

## Appendix A: Example Departmental Protocol for the Peer Review of Teaching

### Peer Review of Teaching Process

Department:

Date last revised:

### Purpose of Peer Reviews of Teaching

The purpose of a peer review of teaching is twofold, as a summative evaluation of faculty teaching effectiveness that may be used to make personnel decisions. The other purpose is as a tool for enhancing teaching effectiveness.

### Responsibility for Reviews

Each faculty member due to have a peer review will be assigned a peer reviewer by the faculty member's department head/chair. Once assigned it is the responsibility of the reviewee to ensure the review is completed in a timely manner.

### Assignment of Reviewer

The department chair of the faculty member under review will (in consultation with the faculty member) assign the peer reviewer. The goal is to assign a reviewer with some familiarity with teaching practices common to the discipline, an understanding of appropriate pedagogy, and that the reviewee feels comfortable discussing their course, strategies and areas for improvement. A peer reviewer may be from inside or outside the reviewee's department and may be of any rank as approved by the department head/chair.

### Protocol for the Peer Review

The order of events for the peer review is:

1. Reviewer assigned
2. Pre-review meeting of reviewer and reviewee
3. Review of teaching and teaching materials
4. Write up of peer review report
5. Post-meeting of reviewer and reviewee
6. Submission of peer review report to department head

A template for a departmental peer review of teaching protocol can be found in Appendix A.

## **Pre-Review Meeting of Reviewer and Reviewee**

This meeting allows the reviewer to familiarize themselves with the teaching under review. This includes which course or courses will be reviewed and establishing dates for observation of face-to-face or synchronous online class meetings. Reviewers will also want to obtain other materials for review at this meeting including a copy of the syllabus and any other documents pertinent to evaluating the teaching. This meeting also allows the reviewee to gain an understanding of what the reviewer will be considering as part of their evaluation. Both parties should use this time to answer any questions about the process and to schedule a time for review of any synchronous class meetings, either virtual or face-to-face. An example of a pre-review form to be filled out by the reviewee and given to the reviewer can be found in Appendix B.

## **Review of Teaching and Teaching Materials**

The actual review of teaching and learning materials will take several steps. If there is a synchronous component (either in-person or virtual), arrangements will need to be made to observe the teaching. Reviewers are also expected to review any web-based, asynchronous components to the class, such as a Moodle or other web space. The template in Appendix C (and corresponding form in Appendix D) are designed for use with both synchronous and asynchronous classes and both online and courses at a distance. Finally, any pertinent extant materials pertaining to the teaching should be reviewed. At a minimum, this should include the course syllabus.

## **Post-observation of Reviewer and Reviewee**

The purpose of the post review meeting is to make sure that the information in the observation and review is accurate. This usually occurs 7-10 days after the observation. The hope is that both reviewer and reviewee have had time to reflect on the observation. The reviewer should give feedback but also invite reflections from the reviewee. Before wrapping up the meeting the reviewer and reviewee should engage in discussion about next steps or areas of improvement.

## **Write up of Peer Review Report**

Once all the observations and reviews have occurred, it's time to put the findings into a report for the reviewee and department head. The goal of the report is to present the findings of the comprehensive peer review. The template takes a holistic approach to the review and suggests questions that can be answered to accomplish this. The report template focuses on specific actions that can be taken to improve teaching.

Templates for all parts of the peer review process can be found in the appendices of this document.