

**PEER REVIEW OF TEACHING GUIDELINES**  
**COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES**  
**Approved by School Heads February 17, 2015**

Summary:

- Together with the instructor, peer reviewers identify one course this academic year to review
- Both peer reviewers attend the same session of that course
- Review the syllabus, observe one class session (50 to 60 minutes maximum), and review any documents and activities from that class session
- Jointly write an evaluation letter to the School Heads
- Submit your review no later than the end of the quarter in which you conducted your observation and no later than June 1<sup>st</sup> if you are observing in spring quarter.

The purpose of the peer review of teaching is to provide helpful feedback to each faculty member for the continued improvement of instructional programs and student engagement. Peer reviews are required in promotion and tenure dossiers and are considered in periodic reviews of faculty (PROF).

Only one course per instructor will need to be peer reviewed during the academic year. Together with the instructor being reviewed, peer reviewers will decide, of the courses taught this year by the instructor, which will be reviewed. Peer reviewers are expected to review the course syllabus and attend a single class session on a date that is agreeable to both the reviewers and the instructor. Reviewers should also evaluate any materials distributed during the session they attend. If the class meets for longer than 60 minutes, peer reviewers need attend only one hour.

Following the session, peer reviewers should jointly write an evaluation of the syllabus, any class materials, and the class session; the evaluation letter should be addressed to the School Heads. A copy of the review will be given to the faculty member by the School Heads; the original will reside in the faculty member's personnel file. The evaluation should include the name of the instructor, the names of the reviewers, course number and title, and the date the class was observed. Peer reviewers should be open to meeting with the faculty member if requested to do so.

Following is a guide to be used in peer evaluation of teaching materials (e.g., syllabi, handouts, assignments) and in observation of classroom teaching. In your review, address the relevant points and include an overall summary statement.

Peer reviewers should be cognizant of class size, level, and any special requirements of the course being evaluated. Some points may not be applicable to all situations, whereas others may need to be added, depending upon the circumstances. Not all peer evaluators are equally qualified to use a particular point in judging teaching materials or in observing classroom teaching. Any qualifiers should be noted in the peer review.

## **POINTS TO CONSIDER IN THE EVALUATION OF COURSE MATERIALS**

### **I. COURSE ORGANIZATION**

To what extent:

- Does the syllabus include the minimum required information (see the College's sample course syllabus here: <http://health.oregonstate.edu/faculty-staff>)?
- Are the objectives of the course clearly specified?
- Do the learning competencies represent the intent of the course in the program curricula?
- Is the content of the course reflective of the course objectives?
- Is the outline/sequence of the content covered in the course logically organized?
- Is the content relevant and/or up-to-date?
- Are the emphases given to various topics of reasonable balance and breadth?
- Does the content cover material from a variety of theoretical, biological, social, and/or cultural perspectives?

### **II. COURSE REQUIREMENTS**

To what extent:

- Are the reading assignments relevant and/or up-to-date?
- Are the reading assignments appropriate for the course level?
- Are the written assignments reflective of the course competencies?
- Is there a reasonable amount of time for students to complete the course assignments?
- Are the directions for the requirements clearly specified?
- Do the teaching materials and assignments allow students the opportunity to be active in the learning process?
- Are the assignments required of students reasonable for the number of students enrolled in the class and the instructor's allotted time for teaching the course?

### **III. COURSE GRADING**

- To what extent are the standards for grading clearly specified?

### **IV. COURSE MATERIALS**

- What aspects of the instructor's teaching materials clearly stand out as effective in facilitating students' learning? Why?
- What recommendations do you have that might aid in improving the instructor's teaching materials?

## **POINTS TO CONSIDER IN THE OBSERVATION OF CLASSROOM TEACHING**

To what extent:

- Did the class session start on time?
- Was the instructor knowledgeable about the material presented?
- Were the objectives of the lesson/activity clearly defined for students?
- Did the lesson/activity coincide with the objectives specified?
- Was the lesson/activity appropriate to the audience?
- Was the lesson/activity logically organized?
- Was the lesson/activity effectively communicated to students?
- Was the lesson/activity in adequate detail for the topic and the audience?
- Were the diverse learning styles of students considered in the approaches (e.g., PowerPoint, handouts, videos, discussion, etc.) used in communicating the contents?
- Did the instructor stimulate the interest of students?
- Did the instructor refer to recent developments in the field?
- Did the instructor communicate an enthusiasm for the material?
- Did the instructor have mastery over the content covered?
- Did the instructor respond to students' interests, questions, and comments in a respectful and appropriate manner?
- Did the instructor treat students from all social and cultural backgrounds with respect and consideration?
- Did the instructor encourage students to think critically about the contents?
- Did the instructor emphasize important points?
- Did the instructor summarize as appropriate?
- Did the instructor emphasize transitions?
- Did the instructor provide opportunities for participation?
- Did the instructor allow opportunities for questions?
- Did the instructor check to see whether the information was understood?
- Did the instructor deal with controversial topics in a way that helped students feel comfortable?

### **STRENGTHS AND AREAS FOR IMPROVEMENT**

- Describe several strengths evident in the instructor's classroom teaching.
- Identify suggestions that might aid in improvement the instructor's overall teaching effectiveness.