Faculty Peer Evaluation of ONLINE Teaching
GUIDELINES

Assumptions

" Peer evaluation of teaching should provide consultative feedback that contributes to continuous improvement of teaching, as well as to the tenure review process.

" Faculty pairs should not evaluate each other within the same year.

" Teaching is evaluated through "snapshots" of class sessions, to be combined with other data.

" Discussions and evaluations during peer evaluations of teaching will be guided by Section I of SNL's Guidelines for Promotion and Tenure, the Qualities of Assessment at SNL (clarity, integrity, flexibility and empathy), and, the questions included this document.

Roles

" It is anticipated that participating faculty will, at a minimum, serve as a peer evaluator to one colleague each year. This work will be overseen by SNL's Personnel Committee.

" Faculty will negotiate with their peer evaluator the quarter in which their teaching is reviewed.

Tasks and Responsibilities

" The peer evaluator will contact the teaching faculty member who is being observed in order to arrange one or more observations of teaching and to obtain access to the online course, and, to arrange receipt of documents (e.g., syllabus, handouts, graded assignments) from the course or the teacher that will assist in preparation for the class observation(s).

" The peer evaluator will fully familiarize them self with the documents provided as preparation for the observation(s) and for use in preparing their report.

" The peer evaluator can request an additional discussions with the teaching faculty prior to the observations(s), if deemed necessary.

" The peer evaluator will visit all elements of the online course where the teaching faculty interacts with students, including discussion areas, any group areas, and review assignment feedback.

" Subsequent to the observation(s), the peer evaluator will discuss with the teaching faculty the progress of their course and any particular problems or incidents that were observed and/or reported. Feedback of a consultative nature will be provided to the teaching faculty during this meeting and information will be shared by the peer evaluator about the report that will be written.

" The peer evaluator will complete their Report (see attached) and submit it to the teaching faculty member, and, the Personnel Committee (via the chair).

" The teaching faculty may choose to submit a copy of the peer evaluator's report to the Dean for their annual review.

" The teaching faculty may choose to submit a copy of the peer evaluator's report to the Teaching, Learning, and Assessment Committee as part of course review.

Faculty Peer Evaluation of ONLINE Teaching
REPORT

Instructor   Date(s) of Observation(s)

Course designer (if not the instructor)

Course Title

Competencies Offered

# of Students Enrolled   # of Students Participating

Faculty Observer

Session(s) Observed
(please indicate the week number
in which observations took place)

TO BE COMPLETED BY THE TEACHING FACULTY
Specify areas of teaching in which particular feedback is desired; give explanatory notes about the course or instruction for which the peer evaluator should take into consideration (attach additional page if necessary):

TO BE COMPLETED BY THE PEER EVALUATOR

The Peer Evaluation of Teaching report should take the form of a narrative that emphasizes the areas detailed below. As often as possible, specific examples should be supplied to support conclusions drawn.

1. **Teaching/Learning**

   Please indicate whether the instructor has designed the class being observed (this may not be the case for online courses). If the instructor was not the course designer, please describe any issues that arise from this bifurcation and be careful to account for this distinction in providing feedback in this report.

   Please comment on the management/administration of the course expectations, activities and requirements. For example, was the course well organized to help students learn? Did the instructor clearly indicate assignments and expectations? Is work paced effectively to promote learning?

   Does the instructor make effective use of the course's pedagogical method(s)?

   Does the instructor enhance learning through appropriate use of technology?

   Is the instructor able to make material understandable through clarity of presentation, illustration, and example?

   Does it appear that students are meeting the instructor's learning expectations? How is mastery of content promoted?

   Please comment on the quality and rigor of the assessments provided to students, including whether the instructor gives feedback as part of the ongoing dynamic of the course.

   For Course Authors:

   What teaching methods are drawn on to promote learning? Do these effectively promote students' engagement with material, experience, and the development of competency?

   Is the material in the course clearly presented and organized? Are there appropriate examples and illustrations?

   Do the readings and assignments contribute to students' learning?

2. **Knowledge of subject matter**

   Does the instructor's way of addressing the material reflect knowledge of the subject matter?

   Does the instructor present the subject matter clearly, consistently and coherently?

   For Course Authors:

   Is the subject matter presented with clarity, consistency and coherence in all elements of the course, including the syllabus, assignments and discussion? Please comment on the quality and rigor of the material in the course.

3. **Development of competency(s)/liberal learning skills**

   What implicit and explicit references are made to the competency(s) and/or liberal learning skills?

   Are the criteria clear for assessing whether students have demonstrated competency?

   <u>For Course Authors:</u>

   Does the subject matter support and relate to the development of competency(s) and/or liberal learning skills?

   How is mastery of competency promoted?

4. **Communication**

   <u>Interactions</u>

   What types of interaction take place (student/student; student/instructor) and how do these further learning objectives and instructional designs? Is a learning community established for the course? What indicators of social cohesiveness have you observed?

   Does the instructor establish a social presence?

   Does the instructor appear to be sufficiently accessible to students?

   Is the instructor considerate, respectful and courteous to students? What other affective measures contribute to, or interfere with, student learning?

   Does the instructor maintain student engagement? How is this done?

   Does the instructor communicate ideas and information clearly and effectively?

   Is feedback provided to students that is developmental, precise and actionable?

   Do the instructor's assessments/evaluations of students seem to be fair?

   Does the instructor solicit feedback on their work as an ongoing part of the course?

   <u>Mediums of communication</u>

   What communications mediums does the instructor utilize to promote learning (e.g., guest presenters, movies, field trips, e---mail, conference calls, private meetings, web boards)? Do these facilitate communication and learning? Are these sufficient and effective?

   How adept is the instructor in using this means of communication? If there are difficulties and/or special strengths, please elaborate.

5. **Enthusiasm**

   Does the instructor demonstrate enthusiasm for the subject? For the student(s)? For the process of instruction? Of learning? Of feedback? Of competency development?

6. **Other Comments/Observations**

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