

Department of Animal and Rangeland Sciences Guidelines for Peer Evaluation of Teaching

Introduction

Peer evaluation of teaching reviews should be positive, constructive, evaluative, and reflective experiences for the teaching faculty member and should be conducted fairly and with a spirit of collegiality. The goals of peer evaluation of teaching are to: 1) assist in the improvement of teaching; 2) foster faculty collaboration for the purpose of assessing teaching; and 3) at times provide an assessment used in evaluation for promotion and tenure. Peer evaluations should be based on a review of course syllabi, texts, assigned reading, examinations, class materials, and other assessments such as attendance at lectures as appropriate for the field and subject area. As such, peer evaluations should include both a review of teaching materials and a classroom visit. Elements that should be included in each evaluation are listed below.

Review of Teaching Materials

Content

- Is it up-to-date?
- Is the treatment balanced and fair?
- If appropriate, are conflicting views presented?
- Are the breadth and depth of coverage appropriate for the intended audience?
- Has the educator mastered the subject matter?
- Is the coverage responsive to the needs of the audience? It is relevant to the discipline?

Objectives

- Are the objectives clearly communicated to the audience?
- Are objectives consistent with overall curricular objectives?
- Does instruction incorporate the appropriate themes and skills?
- Where appropriate, are in-class and out-of-class work appropriately balanced?
- Does the educator encourage participants to think for themselves?
- Do objectives support curricular objectives at the departmental level?

Assessment

- Are assessment tools suitable to content and objectives?
- Are assessment tools representative of content?
- Are assessment tools clearly written and fairly graded?
- Are assessment standards made clear to the participants?

Organization

- Is the syllabus/program outline current and relevant to the objectives?
- Are audience expectations clear?
- If appropriate, are due dates clearly defined?
- Are the lecture, laboratory, or other assignments/activities integrated? Should they be? Is the time devoted to each topic appropriate?
- Have online courses been reviewed by Ecampus for “Best Practices” or Quality Matters (QM)?

Assignments/Activities

- Do assignments/activities supplement lectures, discussions, labs, and field work? Do assignments/activities reflect and support objectives?
- Are they challenging and appropriate for the level of the

audience?

- Is adequate time given to complete the assignments/activities? Is it consistent with expected quality?

Review of Classroom Teaching

Structure and Goals

- Are the educator’s presentations well-planned and organized?
- Are the various instructional elements (lecture, course management software material, handouts) effectively integrated? Is the instructional time used efficiently?
- Is the material presented clearly and effectively?

Teaching Behaviors

- Is the oral delivery appropriately paced?
- Is the language used understandable to students?

Educator-Student Rapport

- Does the educator demonstrate fair and equitable concern for all students? Do the students seem receptive to the educator’s ideas?
- Is the educator sensitive to response of the audience? Are student questions answered clearly and simply?
- Does the educator provide opportunities and encourage student questions? Does the educator accept student ideas and comments?
- How would you describe the educator-student relationship?

Subject Matter and Instruction

- Does the educator demonstrate adequate knowledge of the subject? Are the transitions between topics effective?
- Is the instructional material presented in a lively and interesting style? Are the students generally attentive?
- Does the educator demonstrate enthusiasm for the subject and for teaching? Does the educator include material relevant to existing student interest?

Specific to Online courses:

- Is lecture material presented in a clear and engaging manner? Does the educator participate in online discussions?
- Is there an opportunity for students to have “live” discussions and/or interactions with the educator? Are students given an opportunity for anonymous course feedback?
- Does the educator respond to posted questions in a timely manner?