## The Peer Review Process

## The Peer Review Process provides assessment of teaching so that evaluators have a more holistic understanding of the Candidate’s teaching abilities, especially as it relates to class room settings. The Peer Review Process includes:

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* + Notification of reviewee and request for a packet of course materials.
	+ Selection of a review team by the Geology or Geography Associate Chair with approval of the Geosciences Chair.
	+ Review of course materials and at least two in-class visits by the review team.
	+ Post-review meeting of the review team and preparation of a written report.
	+ The report is sent to the instructor, and the reviewers meet with the instructor prior to the submission of the report to the Department Chair.
	+ Submission of the report to the Geology or Geography Associate Chair who will send the report to the Department Chair.
	+ The Chair will meet with the instructor when there are immediate concerns or issues, the report will be used for faculty annual review of teaching.

## Selection of Review Team:

The review team consists of two members. One member of the review team will have expertise in the reviewee’s teaching area whereas the other will not.

## Review of the course materials packet:

The course materials packet should be prepared by the reviewee and made available to the reviewers before classroom visits. The course packet should include:

* Current course syllabus and lecture schedule
* Representative exams

Representative handouts of materials given to students or the review team should be given access to the materials available on Canvas. The review team should thoroughly review the course materials prior to the classroom observation.

## Classroom observation:

The reviewee should inform the class of the reviewers’ visit before the visit; it is appropriate for the reviewee to explain the purpose of the visit. Each member of the review team will visit the classroom twice during the semester (preferably together, to facilitate discussion of that day’s materials and approach used). Reviewers should arrive early and should stay for the entire class.

# Appendix II

**Department of Geosciences Peer Review Report Form General Information**

|  |  |
| --- | --- |
| Instructor |  |
| Reviewers |  |
| Course Title and Number |  |
| Semester and Year |  |
| Evaluation Date |  |
| Enrollment (provided by instructor) |  |

Brief description of student demographics (e.g., approximate distribution of student majors, class level, whether course an elective or required for most of the students or major):

Other comments:

# Evaluation of Course Materials

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course syllabus** | **5** | **4** | **3** | **2** | **1** | **NA** |
| Grading standards and policies are clearly described and consistent with AU policies |  |  |  |  |  |  |
| Topics and exam dates are clearly described |  |  |  |  |  |  |
| **Exams** | **5** | **4** | **3** | **2** | **1** | **NA** |
| Format is appropriate for course objectives and class size |  |  |  |  |  |  |
| Exam is appropriately rigorous for class level |  |  |  |  |  |  |
| **Course materials** | **5** | **4** | **3** | **2** | **1** | **NA** |
| Materials are well organized and consistently presented |  |  |  |  |  |  |
| Assignments, if given, are clearly described and provide appropriate feedback to students |  |  |  |  |  |  |
| **Course Content** | **5** | **4** | **3** | **2** | **1** | **NA** |
| Content includes important knowledge and concepts in the field |  |  |  |  |  |  |
| Content is up to date |  |  |  |  |  |  |
| Content appropriate for prerequisites and student background |  |  |  |  |  |  |

Overall teaching effectiveness: Exceeds Expectations (> 4+) Meets Expectations (2.5-4) Below Expectations (< 2.5)

**Classroom Evaluation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lecture Organization and Presentation** | **5** | **4** | **3** | **2** | **1** | **NA** |
| Student learning objectives are presented in the lecture |  |  |  |  |  |  |
| Topics are summarized and important points occasionally restated |  |  |  |  |  |  |
| Linkages are made to prior knowledge and/or course themes when appropriate |  |  |  |  |  |  |
| Material is presented at an appropriate pace |  |  |  |  |  |  |
| Presentations (such as board work, power point, overheads, etc.) are legible and organized |  |  |  |  |  |  |
| Media are used appropriately and support learning (e.g., zoom, other in class technology) |  |  |  |  |  |  |
| **Instructional Strategies** | **5** | **4** | **3** | **2** | **1** | **NA** |
| The instructor’s choice of teaching techniques is appropriate for the goals |  |  |  |  |  |  |
| The instructor provides clear explanations |  |  |  |  |  |  |
| The instructor provides alternative explanations when needed |  |  |  |  |  |  |
| The instructor responds to student involvement (such as questions, discussion) clearly and appropriately |  |  |  |  |  |  |
| The instructor encourages critical thinking (i.e. through questioning, problem solving or other techniques) |  |  |  |  |  |  |
| The instructor uses student centered approaches (e.g. group work, flipped classroom, clickers, reflection activities, etc.) that promote engagement from all students |  |  |  |  |  |  |
| The instructor uses CANVAS course components effectively to support student learning (e.g., materials are available online, student discussions, course communications, etc.) |  |  |  |  |  |  |
| **Presentation style and rapport** | **5** | **4** | **3** | **2** | **1** | **NA** |
| The instructor speaks clearly and makes eye contact |  |  |  |  |  |  |
| The instructor is enthusiastic |  |  |  |  |  |  |
| The instructor uses imagery, story-telling, hand-on demonstrations, or other approaches to get the attention of students  |  |  |  |  |  |  |
|  **Student Engagement &**  **Feedback** |  |  |  |  |  |  |
| Most of the students are engaged (ask questions, talk to other students, work independently, take notes, etc.) |  |  |  |  |  |  |
| The instructor makes just in time adjustments if students are not responding to teaching approach (e.g., are sleeping, on devices, not responding, etc.)  |  |  |  |  |  |  |
| The instructor solicits real-time information from students to gauge their level of understanding of the material (e.g., live quizzes/polls, think pair share, if-at quizzes, report-outs, etc.) |  |  |  |  |  |  |
| The instructor provides opportunities for students to reflect on their own learning (e.g., minute papers, check out sheets, journal entries, etc.) |  |  |  |  |  |  |

**Summary Comments:**