

Peer Review of Teaching Policies and Procedures

Department of Food, Bioprocessing and Nutrition Sciences

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Overall objectives: Peer reviews are to improve the quality of courses and teaching; to insure that course content reflects the current body of knowledge in the area; and to provide documentation of teaching effectiveness.

Specific assumptions:

- Peer review is designed to maximize the quality of student learning, regardless of the method of course delivery.
- The faculty member (instructor of record) is ultimately responsible for the course regardless of who manages its day-to-day delivery.
- The purpose of this assessment is to identify specific strengths as well as areas of the course that need improvement. Relative to the latter, the objective is to get information that can be acted on by the instructor and/or teaching assistant/course manager. These could be specific to the instructor, the teaching assistant/course manager, and/or the overall course structure and content.
- This assessment should target factors that directly contribute to student learning.
- This assessment is also required to be used for reappointment, tenure, and promotion considerations. From the RPT guidelines:
- The unit of assessment is the faculty member, not the course. Therefore individual courses may not be evaluated as frequently as the instructor if s/he teaches more than one course.
- This assessment is seen as a *peer* evaluation; as such, there is no student component.

Process:

Before the semester starts:

- The department head, or his/her designee, will provide a list of faculty to be reviewed to the chair of Peer Review of Teaching Committee
- The chair of Peer Review of Teaching Committee will assign one committee member as chair of each peer review subcommittee.
 - That subcommittee chair will be responsible for recruiting 2 additional faculty members, at least one of whom should have significant knowledge of the content area.

Within the first 2 weeks of the semester:

- The chair of each subcommittee will convene a meeting of that committee and the instructor to:
 - Get a brief introduction to the course
 - Go over the syllabus
 - Identify any specific issues that the instructor would like the subcommittee to pay particular attention to and/or provide feedback on.
- The chair will assign one subcommittee member to attend a **lab** (if applicable) and one to meet with the **teaching assistants/lab manager** at the end of the semester (if applicable).

- After consultation with the instructor, each committee member will leave this meeting having identified a specific class to attend (or to view as its on-line equivalent).

At the end of the semester The instructor will provide the chair of the subcommittee with at least one example each of an exam question and homework, project, or assignment, and a written description of his/her assessment of each one's effectiveness in meeting intended learning outcomes.

- The instructor will provide any additional information s/he deems relevant to the subcommittee's work, such as issues associated with the make-up of that semester's class.
- The subcommittee will meet to discuss the issues as outlined below. The chair will write the final report based on that discussion.
- The chair will meet with the instructor to go over a draft of the subcommittee's report.

Specific issues to be addressed in the review:

With input from the committee, the chair will write a report addressing the issues that follow, describing specific areas or examples where the faculty member has done well and where improvements could be made, as applicable.

Syllabus and course objectives

- The syllabus clearly communicated course objectives to the students.
- The syllabus reflected a clear relationship between course goals / objectives and course material (including labs, if applicable).
- The objectives were appropriate for the course content and level.

Evaluation instruments

- The instructor provided evidence to the committee of a clear relationship between course objectives and methods of student evaluation (readings, HW, labs, exams, projects, etc)
- The instructions associated with evaluation instruments were clear and concise.

If applicable:

- Teaching assistants/course managers were given appropriate direction and mentoring

Organization and use of technology:

- There was good organization of course material:
 - Across the semester, based on the structure outline in the syllabus
 - Within a lecture / module
- There was effective use of technology
 - Within the classroom (if applicable)
 - As part of the DE class (if applicable)

Pedagogical approaches/Student interactions:

- There were opportunities for active or engaged learning in or outside of the classroom or on-line environment.
 - E.g., through small group activities/projects or discussion forums
- There were opportunities for students to ask questions in or outside of the classroom or on-line environment.
- There was effective delivery of academic content via oral and/or written communication

Labs (if applicable):

- The labs were effective at meeting their objectives (indicate whether labs are designed to support material from lecture or add new information)
 - Peer review of professors must be completed every five years.
 - Peer review of associate professors must be completed every three years.
 - Peer review of assistant professors must be completed annually.
 - Peer review of non-tenure track faculty with greater than 0.75 FTE must be completed annually for the first three years and then every three years.
- The faculty member may request a peer review at any time, even if not necessary based on the RPT guidelines.
 - The decision about which course is to be evaluated will be determined by the associate department head after consultation with the faculty member.
- The final report will be submitted to the department head and be placed in the faculty member's file. A copy will be given to the faculty member.
- The evaluation instruments (readings, HW, labs, exams, projects, etc) were appropriate for the course:
 - As a 200/300/400 level class
 - As a DE class (if applicable)