

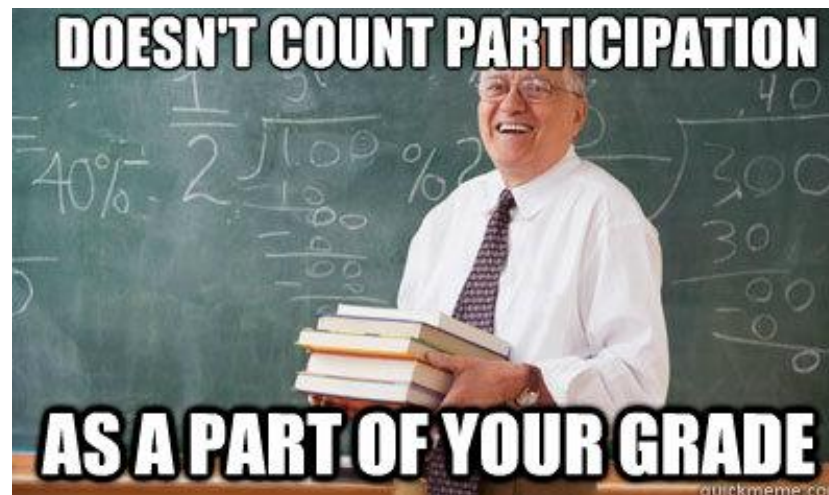
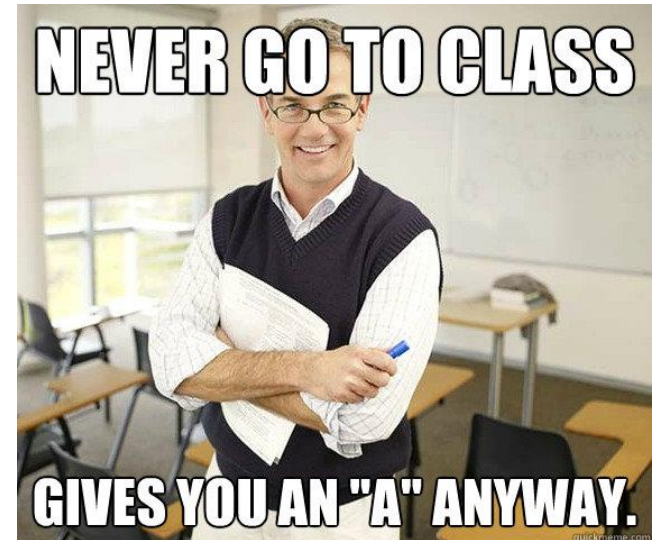


# **Effective Teaching on My Mind: How Do Peer Evaluations Contribute to the Assessment of Faculty Teaching?**

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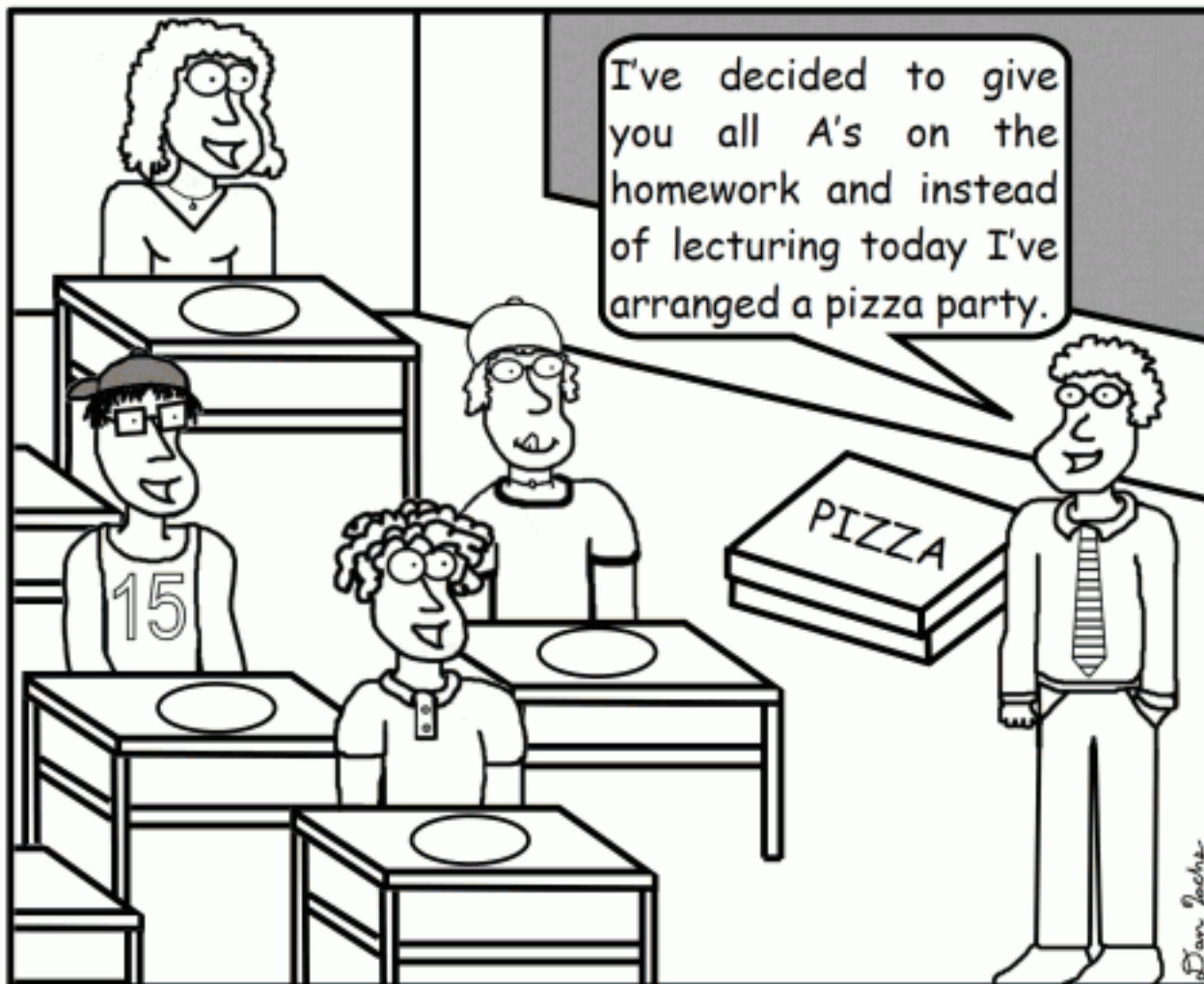
# What constitutes a GOOD teacher?



# How Do We Document Effective Teaching?

- Student evaluations
- Peer evaluations

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"Instructor evaluation day!"



## Student Evaluations...a mixed bag

- Construct validity
- Biasing variables
  - Grading leniency
  - Prior subject interest
  - Course workload
  - Gender
  - Physical attractiveness
  - Nonverbal communication
- Low response rates

# What is the value and process of peer evaluation?

- Examination of the peer evaluation process within CALS.
- Examination of the peer evaluation process across the university.
- Examination of the peer evaluation process at other institutions.

# Our Approach

- Review of the requirements for peer evaluations in the P&T process at peer institutions.

Institution Name	Land Grant	Carnegie Class	Carnegie Engaged University	Medical School (MD/DO)	Hospital	DVM	Total
Colorado State University	Y	VHRU	Y	N	N	Y	28,902
Georgia Institute of Technology	N	VHRU	N	N	N	N	20,291
Iowa State University	Y	VHRU	Y	N	N	Y	27,945
Michigan State University	Y	VHRU	Y	Y	N	Y	47,071
<b>North Carolina State University</b>	<b>Y</b>	<b>VHRU</b>	<b>Y</b>	<b>N</b>	<b>N</b>	<b>Y</b>	<b>33,819</b>
Ohio State University	Y	VHRU	Y	Y	Y	Y	55,014
Pennsylvania State University	Y	VHRU	Y	Y	Y	N	45,185
Purdue University	Y	VHRU	Y	N	N	Y	41,052
Rutgers University-New Brunswick	Y	VHRU	Y	N	N	N	37,366
Texas A & M University	Y	VHRU	N	Y	N	Y	48,702
University of Arizona	Y	VHRU	N	Y	N	N	38,767
University of California-Davis	Y	VHRU	N	Y	Y	Y	31,247
University of Florida	Y	VHRU	N	Y	N	Y	50,691
University of Illinois at Urbana-Champaign	Y	VHRU	Y	N	N	Y	43,881
University of Maryland-College Park	Y	VHRU	N	N	N	Y	37,195
University of Wisconsin-Madison	Y	VHRU	Y	Y	N	Y	41,654
Virginia Polytechnic and State University	Y	VHRU	Y	N	N	Y	30,870

# What did we find?





## Institution A

- Based on “substantial” observation.
- Provide documentation on number of times reviewed, number of reviewers, and identified criteria.
- One or two visits for each teaching year in the probationary period, preferably one visit a semester.

*Note: This form is provided as an example, and is not intended to be prescriptive. Departments may use a different format to conduct peer evaluation of teaching.*

### PEER EVALUATION OF TEACHING

Name of Instructor	
Date	
Course number and name	
Name of evaluator	

1. Please write a brief non-evaluative description of the class you visited.
  - a. Was it a large lecture, a small class, or a discussion?
  - b. What methods were used to present the material (e.g., lecture? slides? dialogue between instructor and students?)
  - c. How was the time apportioned?
2. Please write an evaluation of this class session. Your evaluation should include responses to the following questions:
  - a. How well was the material organized?
  - b. How clearly was it presented?
  - c. Did the instructor encourage critical thinking?
  - d. Was time well utilized?
  - e. Did the instructor communicate enthusiasm and interest in the subject?
  - f. If discussion took place, how well did the instructor moderate it?
  - g. How did the instructor respond to students' questions and comments?
  - h. Were faculty-student interactions lively and interesting?
  - i. Did the instructor have a thorough knowledge of the material?
  - j. Was the material presented up-to-date?
3. Please write an evaluation of the syllabus and any other written material (e.g., exams) that you considered. Your evaluation should include responses to the following questions:
  - a. Does the syllabus set out clear learning objectives for the course?
  - b. Is the syllabus ~~well-organized~~ and well-conceptualized?
  - c. Does the syllabus make clear the basis for grading?
  - d. Is the instructor covering the major areas that should be covered in this course?
4. Please provide constructive criticism that the instructor can use to improve the course. Issues to consider include:
  - a. ~~delivery~~ methods
  - b. ~~student~~ interactions
  - c. ~~types~~ of material presented and distributed
  - d. ~~grading~~ and evaluation methods



## **Institution B**

- Provide two letters or reports from departmental or college peer reviewers regarding the candidate's teaching and advising effectiveness.



## **Institution C**

- Systematic peer review of teaching based on classroom visits. Should include evaluation of course syllabi, examinations, and other instructional materials, discussions of curriculum development, introduction of innovative uses of technology, special contributions to the teaching mission, and teaching awards received by candidate.
- Responsibility of the Chair to assign peer reviewers.
- Recommended that peer evaluations are conducted at least once annually.

\*\*Evaluations done only in the months preceding review tend not to be given much credence by higher levels.



## **Institution C**

- Included extensive guidelines/recommendations for peer evaluation in their APT manual.
  - Best when performed early in the instructor's contract period.
  - Having the process of peer evaluation become part of the culture of the unit is important.
  - Best performed using repeated interactions and should include more than classroom attendance and observation/evaluation.
  - Evaluation rubrics are recommended.
  - The instructor is best served through review by 2 – 3 evaluators.



## **Institution D**

- Include a review of course documents, including instructional materials such as syllabi, bibliographies, textbooks, test questions, grading policies and procedures. Please provide the name of the person who developed the evaluation.
- Information on the number of students dropping the course and reasons for doing so (if known), is often useful.
- Departments are encouraged to report results of other effective means, such as observation by peers, for evaluating instructional performance.



## **Institution E**

- Summary of reports on classroom visitations or other observations on letterhead, dates, and signed by reviewers.
- [Peer Review of Teaching Protocol](#)



## **Institution F**

- Process by which an individual's peers can evaluate a full range of teaching activities. Most usually it involves class visitation.
- Can include development of materials, advising, research collaboration, and graduate student mentoring.
- Specific means and methods should be adopted by each unit to address its own unique standards and practices.

## **Institution G**

- Include any letters or reports generated as part of peer evaluation.

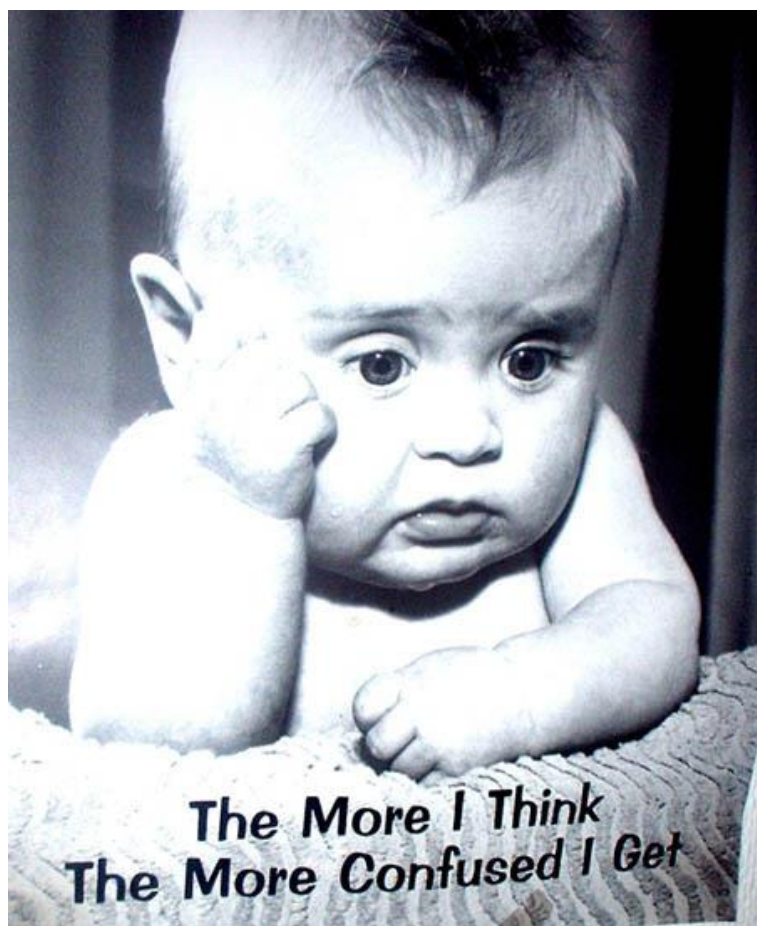




## **Institution H**

- A summary of peer evaluations of teaching.
- [Evaluation of Teaching policies](#)
- [Guide on Peer Review of Teaching](#)

## So, Where Does This Leave Us?



- How does the process of peer evaluation become part of the culture?
- Who is in charge?
- What is the best approach?
- What should be documented?
- How often should peer evaluation take place?





# Future Efforts

- Continue examining the process of peer evaluation across departments, the university, and other institutions.
- Collection of peer review forms.
- Consideration of the peer evaluation of distance education courses.

I would love to talk with you about peer evaluation  
at your institutions!

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