

Ms. Anne Spafford  
Dr. Wendy Warner  
NC State University

# Cultivating Faculty Success Through the Peer Review of Teaching

# Presentation Roadmap



The Tool

Peer Review Process

Evaluation of Tool

Peer Review Precedents

Moving Forward & Take Aways

Importance of Peer Review

# Importance of Peer Review

## INFORMS TEACHING

- Helps teacher to see strengths and weaknesses
- Promotes interaction and discussions between teaching faculty
- Helps struggling newer teachers as well as inspires seasoned teachers

## DOCUMENTATION (ILLUMINATION) FOR RPT, PTR

- Consistent tracking of teaching progress over time (trajectory)
- Consistent tracking of hallmarks of effective teaching over time (apples to apples)
- Consistent method of evaluating diverse classes
- Establishes/promotes rigor of teaching; and helps teaching to weigh as much as research and \$ brought in

# Peer Review at NC State

- Who evaluates? Just about anyone!
- How often?
  - Assistant Professor – minimum of 3 peer reviews
  - Associate Professor – minimum of 2 peer reviews
  - Professors – every 5 years
- With what?
  - Development is departmental responsibility
- Observation of instruction, review of course materials, written assessment

# Peer Review Models at Other Institutions

- Variation in:
  - Number of recommended observations
  - Number of reviewers
  - Scope of observation
  - Evaluation forms
  - Summative documentation
  - Person(s) responsible



# Peer Review Tool Development in the Department of Horticultural Sciences

	The instructor was:	Excellent	Very Good	Good	Fair	Poor
1	Well prepared for class/lab	5	4	3	2	1
2	Knowledgeable about subject matter	5	4	3	2	1
3	Effective in stimulating/creating interest and making topic relevant to students	5	4	3	2	1
4	Enthusiastic for teaching and subject matter	5	4	3	2	1
5	Caring for students and subject matter	5	4	3	2	1
6	Clearly explained concepts and principles	5	4	3	2	1
	Effective in communicating high standards and expectations	5	4	3	2	1
7	Effective in using teaching tools (Powerpoint, doc cam, live materials etc.	5	4	3	2	1
8	Effective use of relevant illustrations and examples	5	4	3	2	1
9	Presenting material in a relevant logical manner and at an appropriate level of rigor	5	4	3	2	1
10	Asking challenging and appropriate questions	5	4	3	2	1
11	Encouraging (and appropriating time for) student questions, discussion	5	4	3	2	1
12	Able to hold class's/lab's attention	5	4	3	2	1
13	Effective in engaging students in active learning	5	4	3	2	1
14	Able to stimulate discussion and engagement	5	4	3	2	1
15	Treating students with respect	5	4	3	2	1
16	Effective in providing an open and responsive learning environment	5	4	3	2	1
17	Utilization of learning from students, discussing points of view other than instructor's own	5	4	3	2	1
18	OVERALL EFFECTIVENESS	5	4	3	2	1

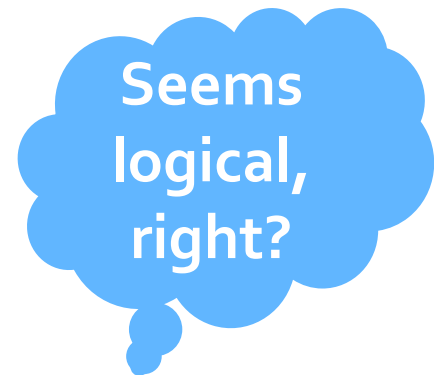
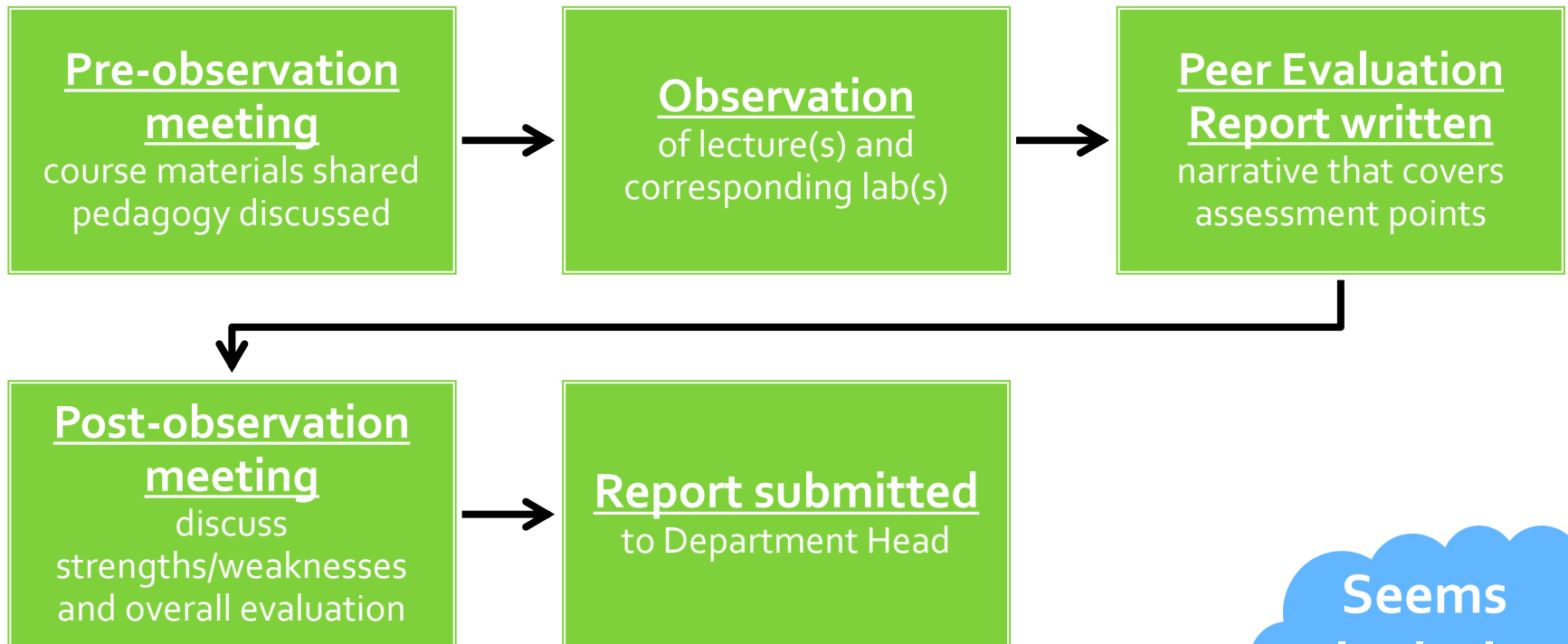
- Each peer review of teaching should include the following activities:
  - Pre-observation
  - Minimum of 1 lecture observation
  - Minimum of 1 lab observation
  
- Literature-based hallmarks of effective teaching incorporated into a rubric for ease of use during observation

# Peer Review Tool Development (cont'd)

<b>The Instructor:</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Gives appropriate assessment and feedback of student work	5	4	3	2	1
Gives interesting, engaging assignments	5	4	3	2	1
Provides effective exercises/activities/assignments that develop critical thinking skills	5	4	3	2	1
Demonstrates evidence of ongoing self-evaluation and professional development	5	4	3	2	1
Is accessible to students outside of class time	5	4	3	2	1

- Rubric created to document teaching efforts via reviewing course materials and interview with faculty member being reviewed

# Peer Review Process





# Issues and Feedback to Date

## FROM DEPARTMENT HEAD

- Not all faculty participated
- Some faculty used own approaches (not tool)
- Often report submitted was on the generic-side (did not address tool components)
- Faculty not constructively critical enough
- Need to incorporate faculty buy-in
- Other concerns:
  - Does a reviewer actually have enough teaching experience to effectively evaluate another?
  - Does a reviewer have the fortitude to give constructive criticism?
  - Is a reviewer capable of teasing out finer details of teaching?
  - How should personality conflicts be addressed?

## FROM FACULTY

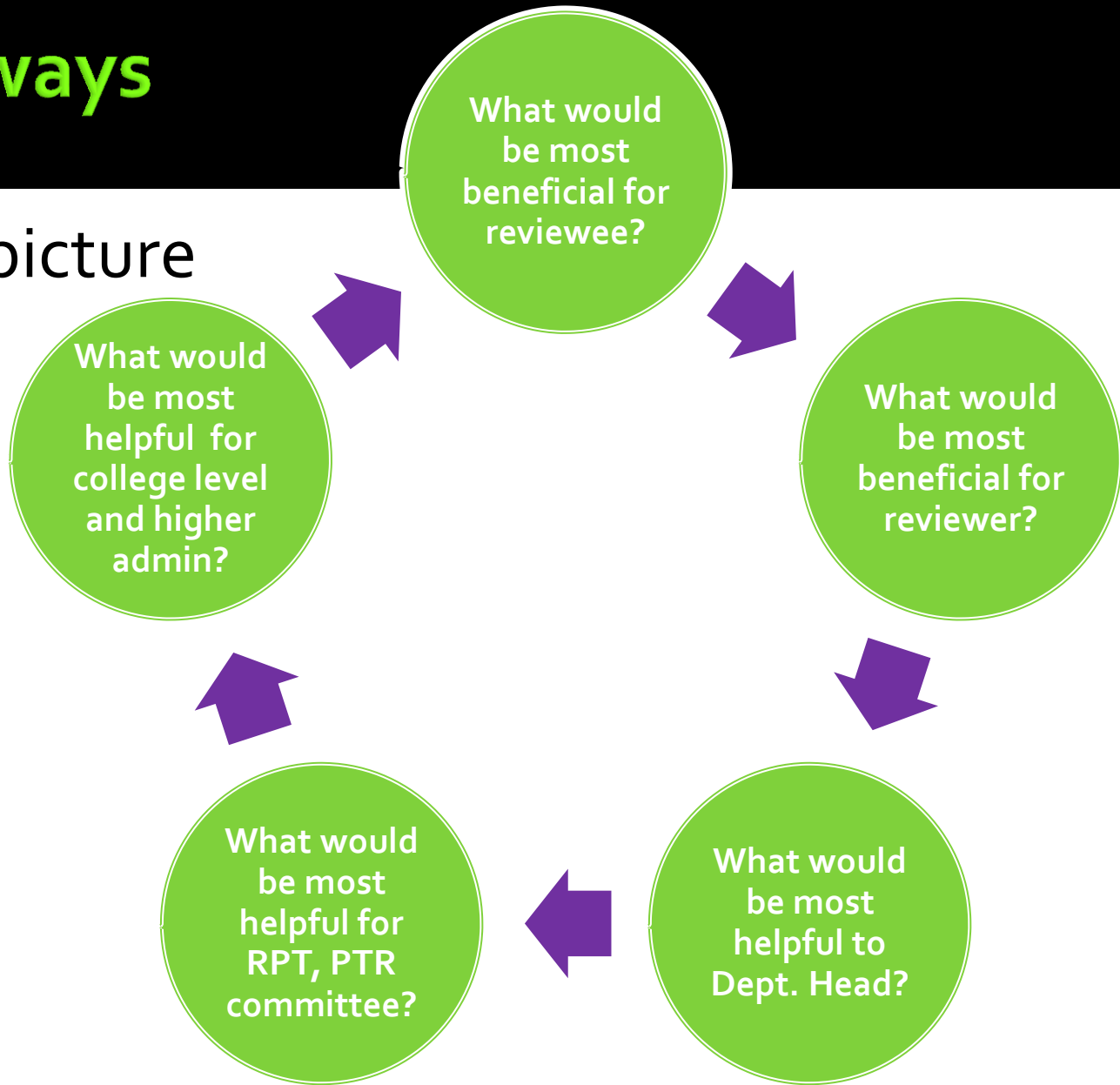
- A briefing/training session would be helpful as most faculty were unclear on how to evaluate
- Seen as valuable, but when push comes to shove, it always comes down to TIME (but several faculty felt that more than one lecture and lab should be observed)
- Significant effort required to conduct an effective review needs to be recognized and valued (linked to own annual review)
- Other concerns:
  - From reviewee standpoint, PR is seen as valuable, but not if reviewer is/perceived to be reluctant

# Moving Forward

- Development of new instrument
- Create templates and clear documentation guidelines
- Revised procedure

# Take Aways

- Bigger picture



# Take Aways (cont'd)

- Critical Need for Faculty Buy-in
  - Work together with faculty to revise tool and process;
  - Include reviewing a peer a component of annual review;
  - Develop mini-workshops on effective peer review
  - Possibly add requirement to attend x number of teaching workshops/year to annual review

# Thank you!

- Interested in more information? Want to collaborate? We want to hear from YOU!
  - Anne Spafford  
[amspaffo@ncsu.edu](mailto:amspaffo@ncsu.edu)
  - Wendy Warner  
[wjwarner@ncsu.edu](mailto:wjwarner@ncsu.edu)

# Some Helpful Resources (So Far!)

- Brent, R., & Felder, R. M. (2004). A Protocol for the Peer Review of Teaching.
- University of Dayton, Ryan C. Harris Learning Teaching Center
  - Peer Review of Classroom Instruction
  - Peer Review of Course Material
  - Self-evaluation
- Iowa State University, Center for Excellence in Learning and Teaching
  - Peer Evaluation of Teaching: Literature Review and Best Practices
- NACTA Community