ongoing professional development.

Instruction activities are defined in Article 13.3.1 of the Collective Bargaining Agreement.

College and department standards shall articulate multiple measures of review that include **peer evaluation of content, pedagogy, and responsiveness to assessment**; student feedback; and other measures appropriate to the content area.

The Collective Bargaining Agreement for faculty also mentions peer evaluation:

21.4 The Professional Record shall be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete at the time of submission to the dean. Professional Records will contain a current CV, workload plans, annual faculty activities reports, performance evaluations, SEOIs, evaluation letters from prior evaluation periods, and any additional materials required by departments. Other material reflective of a faculty member's teaching, scholarship, or service may be included at the faculty member's discretion (e.g., **peer evaluation letters**, copies of papers/abstracts).

College and department policies and descriptions of peer evaluation of teaching across campus are inconsistent. This is not a criticism or incrimination of any specific policies; conversations about peer evaluation of teaching have taken place at least at the college level, with obvious encouragement to align department guidelines with college policies.

The specific examples of college and department guidelines mentioning peer review of teaching are included in Appendices A (College of Arts and Humanities), B (College of the Sciences), C (College of Education and Professional Studies), and D (College of Business). The two primary forms of peer evaluation are observation, usually in the form of classroom visitation, and in reviewing course design and materials.

### **Classroom Visitation**

Classroom observations by peers are the most prevalent form of peer review of teaching. Research shows that these observations work best when treated as “snapshots.” Observations of classroom teaching relate most closely to the evaluation of delivery of material, not content, and as such cannot offer more than brief insight into teaching capabilities. In fact, the 2005 CWU Ad Hoc Evaluation of Instruction Committee reported:

“Peer visitation is not recommended due to inherent differences in perspective on the part of the peer-evaluator and the student. Arreola cites several studies (Aleamoni, 1982; Centra, 1975; 1979, 1999; Cohen & McKenzie, 1980) that show that classroom visitation

is not the most efficient method of evaluating teaching due to a number of inherent confounds.” (p. 7)

Despite the limitations of peer observation, when conducted over a longer period of time it can provide formative feedback to faculty, and also serve to assist in longer-term tracking of improvements and/or issues involved in summative evaluation. The purposes and logistics should be thought out and conducted responsibly. Pre- and post-class meetings should be expected, as well as consultation and corroboration with student evaluations.

### **Review of Course Design and Materials**

Peers are in a better position to evaluate class design and content through syllabi, additional course materials (such as study guides, handouts, resource materials, etc.), grading practices (including syllabus details, sample graded/ungraded tests, assignments, written papers), and student workloads (expectations and realities). There are several templates available for this type of assessment (see Appendix E)

Regarding student workload expectation and realities—while endemic in the review of syllabi, the committee felt this issue deserved separate mention. Our committee’s role is not to suggest what is, or is not, an acceptable level of expected effort for a given course level. Rather, the role of this committee is to facilitate dialog amongst peers to determine for a given set of learning objectives, and for a given academic level, what is an appropriate set of objectives. The mechanisms by which this can be accomplished can be summarized in three categories. These include:

- Group discussions with colleagues
- Formalized guidelines at the departmental level
- Corroboration with SEOI data and student comments
- Other evidence of responses to previous input

### **University/College/Department Values and Policies Regarding Evaluation of Instruction**

The committee recommends a review of current evaluation policies to separate formative and summative evaluation of faculty, particularly in the area of teaching. Some discussion of this has occurred at the university level, and colleges and departments have tried to address in more specific ways. Further exploration of this issue, particularly centered on expectations of faculty to demonstrate improvement in teaching, and of university support for faculty development is needed to enhance CWU’s commitment to pedagogical excellence. Subsequent measures of assessment need to be identified and refined such that the connections between these separate purposes are clear and symbiotic such that faculty and administrators can be assured of consistency and fairness at each level. Departments need flexibility because of staffing limitations, the uniqueness of programs and faculty expertise; however, all departments and programs should be encouraged and rewarded for steps taken to assist faculty in improving their teaching. Colleges and the university as a whole must commit to provide and support development opportunities, both required and recommended, and to provide tangible rewards for tangible progress, the goals may be too altruistic to succeed in reality.

## Selected Resources

*Please Note: This list will be posted on the Senate website, and is considered fluid such that new items of interest can be added at any time.*

### Internet Resources (from CWU faculty input)

[http://cte.umdnj.edu/career\\_development/career\\_peer\\_review.cfm](http://cte.umdnj.edu/career_development/career_peer_review.cfm)

<http://www.purdue.edu/cie/index.html>

### Peer Review Bibliography for Senate Evaluation and Assessment Committee May, 2012

Arreola, R. *Developing a Comprehensive Faculty Evaluation System: A Handbook for College Faculty and Administrators on Designing and Operating a Comprehensive Faculty Evaluation System.* (2<sup>nd</sup> ed., Anker, 2000)

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- Seldin, P. *Evaluating Faculty Performance: A Practical Guide to Assessing Teaching, Research, and Service* (Anker, 2006)
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## Appendices

The following Appendices contain college and department guidelines gathered as of May 2012 as found on CWU websites and received in response to individual requests. The information gathered is presented in the spirit of sharing information as guidelines currently stand. Some are still unofficial (i.e., not yet approved formally, or still in the vetting process), while others are more descriptive and/or selective, based on the source, e.g., summary descriptions provided by a dean or department chair.

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## Appendix A

### College of Arts and Humanities policies on peer evaluation of teaching

#### College of Arts and Humanities Handbook:

##### Criteria

It is important to note that, while the elements of teaching evaluated for faculty members remain consistent at each level of review, the expectations for quality of performance progress as faculty move through the ranks, as noted in the previous section on general performance criteria. Thus, for example, the College requires "effective" teaching for the Associate Professor rank and "excellent" teaching for the Full Professor rank. Effective teaching means that all areas identified in prior levels of review as needing improvement have been substantively addressed, and the faculty candidate has a record of responsiveness to student learning needs both inside and beyond the classroom. Excellent teaching means that the faculty candidate has met all the criteria for "Effective Teaching" and in addition has demonstrated excellence through several sources of evidence, such as: teaching awards, published pedagogical scholarship, unsolicited student and peer testimonials, significant academic or career achievement by students, curriculum development, and/or similar evidence of commendable accomplishments in teaching. Departments may define additional criteria for effective and excellent teaching that are in line with their disciplines.

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##### • **Peer Evaluation**

- The College requires peer evaluation of teaching using multiple measures for all levels of faculty review. For probationary faculty, classroom observation of teaching is required for each regular review period. For tenured faculty, classroom observation may be done at the department's discretion. Departments may determine the specific process used for classroom observation, provided a standard departmental form is used to report peer classroom visitations, which must be included in the candidates' dossiers at the time of formal review. A sample form may be found at the end of this document in the Appendix.
- Annual contract non tenure-track faculty must be evaluated annually and observed at least every other year. Faculty on multi-year contracts are evaluated in their final contract year, and observed in the classroom at some point during the two-year review period.

#### CAH Performance Adjustment

##### Guidelines for Making a Case for Quality and Impact

##### Teaching

In the domain of teaching, *quality* refers to demonstrated teaching excellence as evidenced through such categories as: a) assessment data that indicates students have acquired the knowledge and skills called for in the department student learning outcomes; b) consistently

excellent student ratings of instruction; **c) excellent peer reviews**; d) awards, grants and honors; and e) innovative curriculum development. *Impact* refers to such categories as: a) documented success and achievements of students; and b) the pedagogical stature the faculty member has gained in his/her discipline.

### CAH Departments

#### Art

##### A. Teaching

Performance criteria for reappointment in the area of teaching

Teaching effectiveness shall be evaluated using multiple measures that include peer evaluation of content, pedagogy, and responsiveness to assessment; student feedback; and other measures appropriate to the content area. The basis of the evaluation shall be the quality and effectiveness of instruction relative to Department and College standards.

Additional types of documentation for determining teaching effectiveness, if relevant

- Peer evaluations, based upon classroom observation, that address the teacher's competence as a lecturer, demonstrator, discussion leader, slide-talk presenter and/or visual critique leader.

#### Communication

**A. Teaching:** The Communication Department is committed to excellent teaching, and to ongoing improvement of all of our teaching skills. Pedagogy must be assessed by several methods, including peer reviews, student evaluations (SEOs) a self-statement, and syllabi. Other assessment methods may also be included.

- 1. At least three written peer evaluations conducted during the probationary period, following approved department classroom review and observation procedures. One should be in the first year of the review period, one in the last year, and the other in between; all will be scheduled by the Personnel Committee in consultation with the candidate.**

##### **Syllabus Review Form: Signature Page**

Department policy maintains that faculty members are expected to engage in annual peer review of instruction. This includes both syllabus review and direct classroom observation. The intent of the policy is to enhance classroom performance and course materials through a dialog between colleagues consisting of constructive feedback on instructional performance and course logistics. All department faculty members shall submit a completed Syllabus Review Form: Signature Page as part of merit, annual performance, tenure, or promotion review application processes.

#### English

### *A. Teaching Effectiveness*

Material documenting teaching effectiveness must include summaries and typed comments from Student Evaluations of Instruction (SEOI), and a narrative which describes any changes and innovations implemented since the last review and any connection between those modifications and past assessment findings. Candidates must have SEOI summaries and typed comments for all courses taught; **must include at least one evaluation by a colleague per year**; and must provide at least five papers representing a range of grades and their assignments from each of at least three classes including general education, major, and graduate (if taught). The narrative must discuss how the candidate has responded to serious concerns noted in course evaluations or observations.

### *Criteria for Evaluation*

1. Standard teaching evaluations, **peer observations, or peer in-class evaluations** consistently indicate effective teaching.

### Foreign Languages (and Philosophy)

Teaching Effectiveness shall be demonstrated by the quality and effectiveness of instruction relative to departmental and college standards, as evidenced by:

- o Anonymous student evaluations (SEOIs) with typed comments and reports of class observations by colleagues; scores should be at, near or above the university mean
- o Written reports of colleague reviews of teaching materials, such as syllabi, textbooks, handouts, test questions, composition assignments

### Music

Evaluation policies and required documentation for Teaching

#### II. Evaluation of teaching

A. Some aspects of teaching can be evaluated according to guidelines common to other academic disciplines, including:

4. Assessment: SEOI data for each class taught, including transcribed comments
  - b. Written reports of class observations by colleagues
  - c. Peer review used to improve/enhance teaching
- B. Discipline-specific evaluation
  1. Since the success of the department is perceived most immediately and its reputation established most directly by the quality of the performances of its faculty, ensembles and students, additional factors of instructional evaluation that may be absent in other disciplines are critical in instructional areas of Music that involve applied music and performance. These factors include, as appropriate:
    - a. The general level of and improvement in the performance of students in the applied studio and/or ensemble
    - b. The quality of ensemble performances, frequency of invitations to perform or

conduct at outside events

- c. Teaching effectiveness in terms of (but not limited to) reputation as a teacher/performer within and outside the university
- d. Success in recruiting and retaining students with high musical aptitude
- e. Perceptions regarding the candidate's success in encouraging student progress toward degree and in creating a supportive environment for learning, advising and retention

### III. Documentation

A. All Reappointment, Tenure, Promotion, Non-Tenure Track and Post-Tenure Review Professional Records *must* include documentation for teaching as follows:

2. Peer evaluation (by the Personnel Committee and [optional] individual faculty)

## Theatre Arts

### III. Performance Criteria for Reappointment

#### Teaching

- Positive peer evaluations completed during each review or documented growth from previous periods

To be documented with:

- Copies of peer review evaluation

## Appendix B

### College of the Sciences policies on peer evaluation of teaching

COTS Handbook:

#### [Performance Adjustment guidelines](#)

#### TEACHING

Differentiating between good and exceptional teaching is quite difficult. Applicants must identify the activities and accomplishments that clearly demonstrate exceptional contributions to the area of teaching. Claims that activities or accomplishments are exceptional should be supported using objective measures to the extent possible. Activities and accomplishments can vary significantly from one faculty member to another, from those focusing on and demonstrating student learning to the development of curriculum adopted by other individuals or groups. It is the responsibility of the applicant to explain why a contribution is exemplary while placing the accomplishment within the context of their discipline and workload plan. In evaluating products presented by an applicant as evidence of exceptional teaching, the COTS committee will consider whether the applicant:

- 1) motivates students to become engaged and responsible learners;
- 2) fosters intellectual depth and breadth of students;
- 3) is intellectually engaged in teaching and teaching related efforts; and,
- 4) enhances learning opportunities for CWU students.

**Classroom Instruction:** The ability to provide excellent, effective instruction may potentially be evidenced by anything a teacher does that directly affects what goes on in the classroom and what he/she does to create an environment that promotes student learning (effective materials, assessment techniques, technology, curricular (re)-design, etc.). As mentioned above, SEOI summary sheets and student comments must be included in the application. This is not because the committee considers them especially good evidence of teaching effectiveness, but because, if SEOIs mean anything, it is only as a complete package (all the numbers, all the comments). Examples of graded work, sample assignments, peer evaluations, laboratory exercises developed, and other such artifacts may be included in the application packet. Be selective and respectful of the committee's time; the committee can only look at so much. Choose work that specifically supports the argument you are making in your personal statement.

- *Course materials, faculty self-reflections, **peer review of instruction**, student evaluations, etc. Note: SEOI scores presented in isolation do not indicate exemplary teaching.*

- *Substantial revision of a course, curriculum, or program based on external standards, student/peer feedback, or pedagogical reform.*

## COTS DEPARTMENTS

### Anthropology

#### IV. Teaching

##### A. Major considerations:

3. Peer Evaluation of Teaching: Review of teaching will take place for all faculty. Such review(s) may include classroom observation, discussion of syllabi and course materials with colleagues, self reflection, and assessment of student learning objectives.

Documented classroom observation by a tenured faculty member must occur for all tenured and tenure-track faculty, with at least one observation every three years for tenured faculty and one observation every year for probationary faculty. Classroom observations are solicited by the faculty member under review and facilitated by the Department Personnel Committee Chair. Materials related to review of teaching will be included in the personnel file.

### Biology

- Peer teaching evaluations involving at least one classroom visit per year by a member of the department. Course syllabi and assessment materials (e.g., presentations, grading rubric, exams, quizzes, laboratory materials, etc.) should be available for review by the Personnel Committee.

### Chemistry

2) Peer review. There will be a mutually agreed upon class visitation by a member of the Chemistry Department or closely related discipline during each review period. A written summary and evaluation will be provided to the faculty member being evaluated and this will be placed in the file for review.

### Computer Science

#### 7.2.4.1. Instruction: Standard and Evaluation

The department requires faculty participation in the annual peer-review of teaching. Here each faculty member will conduct a thorough review of one class (or perhaps a pair of sequenced classes). Each faculty member is asked to prepare a complete portfolio for the class (or classes). [Different classes are to be presented each year until the department has reviewed the entire curriculum.] The purpose of the review is two-fold. The first purpose is to review the current professional instructional development of each faculty member. The second purpose is to provide another tool for our curriculum review. Portfolios include the following information: textbook, syllabus, objective, notes, slides, other materials including web-based, programming projects, exams, and samples of student work.

## Geography

7.2.5.1.6. Geography faculty are evaluated using multiple methods that typically include student evaluation, peer evaluation through team teaching and classroom observation, review of syllabi and/or course materials, self-reflection, and assessment of student learning objectives. The instruments and results of evaluation are included in the personnel file.

## Mathematics

### 2.2 TEACHING CRITERIA

Excellence in teaching is the most important factor in evaluating faculty members for tenure. The Department of Mathematics expects to recommend tenure only to those faculty members who show evidence of excellence in teaching that is characterized by clarity, effectiveness, and organization. Teaching effectiveness is to be measured on the basis of:

- Peer teaching evaluations involving at least one classroom visit per year by a tenured member of the department (observation protocol can be found in Appendix A); and a
- Teaching portfolio, including syllabi and assessment materials as well as a reflective discussion of pedagogy.

## Physics

### 7.2.3.1. Instruction: Standard and Evaluation

All faculty, including non-tenure-track faculty, shall be evaluated with respect to teaching effectiveness during the appropriate review period. Principal indicators used by the Physics Department to indicate teaching effectiveness include organization, clarity, and presentation of instructional material, response to student needs, and the methods used to evaluate student learning. The Physics Department recognizes mentoring of student research, mentoring of student civic engagement and service learning activities, participation in course and curriculum development as important aspects of teaching. It also recognizes the importance of on-going professional development related to instruction.

Effective teaching is characterized by writing appropriate course goals and learner outcomes; using a variety of assessment techniques; inviting critical analysis of teaching habits and reflecting on self, student, and peer feedback. In addition, physics faculty members are expected to exhibit these characters in courses across all levels of the curriculum.

Artifacts that may be used to evaluate instruction include but are not limited to course materials, faculty self-reflections, **peer review of instruction**, and student evaluation of instruction.

An example of a faculty member's typical progression toward tenure in the Physics Department is represented by the following sequence. The specific path of a faculty member's progression may vary; these details will be outlined in the annual workload plan developed by the faculty member in consultation with the Department Chair, the Department Personnel Committee, and Dean.

Teaching  
First Year

1. **Deliver assigned courses with satisfactory peer review.** This may include course content evaluation that reflects departmental criteria for content, assessment, and teaching consistent with departmental philosophy.
2. General availability to students.
3. Participate in professional development opportunities on teaching and instruction.
4. Discussion with the Physics Department Assessment Committee as to a set of goals outlining their professional growth as teachers.

PSYCHOLOGY

7.2.11.1. Instruction: Standard and Evaluation

*Evaluation.* In addition to the teaching evaluation mechanisms described in college and university policies, the department conducts a peer review session in the spring of the year. Small groups of faculty review a common facet of each other's instructional methods.

7.2.11.4. Discipline specific standards for title, rank and tenure

*Years 3 & 4*

CANDIDATE RESPONSIBILITIES

- Demonstrate response to self-, peer-, and student assessment of instruction.

Departmental Responsibilities

- Engage in peer review of instruction.
- Provide annual feedback and specific recommendations on progress toward tenure.

SCIENCE EDUCATION

Instruction: Standard and Evaluation

Effective teaching is characterized by developing appropriate learner outcomes, using a variety of assessment techniques, inviting critical analysis of teaching habits, and reflecting on productive feedback. There are two levels of involvement in working toward being an effective teacher and supporting effective teaching in others.

*Category A:* The following are the result of long-term focus on the scholarship of teaching. Science education faculty members are expected to build a record of increasing involvement in these activities.

- Substantial revision of a course based on external standards or student feedback
- Participating in activities that support pedagogical reform efforts (including but not limited to workshops, summits, curriculum development, and program development)
- Leading activities that support pedagogical reform efforts



- Participating in interdisciplinary teaching activities such as STEP
- Leading assessment efforts such as NCATE and program assessment

*Category B:* These characteristics are fundamental to effective teaching and must become habit. Science education faculty members must participate in these activities.

- Quarterly maintenance of syllabi in accordance with the COTS and department policy manual.
- Yearly participation in peer evaluation of teaching
- Yearly participation in assessment and evaluation efforts such as NCATE and program assessment

## Sociology

### 7.2 Performance Standards – Department of Sociology

Good teaching is expected of faculty of all ranks. The faculty member is expected to pursue that ideal relationship between the teacher and the student where each learns from each other, where the student is led outward to her/his highest level of motivation and understanding, and where the teacher is bound by her/his own growing knowledge to a continuous revision of the content of instruction.

#### 7.2.3.4 Instruction: Standard and Evaluation

Teaching effectiveness will be assessed through quantitative and qualitative indicators generated from CWU's (SEOI) Student Evaluation of Instruction survey, and through peer evaluation of instruction based on syllabus review and direct observation in the classroom setting, and informal discussion with peers.

## Appendix C

### College of Education and Professional Studies policies on peer evaluation of teaching

*From Dean Lambert (email April 20, 2012):*

The guidelines are very department specific. For example, I&ET requires:

Faculty/Peer Evaluation. It is intended that review and evaluation be an ongoing process. As part of this process, it is the faculty member's responsibility to invite other faculty/peers to sit in on his or her courses and prepare a standard written evaluation of the faculty members teaching effectiveness within that particular course. See Appendix C for a suggested format (sent yesterday). **Provide at least one such evaluation for fall, one for winter and one for spring quarter for each of the all previous academic years during the review cycle.** At least one peer review per year must be performed by the Department Chair.

Aviation mentions differences between tenure-track and tenured faculty: "Faculty must provide at least two peer evaluations per year prior to tenure, and at least one per year after being tenured."

NEHS simply states "Positive evaluations of teaching by faculty peers, program director, and/or department chair."

The college criteria takes peer review of instruction and reflection of the peer review recommendations into consideration, but doesn't mandate that a peer review needs to be completed for reappointment, promotion/tenure, or post-tenure review.

All departments do agree that it is the faculty member's responsibility to request a peer review - provide the course title, location and time. After a review, the observer completes the form or writes a letter that states - here's what I observed; here's what I suggest/recommend to strengthen your teaching. When files come forward for review, I see documents of the peer review - I'm assuming, since they are in the file, the faculty member considers them formal reviews even if the format isn't consistent across departments.

From CEPS Handbook

[Professional Record Requirements](#)

Merits of Teaching

In judging the merits of teaching, the following primary question must be considered:

- Syllabi

- Does each course syllabus include course content, teaching methods, course outcomes, assessment strategies/measures, schedule of topics, and student requirements?
- Curriculum
  - Does the faculty member frequently review and, when appropriate, revise his/her courses?
  - Has the faculty member developed and/or worked with other faculty members to develop new courses that improve the overall curriculum?
  - Has the faculty member been involved in a significant way with program review and, when appropriate, revision?
  - Has the faculty member made significant contributions to program development?
  - Does the faculty member frequently consult with other faculty members in both his/her own department and other departments concerning programs and/or courses to ensure curriculum coordination and quality?
- Instruction
  - Does the faculty member use varied instructional strategies to enhance student learning?
  - Does the faculty member appropriately use information technologies in courses?
  - Does the faculty member deliver courses through distance education?
  - Does the faculty member teach at CWU sites beyond his or her “home base” ? (Example: “Homebase” is Ellensburg; faculty member teaches a course at CWU-Wenatchee.)
- Assessment
  - Does the faculty member use SEOI data, including student comments, for teaching improvement or enhancement?
  - Does the faculty member ask for peer review of his/her courses and teaching? Does the faculty member use peer review for teaching enhancement?
  - Does the faculty member use data from student practica, internships, and other field experiences to enhance his or her courses?
  - Is the faculty member involved in state, regional, and national professional societies, which provide standards for curriculum in the discipline? Does the faculty member use state, regional, and national standards to ensure that the curriculum is up-to-date and meeting student and employer (or graduate school) requirements?
  - Does the faculty member collaborate with colleagues to assess student program entry standards and exit criteria?
  - Does the faculty member have evidence that students have learned and have the knowledge and skills that are intended for the program/course?
- Student Engagement
  - Does the faculty member involve students in undergraduate research and dissemination opportunities, such as SOURCE?
  - Does the faculty member involve graduate students in research and dissemination opportunities, such as conference presentations?
  - Does the faculty member provide quality course-related advising or mentoring to students?
  - Is the faculty member involved in student practica and internships?

- Student Advising and Mentoring
  - Does the faculty member advise students in the major or minor? How many students? What evidence do you have that your advising is high quality and meets students' academic needs?
  - Is the faculty member available to advise students who are enrolled in his/her courses? How many students does the faculty member see during an academic year (estimate)? What evidence do you have that your course-related student advising meets students' academic needs?
  - Do you mentor students? What evidence do you have to show that your mentorship contributes to the students' academic and personal development?
- Faculty Engagement
  - Does the faculty member seek and participate in professional development activities, which enhance his or her curriculum and instruction?
  - Does the faculty member positively contribute to the curriculum of the program by collaborating with his or her colleagues?

### CEPS Faculty Assessment Checklist (FAC)

#### Assessment of Teaching

The assessment of a faculty member's teaching is based upon quantitative and qualitative data. Exemplary teaching includes all of the elements listed below. Minimum expectations are indicated with the symbol \*\*. (See Checklist based on questions above)

#### Reappointment, Promotion, Tenure, Post-Tenure Review

##### 1. Instruction (Teaching Effectiveness)

##### 1.6. Peer evaluation of teaching

1.6.1 Describe how peer evaluation improved your teaching and your students' learning.

1.6.2 Include documentation.

## Appendix D

### College of Business policies on peer evaluation of teaching

#### College of Business Handbook

The Professional Record and the processes for reappointment, tenure, promotion, and post-tenure review are designed to provide opportunities for self, **peer**, student, and supervisory review of performance. The file is also designed to facilitate accreditation reporting and the Performance Adjustment Process (CBA Appendix F, pp. 68-89). Please list accomplishments and supporting documentation where appropriate in chronological order in each of the five areas as they apply.

Instructional Performance--A teaching portfolio approach is used to show evidence of teaching effectiveness which includes general advising of undergraduate students. The portfolio supporting the faculty member's instructional performance should include at a minimum: (a) list of all courses taught during the review period, (b) student evaluations of Instruction, (c) number of assigned advisees, (d) self-evaluation statement with a continuous quality improvement focus, and (e) three of the following items to serve as supporting documentation for the self-evaluation statement:

- instructional philosophy and/or goals,
- teaching methods and objectives,
- course syllabi,
- assignments and/or exams,
- unique class or course assessment procedures,
- **classroom visitations by faculty colleagues,**
- involvement with cooperative education and field experiences,
- relationship of course elements to business/economic issues,
- relationship of course elements to department, school, and/or university missions,
- student projects, or
- other evidence of instructional performance, such as awards and/or honors.

Committee member Lynn Richmond solicited input from CB department chairs:

>>> Lynn Richmond 05/01/12 9:56 AM >>>

Good morning gents,

As a member of the faculty senate's Assessment and Evaluation Committee, I have been asked to contact you to see whether the Econ department has a policy in place regarding some form of peer review of the econ faculty.

Would you be willing to share the policy with the committee which is formulating a comprehensive report on how each department at Central provides (or doesn't) for faculty peer review?



\* The Questions 28 and 29 have been used as a benchmark for measuring teaching till now, but there is considerable disagreement on the issue- now that we have new online forms, this will probably be taken up by the CB (CPC-Dean-EC????). There is some discussion now about using a formula to capture teaching REACH-EFFORT-EXCELLENCE, but there is no consensus on the matter, and while there is some support there is also a lot of skepticism on this matter- we expect more discussions in the future. Even if we don't arrive at a consensus, the discussion will be helpful, and will provide us with a great deal more information on teaching practices, quality of courses, and special challenges of some courses.

\* ITV classes and single-site classes are very different and we have been having discussions in the CB-EC for years, about that, without ever resolving the issue of how to recognize the challenge of multi-site delivery, or larger class size, with our single, one-size-fits-all evaluative system- some of that discussion has seeped into the department, since we offer a very successful and growing Econ Minor using a hybrid system- but we have no consensus on how to recognize the special challenge of such classes.

**\* WE HAVE FREQUENT DISCUSSIONS ABOUT THE CURRICULUM, TEACHING PRACTICES, STUDENTS, ETC - THIS IS OUR PRIMARY RESPONSIBILITY AND WE REMAIN AS COMMITTED TODAY AS WE WERE 20 YEARS AGO- THE CONTINUOUS IMPROVEMENT IN THIS AREA IS TAKEN VERY SERIOUSLY, AND DISCUSSIONS ARE VIGOROUS AND ON-GOING.**

I hope this helps.

Koushik Ghosh  
Professor and Co-Chair, Economics  
Central Washington University





## Sample Documents and Forms (miscellaneous sources)

CENTER FOR INSTRUCTIONAL DEVELOPMENT AND RESEARCH

# TEACHING AND LEARNING BULLETIN

Vol. 1 no. 4 | 1998

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**Center for Instructional Development and Research**

100 Gerberding Hall  
Box 351265  
University of Washington  
Seattle, WA 98195-1265  
Phone: 206.543.6588  
Fax: 206.685.1213  
Email: cidr@u.washington.edu

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<http://depts.washington.edu/cidrweb>

Information for People who Teach  
at the University of Washington

## Classroom Observation

Classroom observation is a collaborative process. Both the person being observed and the observer have important roles before, during, and after the observation. Collaborating at each stage of the process can help put both participants at ease so that each benefits from the experience. For more information on planning and conducting class observations, see CIDR's web site: <http://depts.washington.edu/cidrweb/resources/observationtools.html>

**IF YOU ARE BEING OBSERVED:**

**Before**

- Be prepared to discuss with the observer:
  - Goals for the class
  - What you plan to do in class that day
  - What you want the observer to pay attention to
- Tell the observer
  - Where you'd like the observer to sit
  - If you'd like the observer to take part in class
  - Where the class meets, and when

**During**

- Introduce the observer to the class.
- Explain the purpose of the observation.
- Explain the observer's role to the students.
- Soon after class, write down your reflections on the class so that you will be prepared to discuss it with the observer.

**After**

- With the observer, reconstruct what happened in class
- Think about goals for the class and the specific class session that was observed. Be prepared to describe:
  - What you felt went well
  - What you would change
  - What was typical or atypical about the class
- Ask for specific descriptions and constructive suggestions.

Continued on back >>

Teaching and Learning Bulletin Online >> <http://depts.washington.edu/cidrweb/Bulletin/>

## CIDR TEACHING AND LEARNING BULLETIN

### IF YOU ARE THE OBSERVER

#### Before

- Clarify the purpose of the observation:
  - For reappointment, promotion, tenure?
  - For individual teaching development?
- Meet with your colleague or TA to discuss:
  - What will happen in class that day
  - What to pay attention to
- Describe what you'll be doing during the observation.
- Schedule a meeting to discuss the observation.

#### During

- Record observations:
  - What is the instructor doing / saying?
  - What are students doing / saying?
- Record your impressions and questions; for example:
  - "Is there another way to present that concept?"
  - "Seems clear, but students look confused. Why?"
- Participate in the class only if invited to do so.

#### After

- With the instructor, reconstruct what happened in class.
- Ask your colleague or TA to describe:
  - What he/she felt went well
  - What he/she would change
  - What was typical or atypical about the class
- Listen to your colleague or TA
- Describe rather than evaluate what you saw
- Finally, offer constructive suggestions.

### HOW CAN CIDR HELP?

CIDR can offer a variety of services that can help you when you are preparing for an observation. For example:

- Consultation with a CIDR consultant to discuss and develop observation goals, criteria, or procedures
- Workshops to help people in your department prepare for and conduct observations
- References and resources on conducting observations: <http://depts.washington.edu/cidrweb/resources/observationtools.html>



#### Center for Instructional Development and Research

CIDR promotes excellence in teaching and learning at the University of Washington through its work with individual faculty and TAs, departments, campus-wide initiatives, and University leaders. CIDR staff are available year-round to collaborate on the design, implementation, and assessment of ways to advance teaching and learning for all students in the diverse UW community. Consultations are confidential and offered at no charge to UW faculty, TAs, and departments.

If you have questions about teaching and learning, or you would like to find out more about working with CIDR, you can call us at 543-6588, send a message to [cidr@u.washington.edu](mailto:cidr@u.washington.edu), or visit our web site:

<http://depts.washington.edu/cidrweb/>



UNIVERSITY of WASHINGTON

THE GRADUATE SCHOOL

SYLLABUS REVIEW FORM: SIGNATURE PAGE

Department policy maintains that faculty members are expected to engage in annual peer review of instruction. This includes both syllabus review and direct classroom observation. The intent of the policy is to enhance classroom performance and course materials through a dialog between colleagues consisting of constructive feedback on instructional performance and course logistics. All department faculty members shall submit a completed **Syllabus Review Form: Signature Page** as part of merit, annual performance, tenure, or promotion review application processes.

Instructor: \_\_\_\_\_

Quarter/Year: \_\_\_\_\_

Course Number: \_\_\_\_\_

Course Title: \_\_\_\_\_

Peer Evaluator: \_\_\_\_\_

Instructor and evaluator have met and discussed the evaluation.    Yes    No

SYLLABUS REVIEW FORM: EVALUATION PAGE

Completed Evaluation Pages from Syllabus Review Forms shall be submitted as a part of merit, annual performance, tenure, or promotion review application processes.

<b>Included/Yes</b> (check off)	<b>Syllabus Element</b>
	Course Information: Course title and number, Instructor's name, office hours and location, phone number, e-mail address, etc. (If on-line course or on-line components, appropriate web addresses)
	Required and recommended texts, readers, computer programs, CD-ROMS, etc.
	A statement of the purpose of the course and learning objectives
	A clear statement of how learning objectives will be assessed: what assessment techniques are to be used (exams, papers, presentations, class discussions, attendance, etc.).
	A clear statement as to how each of these course components will be graded.
	A schedule of due dates for papers, examinations, etc. If dates are to be announced in class, this should be stated. Specific due date of final course exam/paper.
	A clear statement of how the final course grade will be determined
	Stated policies on: 1) missed examinations, papers, presentations, and/or other required work, and 2) make-up examinations, papers, presentations, and/or other required work.
	Stated policy on extra-credit work
	Stated policy on proscribed behaviors—if appropriate to course (plagiarism, cheating, disruptive behavior, incivility, etc.)
	An appropriate ADA Statement
	Course materials appear up-to-date and consistent with learning objectives
	Course materials appear to be consistent with course level (100, 300, 400)—appropriate degree of difficulty and work required for course credit
	Course has writing components (papers, assignments, essay exams, etc.)

**Strengths:** (Enter on reverse side)

**Suggestions for Change:** (Enter on reverse side)

CLASSROOM OBSERVATION FORM: SIGNATURE PAGE

The completed page shall be submitted as a part of merit, annual performance, tenure, or promotion review application processes .

Instructor: \_\_\_\_\_

Quarter/Year: \_\_\_\_\_

Course Number: \_\_\_\_\_

Title: \_\_\_\_\_

Enrollment: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Instructor and evaluator have met and discussed the evaluation.    Yes    No

**CLASSROOM OBSERVATION FORM: EVALUATION PAGE**

The completed evaluation form by the instructor's reviewer involved in this procedure is intended for professional development. It shall be submitted as a part of merit, annual performance, tenure, or promotion review application processes.

1	2	3	4	5	NA*	<b>Presentation Style and Lecture Organization</b>
						Provided and introduction to the day's lecture
						Voice easily heard
						Changes in intonation to stress points, hold interest
						New concepts, ideas and issues clearly explained/defined
						New concepts and issues related to prior/familiar concepts and issues
						Presented appropriate examples
						Paced lesson appropriately
						Summarized major points
						Responded to questions and apparent student comprehension difficulties
						Related today's materials to prior or future lectures and course objectives
						Appropriate use of chalkboard/whiteboard/computer to highlight key points
						Innovative use of electronic technology and audio-visual materials
1	2	3	4	5	NA*	<b>Student Interaction and Course Preparation</b>
						Appeared to have good rapport with class
						Paced lecture to allow note taking
						Prepared students with appropriate assigned readings
						Lecture was well organized
						Demonstrated command of the lecture subject material
						Lecture presented material worth knowing and relevant to the course
						Cited appropriate authorities and studies to support statements
						Distinguished between fact and statement of opinion
						Encouraged questions and/or informed discussion as appropriate
						Responded to nonverbal cues of confusion and/or student interest
						Restated material and/or questions when appropriate
						Class session was intellectually stimulating, or thought provoking.

\*For each of the above items, place a mark in the box that most closely corresponds to the observed instructional performance based on the following scale:

1. Not At All, 2. Needs Improvement, 3. Adequate, 4. Good, 5. Superior

NA. Not applicable, no information or not measurable in this class session

### Class Observation Record

This Record is designed to be used as a **three-stage process**, set out in the next three sections.

- The **first** section allows the person who will be observed to explain to the observer his or her intentions for the class – how the students should have prepared for the class, what they should gain from the class, and how that will be checked or tested.
- The **second** section gives suggestions for points that the observer can look for during the class, in the context of the purpose of the class.
- The **third** section encourages the person who was observed to reflect upon the observer's comments, and upon his or her own views of the class, in the context of the purpose as set out in the first section.

<b>Name and role of person observed</b>	
<b>Programme of study</b>	
<b>Title of module</b>	
<b>Level of module</b>	
<b>Location of class within the module</b> (eg. week number within the total weeks)	
<b>Type of class</b> (lecture, lab, seminar...) or <b>'teaching episode'</b> within the class <sup>1</sup>	
<b>Number of students</b>	
<b>Name of observer</b>	
<b>1 Preparation - before the class is observed:</b> to be completed before the class by the person being observed, and given to the observer before the class	
<b>Broad aims of this class within the programme</b> <i>The overall aim(s) of this session is (are) to:</i>	

<sup>1</sup> It is sometimes helpful to nominate a specific 'teaching episode' or activity for observation, rather than a whole 'class', particularly if it is a long session, or if the person being observed plays a specific role in leading or supporting a particular kind of learning activity.

**2 Observation of the class:** to be completed immediately after the class by the observer, and given, with verbal feedback, to the person who is being observed.

**Opening the class** *Clarity of purpose/intended learning outcomes - review of previous work - links to other classes/module/programme - activity expected of the students **in** the class - reference to assessment?*

**Main part of the class** *Appropriateness of structure, presentation and pace - sensitivity to students' reaction – variety of learning activities - conveying enthusiasm? Engagement of students in active learning?*

**Closing the class** *Summary of learning achieved - further linking to later/parallel work - expectation of learning activity to be undertaken **after** the class?*



**Overview** *Appropriateness of structure/pace - effectiveness of presentation - encouragement of active engagement with the subject and with skills development - appropriate use of resources - rapport with students - motivation/engagement of students?*

**Quality of the apparent student learning experience in this class:**

***Suggestions for areas to develop***

***Points of good practice worthy of wider dissemination***

***Note here any examples of particularly effective approaches to teaching or to the engagement of students in active learning, whether in or between classes. You are encouraged also to copy these points of good practice into a brief Word document and send them, keeping the name of the observed teacher anonymous but stating the name of their **College**, to **the Education Adviser (member of the Education Enhancement)** allocated to your **College**, so that examples of good and innovative practice in different **Colleges** can be shared across the University.***

**3 Reflection following the class :** to be completed by the person who taught (or supported learning in) the class, following receipt of the observer's comments

**Reflection on achievement** *To what extent do you feel you achieved your aim(s) for this session? What were you particularly pleased with?*

**Reflection on planning** *If anything did not go as planned, was it a problem or a benefit? What is there to learn from it with regard to future planning?*

**Reflection on observer's feedback** *Are these fair comments? Did anything here surprise you? What action will you take to build on and share with colleagues the points of good practice noted by the observer, and to follow up any suggestions for development?*

## PEER TEACHING EVALUATION FORM

**NOTE TO THE EVALUATOR: PLEASE REVIEW THE “PEER TEACHING EVALUATION PROTOCOL” WITH THE INSTRUCTOR PRIOR TO VISITING THE CLASS SESSION. PLEASE DO NOT COMPLETE AN ASSESSMENT IF YOU HAVE NOT BEEN ABLE TO ATTEND AN ENTIRE CLASS SESSION. THE COURSE SYLLABUS, TESTS, AND ANY OTHER RELEVANT COURSE MATERIALS SHOULD BE MADE AVAILABLE TO THE EVALUATOR PRIOR TO THE CLASS SESSION. THE COURSE SYLLABUS, TESTS, AND ANY OTHER RELEVANT COURSE MATERIALS SHOULD BE MADE AVAILABLE TO THE EVALUATOR PRIOR TO THE CLASS SESSION.**

**PEER EVALUATORS SHOULD OBSERVE THE ENTIRE CLASS SESSION, BUT ASK THE INSTRUCTOR TO RESERVE 20 MINUTES AT THE END OF CLASS TO CONDUCT THE EVALUATION. EVALUATORS SHOULD READ THE FOLLOWING STATEMENT TO THE STUDENTS:**

***“IN AN EFFORT TO ENSURE THAT STUDENTS RECEIVE THE HIGHEST QUALITY INSTRUCTION, THE FACULTY AND ADMINISTRATION CONDUCT PERIODIC EVALUATION OF ALL REGULAR FACULTY. GENERAL COMMENTS AND FEEDBACK FROM THIS SESSION WILL BE PROVIDED TO THE INSTRUCTOR, BUT THE IDENTITIES OF SPECIFIC STUDENTS WILL BE HELD IN STRICT CONFIDENCE. ALL WRITTEN COMMENTS WILL BE DESTROYED ONCE THE EVALUATOR HAS USED THEM TO MAKE HIS/HER REPORT STUDENTS WILL STILL HAVE AN OPPORTUNITY LATER IN THE SEMESTER TO PROVIDE INDIVIDUAL FEEDBACK WITH THE REGULAR ON-LINE EVALUATION PROCESS.”***

**PEER EVALUATORS WHO ARE CONDUCTING AN EVALUATION FOR PURPOSES OF A FORMAL REVIEW (ANNUAL REVIEW, 2<sup>ND</sup> YEAR REVIEW) SHOULD SUBMIT THEIR EVALUATION TO THE SUPERVISING DEPARTMENT CHAIR OR SCHOOL DEAN. EVALUATORS WHO ARE CONDUCTING AN EVALUATION FOR A UNIVERSITY REVIEW (PRE-TENURE REVIEW, TENURE REVIEW, PROMOTION, QUADRENNIAL REVIEW, ETC.) SHOULD SUBMIT THEIR PEER TEACHING EVALUATION FORM TO ACADEMIC AFFAIRS.**

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Instructor: \_\_\_\_\_ Course number and title: \_\_\_\_\_

Purpose of evaluation:	_____ Annual Review	_____ 1 <sup>st</sup> Year Review	_____ 2 <sup>nd</sup> Year Review
	_____ Pre-tenure Review	_____ Tenure application	_____ Quadrennial Review
	_____ Promotion application	_____ Post-tenure Review	

Date of Class: \_\_\_\_\_ Number of Students: \_\_\_\_\_

---

- I. Evaluation of support materials prepared outside of class (including syllabus, tests, and other course materials), including agreement with the catalog description, accuracy and

breadth of coverage of the field, suitability of text, readings, assignments, and student evaluation, and coverage of diversity issues. Comment wherever you feel qualified to evaluate.

II. Evaluation of classroom effectiveness. Comment on the following topics, citing specific examples where possible. One-word responses (outstanding, exceptional, etc.) are not particularly helpful.

1. Describe the nature of the class session being evaluated, including topics covered and teaching methods utilized. Evaluate the effectiveness of the instructor's use of different teaching methods, including use of technology to assist learning.
  
  
  
  
  
  
  
  
  
  
2. Describe the scholarship, preparation and organization of the instructor.
  
  
  
  
  
  
  
  
  
  
3. Describe the level of interest evidenced by the instructor in the course and in the students, and the nature of student response to the instructor and course subject matter.

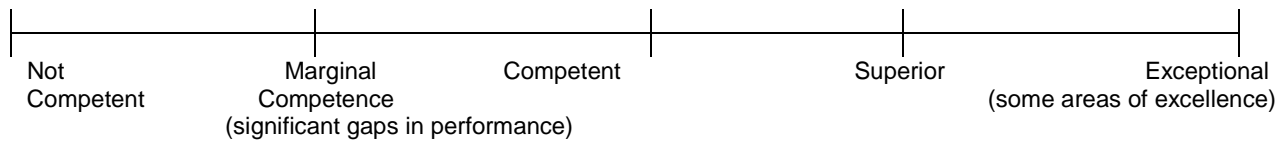
III. Student Evaluation: Notes to Peer Evaluator: Section III is to be provided to the candidate under review.. The goal of this process is to gather data on the *instructor's performance* (Item #2), item #1 may assist FPTC/FRC in understanding the context of the student comments.

1. Based on the feedback provided by students, describe the aspects of the *course* that appear to enhance or impede student learning.

2. Based on the feedback provided by students, describe the aspects of the *instructor's performance* that appear to enhance or impede student learning.

## IV. Summary Comments:

1. Areas of particular strength of the instructor.
2. Suggestions for improvement.
3. Overall Evaluation: Please give a summary rating of the teaching competency of this candidate. Please note that competent teachers would meet the teaching criteria for faculty retention outlined in Section 7.3.1. (See Handbook text below) Superior teachers perform at the level expected of a tenured faculty member or Associate Professor. Exceptional teachers are among the top 5% of all teachers at Whitworth University.

**7.3.1 STANDARDS FOR FACULTY RETENTION**

Indispensable competencies — The following activities are expected of all regular faculty who wish to be retained at Whitworth. The following standards do not by themselves constitute a sufficient basis for promotion or tenure and they presuppose congruence with the mission, professional conduct, and collegial character outlined in section 7.2.1.

**7.3.1.1 Teaching and Advising**—Faculty present material which is current, accurate, and appropriate to the course; demonstrate an ability to express themselves clearly and concisely; demonstrate an ability to cultivate student interest in the subject matter and a high degree of student effort and engagement; demonstrate an appreciation and respect for students and their individual needs and differences; reveal a capacity to listen to students and respond to students' viewpoints and needs; communicate an awareness of the discipline's relationship to the liberal arts and to a Christian worldview.

**7.3.1.2 Scholarship**—Faculty remain current in their field by means of an ongoing program of professional study and engagement with their respective profession; have depth of scholarship sufficient for their own area of specialization and breadth sufficient for understanding the full implications of a liberal arts education.

**7.3.1.3 Service**—Faculty promote the objectives and programs of Whitworth; work cooperatively as a member of their department; exercise responsibility in attending faculty meetings, assigned committees, and other service obligations.

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Print or Type Name of Evaluator

\_\_\_\_\_  
Department of Evaluator

\_\_\_\_\_  
Signature

For evaluator initial (select one):

\_\_\_\_\_ I would like to receive my stipend as salary at the end of the term.

\_\_\_\_\_ I would like to have my stipend deposited in my faculty development acunt.



## PREPARATION FOR PEER OBSERVATION

### How do you prepare yourself—and your colleagues—for a peer observation of your teaching for formative purposes?

*An effective process of peer observation includes the following components.*

1. **Preparation activities by sharing** of relevant course materials with the observer, at least 2-3 days before the observation: syllabus; lesson plan; planned future quiz or exam on relevant material, handouts, slides, etc.
  - Guiding Questions:
    - i. Syllabus: where are you currently in the schedule? How do the preceding activities lead into the observation day? How will the activities of the observation day prepare students for the rest of the semester?
    - ii. Lesson Plan: what are the learning outcomes for the session? What is the “warm-up” activity? What content is to be covered and what learning activities will the students experience? What time is assigned to each activity; how did you decide on that? How have you sequenced/scaffold the activities? How will you assess what the students are learning and understand? How will you prepare them for the next session?
    - iii. What instructional technology are you using and how does that help the students learn? How are you using Blackboard to help students engage with the materials outside of class?
    - iv. What observation tool(s) do you agree on using? Has the observer been trained on the tool(s)?
    - v. Will you use videotaping? See issues related to this approach in UTEP guide book.
    - vi. Can the observer interview the students at the end of class? If so, what questions should be asked and how? See focus group issues in UTEP guide book.
  
2. **A face-to-face “pre-observation” meeting** at least one day before the observation, between observer and observee. A meeting just before the class is less effective than an advance meeting.
  - **How should a pre-observation meeting be structured?** In the pre-observation meeting the instructor needs to be able to explain what will be happening in class and why. The observer needs to understand the instructor’s expectations for what will happen in class. The instructor also needs to tell the observer the kinds of things to focus on: delivery, classroom management, student response, etc.
  - To ensure useful observations by a peer, you will need to be able to communicate to your observer the answers to the following questions, so your peer’s observations will be relevant to the context of your own (and not his/her) teaching.
    1. What are the learning outcomes for the students in the lesson being observed? What changes do you want students to undergo? What skills, knowledge, and perspectives will they be developing?
    2. What will be the Observee’s role (his/her own function) in the process?
    3. What has the Observee chosen to do and how does this choice connect to the learning outcomes and the Observee’s role?
    4. What are the Observee’s expectations for what students will actually do, and for what will actually happen in the classroom?
    5. What is the Observee’s management plan for the class; what will the instructor/students do; when; with whom; why?
    6. How will the Observee know if you have been successful?
    7. What does the Observee want the Observer to specifically observe and look/listen for? What aspects are of significant interest?
    8. Will the Observer be introduced to the students? If not, why not; if so, how?
    9. Where will the Observer sit? What is the best vantage point for the purpose of the observation?

10. Can the Observer interact with the students if they are involved in independent group work?
2. **The observation**, with note-taking by observer.
  - These notes should resemble those of an anthropologist or ethnographer observing a distinct culture. The purpose of the notes is not to simply identify problems but to record accurately what happens in class, whether positive or negative. The observer should also write down analytical questions (“Why did you do that?” for example) that occur to him/her at particular moments in class, for discussion with the instructor afterward.
3. **Reflection by both parties.**
  - Both observer and observee need to schedule time to reflect—separately—after the observation based on the purpose of the observation and its objectives. The Observer needs to analyze his/her notes and identify the primary themes for discussion. The Observee needs to self-assess, and plan questions for the observer that could be used to help analyze the experience.
4. **Face-to-face Debriefing Meeting.**
  - A written assessment alone is inadequate in a formative evaluation. The point of this second meeting is to share perspectives on what happened, and to reach greater insight on why things occurred the way they did. The observee should state what he/she observed in the classroom experience from the instructor’s perspective; the observer should offer corroborations where appropriate or additional observations and analysis that help the observee more accurately assess the experience.
  - The Observer should refrain from making judgments, but focus on simply presenting observations in an objective manner (as much as possible) to engage the Observee in reflection and forward-looking planning of improvements.
  - The Observer should provide honest opinions when asked for them based on your reading of the literature, personal experience, understanding of the context and the students, and knowledge of the instructor and his/her position, skill level, etc..
5. **Written Assessment (optional).**
  - Depending on how the Observee wishes to use the assessment, a write-up is a possible final step in the process. An Observee *might* want to document a peer observation as part of a teaching portfolio. However, whether or not to use a formative peer observation in a summative assessment has to be the free decision of the Observee.
  - A record of the observation can be important in telling the “story” in the future for third year review, tenure/promotion review, award application, grant application.

**What should you do if you are invited to observe a colleague’s teaching for formative purposes?**

1. Well in advance of the observation, request relevant course materials from the observee. Review them before the pre-class observation. These materials are most likely to be the course syllabus, a lesson plan for the targeted class meeting, copies of exercises and assignments to be used in this particular class meeting, and some sample quiz or exam questions that will be used to test students on this part of the course.
2. Insist on meeting face-to-face with the colleague before the event to be observed.
3. Discuss and make sure you understand your colleague’s values and self-image as a teacher.
4. Ask for an explanation of what your colleague will be doing, and why.
5. Ask your colleague to predict what should happen in class.
6. Ask your colleague to explain what his/her measurement of success will be for what happens in the observed class meeting. (How will you both know if he/she has been successful?)

7. Ask your colleague to indicate special issues or concerns that he/she wants you to pay attention to during the observation.
8. Insist on meeting with the observee after the visit.