

Department of Applied Design

APPALACHIAN STATE UNIVERSITY

PEER TEACHING EVALUATION GUIDELINES

The purpose of peer teaching evaluation is to assess teaching effectiveness and to identify strategies for improvement of the teaching/learning process. Peer evaluation provides a unique opportunity to engage in reflection on teaching practice, a benefit to both the individual under review and to the faculty colleagues conducting the review.

According to the *ASU Faculty Handbook* (2014-2015 Edition, p. 46):

4.3 Evaluation of Faculty

4.3.1 Administrative Memorandum Number 338 (see Appendix C) regarding “Tenure and Teaching in the University of North Carolina” requires that Appalachian establish “review procedures for the evaluation of faculty performance to ensure (1) that student evaluations and formal methods of peer review are included in teaching evaluation procedures, (2) that student evaluations are conducted at regular intervals (at least one semester each year) and on an ongoing basis, (3) that peer review of faculty includes direct observation of the classroom teaching of new and non-tenured faculty and of graduate assistants, and (4) that appropriate and timely feedback from evaluations of performance is provided to those persons being reviewed.”

[NOTE: University guidelines on performance review of tenured faculty adhere to those set forth in the *UNC Policy Manual*; the specific language contained in that manual can be found at: <http://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=392>]

APPLIED DESIGN PEER TEACHING EVALUATION GUIDELINES

Frequency of Peer Evaluations of Teaching

In the Department of Applied Design, each non-tenured, full-time faculty member must be evaluated once each academic year. Each tenured faculty member must be evaluated once every five years. Evaluations are conducted by a team of two faculty members from the Department. The two faculty members comprising the evaluation team are selected by the faculty member being evaluated. At least one reviewer must be a tenured faculty member. Only full-time faculty members can serve on peer review teams. These guidelines do not apply to part-time faculty members, who are to be evaluated once each semester or academic year, depending on the teaching assignment, by the program area coordinator or by his/her designee, using the peer review forms.

Responsibilities of the Faculty Member Being Evaluated

1. Submit in writing a request to the two faculty members you would like to have serve on your peer evaluation team. At least one reviewer *must* be a tenured faculty member, but both can be tenured faculty.
2. Provide at least one week advance notice of the time, date, and location of the class in which the evaluation will occur.
3. Provide team members with a copy of the **formative evaluation form**, access to the class AsuLearn page, as well as copies of the course syllabus and other pertinent information that will assist them in their evaluation, *at least one day in advance of the observation*.
4. Following the evaluation visit, meet with the evaluation team members as soon as possible to discuss their observations. As part of this discussion:
 - a. Identify at least one teaching improvement task that you will address for the year, and fill out the bottom part of the **summative evaluation form**.
 - b. Sign the summative evaluation form. Your signature on this document does not necessarily mean that you agree with the evaluation team's comments, only that such a meeting has taken place.
5. Give a copy of the signed summative form to the department chairperson within one week of the meeting. You may attach a separate comment sheet if desired.
6. The formative evaluation form provides reviewers an opportunity to make confidential suggestions for improvement and is not intended to become part of your permanent record. You will retain both copies of the formative report.
7. If a teacher development plan has been recommended, contact the chairperson of the Department's Faculty Development Committee to schedule a meeting. This person will work with you to devise an improvement plan. This is a confidential process designed to provide assistance toward teaching improvement.
8. All peer reviews should be completed by no later than February 28 of the academic year.
9. On file in the Department Office and sent to the Dean's office no later than March 31 of the academic year.

Responsibilities of the Faculty Member Serving on a Peer Teaching Evaluation Team

1. Agree to serve on evaluation teams, unless the assignment conflicts with other pressing professional obligations, or if for personal reasons you feel you cannot perform this service.
2. Perform the duties as outlined in this document to the best of your abilities, taking into consideration the importance of the process and its goals.
3. Within two weeks of the evaluation visit, meet *as a team* with the faculty member to discuss your observations.
4. Complete two report forms, one formative and one summative:
 - a. The formative evaluation form is designed to encourage feedback and suggestions regarding specific features of teaching performance. This form is given to the faculty member evaluated after the post-observation discussion. Maintain a copy for your records.
 - b. The summative evaluation report is designed to provide a record for the faculty file documenting that the peer review process has been conducted. It includes a space to indicate the overall evaluation team decision. This report must be signed and submitted to the department chairperson. Maintain a copy for your records.
5. Signatures on the summative evaluation form do not necessarily mean that the evaluation team members and the faculty member under review agree on the observations, comments, or suggestions of the evaluation team, only that such a meeting has taken place.
6. Maintain the confidentiality of the peer review formative and summative evaluation forms.