

## GUIDELINES FOR FACULTY PEER EVALUATION

FACULTY: \_\_\_\_\_

FACULTY OBSERVER: \_\_\_\_\_

DATE: \_\_\_\_\_

LENGTH OF OBSERVATION: \_\_\_\_\_

COURSE TITLE/NUMBER: \_\_\_\_\_

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Type of class observed: (check as many as appropriate)

a. Lecture \_\_\_\_\_

b. Laboratory/Studio \_\_\_\_\_

c. Seminar \_\_\_\_\_

d. Other (describe): \_\_\_\_\_

### GENERAL INSTRUCTIONS

The Guidelines for Peer Evaluation provide faculty with a general outline of the areas that should be reviewed in evaluating peers for reappointment, tenure and promotion. The Guidelines address the concern expressed by Faculty and Administrators that peer evaluations should facilitate them in making important personnel decisions, and to the extent possible, be consistent across academic units. The Guidelines also serve to assure that all faculty are evaluated in a consistent, fair and equitable manner. Although some areas cited in the Guidelines may not be apparent during any particular class observation, it is expected that in all cases the evaluator will address the areas observed in items listed in Parts I through V, and that in Section V, the evaluator will summarize the strengths of the candidate, areas that require improvement, and any other general conclusions. (If the spaces provided below do not provide sufficient room for comment, the evaluator should attach additional pages as necessary.)

## **I. KNOWLEDGE OF SUBJECT MATTER (CLASS CONTENT):**

*Possible areas to be considered.*

- Illustrated command of subject matter.
- Used material that was important and current for the discipline.
- Cited appropriate data, information, and research findings.
- Taught problem solving skills where appropriate.
- Emphasized important issues or concepts relative to course objectives.
- Content of subject matter was well established.

## **II. ORGANIZATION OF COURSE:**

*Possible areas to be considered.*

- The goals, requirements and grading policy of the course were clear.
- A course syllabus was distributed at the start of the semester.
- The class readings and assignments generally corresponded to the course outline.
- How has technology been incorporated into the course?

### **III. ORGANIZATION OF CLASS:**

*Possible areas to be considered.*

- Indicated relationship between current class and previous class.
- Clearly stated the purpose or objectives of class.
- Effectively organized learning situation so as to meet the objectives of the class.
- Provided clear, concise examples, illustrations, graphics, problems or exercises, as appropriate.
- Summarized relevant topics, concepts, or ideas.
- Obtained feedback about student comprehension.
- Encouraged student participation and critical thinking.
- Encouraged independent student thinking.
- Conveyed enthusiasm for subject.
- Paced class appropriately.
- Covered appropriate amount of material for the time allowed.

#### **IV. FACULTY-STUDENT INTERACTION:**

*Possible areas to be considered.*

- Faculty communicated in a lucid fashion.
- Helped students to answer difficult questions by providing cues or rephrasing questions.
- Stimulated students to critical thinking or analysis.
- Responded fairly to students.
- Encourage intellectual growth of students.
- Anticipated and responded to student difficulties.
- Stimulated student discussion, when appropriate.
- Promoted student inquiry.
- Respect for the diversity of students in the classroom.
- Voice was audible and enunciation was clear.

**V. OVERALL CONCLUSIONS:**

*(The evaluator should summarize the strengths of the candidate, areas that require improvement and any other general conclusions.)*

Observer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_