

## Peer Evaluation for Tenure and Promotion

## Desktop Review and Classroom Observation Templates

**Purpose**:

The purpose of Peer Evaluation is to provide evidence of faculty distinction in teaching and learning for Division and University Review Committees (DRCs and URC) reviewing applications for tenure and promotion at the University of the Fraser Valley.

Peer Evaluations provide insight into an instructor's teaching philosophy, expectations, and methods. They include a written assessment of a Candidate’s teaching by a Tenured Faculty member in their division or discipline using an approved evaluation form, which includes both a desktop review of materials used in the course and at least one in-class teaching observation on a date selected by the Candidate.

This document provides templates for both the desktop review and classroom observation components (including face to face and remote learning environments) of the peer evaluation process. Where there is no synchronous teaching or learning activity in a class, the in-class teaching observation will consist of review of learning materials and activities for one unit or module, as selected by the Candidate.

**Tenure-track faculty applying for tenure and promotion to Associate Professor** are required to have completed two (2) peer evaluations of two (2) different courses or modules in one (1) year for each year in the period between the end of the initial probationary period and the application for tenure.

**Associate Professors applying for promotion to Professor** are required to have completed peer evaluations of two (2) different courses or modules in one (1) year in two (2) of the three (3) years preceding application for promotion.

For semester-based programs, the peer evaluations will occur in two (2) different semesters. In programs where a desktop review is not practical (e.g., clinical teaching), an in-class teaching observation will suffice.

## Responsibilities:

The choice of a peer reviewer for any particular course is up to the faculty member. Normally, peer reviewers will be Tenured Faculty in the applicant’s own Division or discipline, but they may be chosen from a cognate discipline at UFV, from a similar or cognate discipline at another university, or, in exceptional cases, professionals with expertise in evaluating post-secondary teaching in the applicant’s discipline. It is the applicant’s responsibility to justify in their Dossier how or why the reviewer has the experience and qualifications to provide an objective, fair and transparent assessment of the course being reviewed.

Applicants should make available to the peer reviewer all documentation (e.g. syllabi, handouts, assignments, tests and exams or any other supporting material) related to the course under review. Materials that can be used in Peer Evaluations include, but are not limited to materials that:

* communicate course policy and practices (e.g. syllabi, rules for discussion, teaching evaluation instruments, etc.);
* communicate content (e.g. course-packs, bibliographies, handouts, multimedia, etc.);
* serve as assignments and assess student performance (e.g. tests, exams, directions for classroom exercises, etc.); and/or
* provide instructor feedback on student work (graded papers, field journals or reports, etc.).

Peer reviewers should ensure that in addition to the materials provided by the faculty member, they have access to any contextual information (e.g. as may be provided by the department, official calendar copy, typical student demographic, etc.) that could have a material bearing on the assessment.

## Procedures:

### Desktop Review

Prior to the start of the course, the instructor and the peer reviewer should meet to discuss the general background, parameters and goals of the course under review. Peer reviewers should ensure that they have access to all the documentation required for an objective, fair and transparent assessment of the course. Complete the desktop review on the template provided.

### Classroom Observation

### *In-class*

Before the classroom visit, the instructor will indicate to the peer reviewer:

* where in the course syllabus this particular class fits;
* the topic and context of the class;
* the instructional methods to be used;
* the expected learning outcomes of the class; and
* comments on the general nature and characteristics of the class.

On or before the day of the classroom observation, the instructor will inform the class that a peer reviewer is/will be present. The peer reviewer will arrive before the class (or equivalent) begins and remain for as long as is necessary to complete their observation. Complete the classroom observation of teaching on the template provided.

***Remote Learning Environments***

Following the desktop review, the instructor contacts the Dean’s Assistant to have a Peer Evaluation set for their course. After the Peer Evaluation is set, the instructor will indicate to the peer reviewer the dates they will have access to the course: including course materials, student discussion boards and participation, etc.

The peer reviewer then requests access to the course by contacting the Teaching and Learning Centre, which provides the peer reviewer with “Observer” status in the live course. “Observer” status grants the peer reviewer with access to the course materials provided by the faculty member for one week.No access will be granted to email and student gradebook for the course.

To ensure the peer reviewer only visits the course material and specified content for the allotted time period – rather than reviewing the online course in its entirety and outside of the particular week designated by the instructor – the Teaching and Learning Centre tracks the reviewer’s movements in the course.

### Submission of Peer Evaluation:

On completion of both the desktop review and classroom observation components, the observer and the Candidate will meet to discuss the results of the observation and desktop review, and the Candidate will be provided with the opportunity to respond in writing to the peer evaluator’s report within one week of the meeting. The Candidate’s response, if any, will be appended to the peer evaluator’s report for inclusion in their Tenure and Promotion File (TPF).

# Desktop Review

Peer reviewers will use this template for the desktop review of course instructional materials

|  |
| --- |
| Faculty Member (Candidate): |
| Course: |
| Peer Reviewer: | Date of Review: |

**Instructions:** Rate the course in each of the categories and comment, as required, in the space under each heading.

|  |  |
| --- | --- |
| **5** | **Exceeds Level of Expected Qualities** |
| **4** | **Meets Level on All Qualities** |
| **3** | **Meets Level on Most Qualities** |
| **2** | **Meets Level on Some Qualities** |
| **1** | **Meets No or Few Expected Qualities** |
| **N/A** | **Not Applicable** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Syllabus** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Has comprehensive summary description of course | 5 | 4 | 3 | 2 | 1 | N/A |
| Learning outcomes are clearly stated | 5 | 4 | 3 | 2 | 1 | N/A |
| Consistent with official course outline | 5 | 4 | 3 | 2 | 1 | N/A |
| Contents consistent with departmental guidelines | 5 | 5 | 3 | 2 | 1 | N/A |
| Reflects current state of the discipline | 5 | 4 | 3 | 2 | 1 | N/A |
| Uses readings that reflect current scholarship in discipline | 5 | 4 | 3 | 2 | 1 | N/A |
| Assignment load, including readings, is appropriate | 5 | 4 | 3 | 2 | 1 | N/A |
| Prepares students for courses that require this course as a prerequisite | 5 | 4 | 3 | 2 | 1 | N/A |
| Communicates helpful positive attitude | 5 | 4 | 3 | 2 | 1 | N/A |
| Adequately conveys challenge of course | 5 | 4 | 3 | 2 | 1 | N/A |
| Formatting attractive and accessible | 5 | 4 | 3 | 2 | 1 | N/A |
| Grammatically correct | 5 | 4 | 3 | 2 | 1 | N/A |
| Indicates relevant policies on academic misconduct, penalties for late work, making up missed classes, special needs, use of electronic devices, etc. | 5 | 4 | 3 | 2 | 1 | N/A |
| Grading policy is fair and consistent with university and departmental guidelines | 5 | 4 | 3 | 2 | 1 | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Calendar and dues dates clearly laid out | 5 | 4 | 3 | 2 | 1 | N/A |
| Calendar is realistic and assignment due dates spaced appropriately | 5 | 4 | 3 | 2 | 1 | N/A |
| Assignments and class topics demonstrate focus on active student engagement | 5 | 4 | 3 | 2 | 1 | N/A |
| Indicates that students receive timely feedback | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Handouts** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Supplement course content | 5 | 4 | 3 | 2 | 1 | N/A |
| Contain accurate contents | 5 | 4 | 3 | 2 | 1 | N/A |
| Pitched at appropriate level | 5 | 4 | 3 | 2 | 1 | N/A |
| Have adequate levels of detail | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Assignments and Exercises** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Supplement course content | 5 | 4 | 3 | 2 | 1 | N/A |
| Provide clear direction | 5 | 4 | 3 | 2 | 1 | N/A |
| Allow for meaningful learning experiences | 5 | 4 | 3 | 2 | 1 | N/A |
| Pitched at appropriate level of challenge | 5 | 4 | 3 | 2 | 1 | N/A |
| Outline methods of assessment | 5 | 4 | 3 | 2 | 1 | N/A |
| Demonstrate instructor creativity | 5 | 4 | 3 | 2 | 1 | N/A |
| Promote student engagement | 5 | 4 | 3 | 2 | 1 | N/A |
| Provide adequate time and resources for completion | 5 | 4 | 3 | 2 | 1 | N/A |
| Demonstrate evidence of proofreading | 5 | 4 | 3 | 2 | 1 | N/A |

***Comments:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Tests or Exams** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Demonstrate clarity of direction | 5 | 4 | 3 | 2 | 1 | N/A |
| Demonstrate clarity of content | 5 | 4 | 3 | 2 | 1 | N/A |
| Content is well organized | 5 | 4 | 3 | 2 | 1 | N/A |
| Content topically reflective of the syllabus | 5 | 4 | 3 | 2 | 1 | N/A |
| Content matched to learning outcomes | 5 | 4 | 3 | 2 | 1 | N/A |
| Well laid-out, legible and clear | 5 | 4 | 3 | 2 | 1 | N/A |
| Demonstrate evidence of proofreading | 5 | 4 | 3 | 2 | 1 | N/A |
| Appropriately timed for successful completion | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Instructor Feedback and Comments on Student Work** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Feedback is clear | 5 | 4 | 3 | 2 | 1 | N/A |
| Feedback is legible | 5 | 4 | 3 | 2 | 1 | N/A |
| Feedback is supportive of student efforts | 5 | 4 | 3 | 2 | 1 | N/A |
| Feedback is appropriate to assignment | 5 | 4 | 3 | 2 | 1 | N/A |
| Constructive suggestions are provided | 5 | 4 | 3 | 2 | 1 | N/A |
| Commentary is consistent | 5 | 4 | 3 | 2 | 1 | N/A |
| Comment is motivational | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |  |
| --- | --- |
| **OVERALL RATING** | **5 4 3 2 1 N/A** |
| ***Comments:*** |

Peer reviewer's signature:

Peer reviewer’s name (printed)

Date submitted

# Classroom Observation

Peer reviewers will use this template for the in-class teaching observation

|  |
| --- |
| Faculty Member (Candidate): |
| Course: |
| Number of Students Registered: |
| Number of Students Present: |
| Classroom (or equivalent): |
| Peer Reviewer: | Date of Observation: |

**Instructions:** Rate the faculty member in each of the categories and comment in the space under each heading.

Indicate in the last two sections the instructor’s strengths, areas for improvement, and recommendations for improvement.

|  |  |
| --- | --- |
| **5** | **Excellent** |
| **4** | **Very Good** |
| **3** | **Good** |
| **2** | **Fair** |
| **1** | **Poor** |
| **N/A** | **Not Applicable** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge of Subject** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Demonstrates command of subject matter | 5 | 4 | 3 | 2 | 1 | N/A |
| Demonstrates ability to convey relevance of subject matter | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |
| --- |
| **Instructional/Communication Skills** |
| ***Presentation:*** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Explains ideas clearly | 5 | 4 | 3 | 2 | 1 | N/A |
| Shows enthusiasm | 5 | 4 | 3 | 2 | 1 | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Presentation is appropriate level for students | 5 | 4 | 3 | 2 | 1 | N/A |
| Language is appropriate level for students | 5 | 4 | 3 | 2 | 1 | N/A |
| Voice is clear, audible and not monotone | 5 | 4 | 3 | 2 | 1 | N/A |
| Eye contact and effective physical gesture | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |
| ***Use of Media:*** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Whiteboard material clear and easy to read | 5 | 4 | 3 | 2 | 1 | N/A |
| Whiteboard material well organized | 5 | 4 | 3 | 2 | 1 | N/A |
| Technology/media used is appropriate | 5 | 4 | 3 | 2 | 1 | N/A |
| Technology/media is used effectively | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Question Answering** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Responds appropriately to student questions and comments | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |
| --- |
| **Learning Environment:** |
| ***Organization and Management:*** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Defines learning outcomes/presents overview for the class | 5 | 4 | 3 | 2 | 1 | N/A |
| Effectively organizes learning situations to meet the learning outcomes of the class | 5 | 4 | 3 | 2 | 1 | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Uses class time effectively/pacing is appropriate | 55 | 44 | 33 | 22 | 11 | N/AN/A |
| Creates an inclusive environment |
| ***Comments:*** |
| ***Student Responsiveness:*** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Uses instructional methods encouraging student participation in the learning | 5 | 4 | 3 | 2 | 1 | N/A |
| process |  |  |  |  |  |  |
| Encourages critical thinking and analysis | 5 | 4 | 3 | 2 | 1 | N/A |
| Provides opportunities for students to contribute to their learning experience | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |  |
| --- | --- |
| **OVERALL RATING** | **5 4 3 2 1 N/A** |
| ***Comments:*** |

# Classroom Observation

Peer reviewers will use this template for teaching observations in remote learning environments

|  |
| --- |
| Faculty Member (Candidate): |
| Course: |
| Number of Students Registered: |
| Number of Students Present: |
| Learning Environment: |
| Peer Reviewer: | Week of Observation: |

**Instructions:** Rate the faculty member in each of the categories and comment in the space under each heading.

Indicate in the last two sections the instructor’s strengths, areas for improvement, and recommendations for improvement.

|  |  |
| --- | --- |
| **5** | **Excellent** |
| **4** | **Very Good** |
| **3** | **Good** |
| **2** | **Fair** |
| **1** | **Poor** |
| **N/A** | **Not Applicable** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge of Subject** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Demonstrates command of subject matter | 5 | 4 | 3 | 2 | 1 | N/A |
| Demonstrates ability to convey relevance of subject matter | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |
| --- |
| **Instructional/Communication Skills** |
| ***Presentation:*** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Explains ideas clearly | 5 | 4 | 3 | 2 | 1 | N/A |
| Shows enthusiasm and stimulates interest in course material | 5 | 4 | 3 | 2 | 1 | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Presentation is appropriate level for students | 5 | 4 | 3 | 2 | 1 | N/A |
| Language is appropriate level for students | 5 | 4 | 3 | 2 | 1 | N/A |
| Voice is clear, audible and not monotone | 5 | 4 | 3 | 2 | 1 | N/A |
| Eye contact and effective physical gesture | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |
| ***Use of Technology*** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Online material is clear and easy to read | 5 | 4 | 3 | 2 | 1 | N/A |
| Objectives and expectations of the course are clear in learning environment | 5 | 4 | 3 | 2 | 1 | N/A |
| Technology/media used is appropriate | 5 | 4 | 3 | 2 | 1 | N/A |
| Technology/media is used effectively | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Question Answering** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Responds appropriately to student questions and comments | 5 | 4 | 3 | 2 | 1 | N/A |
|  Accessible online for help and consultation |  |  |  |  |  |  |
|  Approachable to discuss course related matters in learning environment |  |  |  |  |  |  |
| ***Comments:*** |

|  |
| --- |
| **Learning Environment:** |
| ***Organization and Management:*** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Defines learning outcomes/presents overview for the class | 5 | 4 | 3 | 2 | 1 | N/A |
| Effectively organizes learning situations to meet learning outcomes of class | 5 | 4 | 3 | 2 | 1 | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  Uses class time effectively/pacing is appropriate | 55 | 44 | 33 | 22 | 11 | N/AN/A |
| Creates an inclusive atmosphere within the learning environment |
| ***Comments:*** |
| ***Student Responsiveness:*** | **5** | **4** | **3** | **2** | **1** | **N/A** |
| Uses instructional methods encouraging student participation in the learning | 5 | 4 | 3 | 2 | 1 | N/A |
| process |  |  |  |  |  |  |
| Encourages critical thinking and analysis | 5 | 4 | 3 | 2 | 1 | N/A |
| Provides opportunities for students to contribute to their learning experience | 5 | 4 | 3 | 2 | 1 | N/A |
| ***Comments:*** |

|  |  |
| --- | --- |
| **OVERALL RATING** | **5 4 3 2 1 N/A** |
| ***Comments:*** |