

Philosophy Department Peer Review of Teaching Report Guidelines

(prepared for the Philosophy Department based on TEP guidelines)

This document contains guidance on peer evaluations of teaching and contains three parts. Part I (this page) offers a general overview of the evaluation process. Part II (the Peer Teaching Observation Guide) is a form to be use during the observation by the evaluator to help in observing appropriate information about the teaching being observed. Part III (the Peer Evaluation of Teaching Report Template) is the final form you should submit.

In general, the submitted report should contain an overall judgment of the faculty member's performance supported by evidence from the observation, course documents, and discussions with the faculty member. The final report shall:

- 1) detail who did the review, the process followed, and the guides used for observation;
- 2) provide specific examples related to **professional, inclusive, engaged, and research-informed** teaching. Use information from the instrument (i.e., the Philosophy Department's Peer Teaching Observation Guide below) to construct an accurate picture of the faculty member's teaching philosophy, intentions and practices. For each category include specific strengths and areas for development. Include plans the faculty member has articulated about their future teaching. Bullets below quoted from the 2019 UA MOU defining teaching evaluation criteria:

Professional Teaching: include examples indicating...

- "Readily available, coherently organized, and high-quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations."
- "Respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback."
- "Students' activities in and out of class designed and organized to maximize student learning."

Inclusive Teaching: include examples indicating...

- "Instruction designed to ensure every student can participate fully and that their presence and participation are valued."
- "The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course."

Engaged Teaching: include examples indicating reflective teaching practice, such as plans the faculty member has articulated to improve their teaching.

- "Demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy."

Research-informed Teaching: include examples indicating...

- "Instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise."
- "Evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students."
- "Timely, useful feedback on activities and assignments, including indicating students' progress in the course."
- "Instruction engages, challenges, and supports students";

- 3) ideally, the completed report would not just reproduce verbatim the completed observation instrument (i.e., the **Philosophy Department's Peer Teaching Observation Guide** below) and instead should be a prose report (i.e., a document based on the **Philosophy Department's Peer Evaluation of Teaching Report** template, also below);

- 4) be shared with the faculty member before being placed in the file. The faculty member should be given the opportunity to respond to the report in writing. The response should be included in the personnel file along with the report.

Peer Teaching Observation Guide

This guide invites peer faculty observers to look for teaching practices aligned to the University of Oregon's professional, inclusive, engaged, and research-informed teaching quality standards. It may serve as a useful tool for self-reflection; it also may help structure specific conversations between faculty about the overall effectiveness of a class session and inform written peer reviews of teaching. **Not all the items included here are relevant or possible for a given course or class session.** Conversely, it may be appropriate for an observer to comment on practices not specifically included here.

This is modified from the TEP guide which can be found here: <https://tep.uoregon.edu/peer-review-teaching>. The TEP guide contains many useful references that the instructor and observer may want to read in order to inform this process.

An Overview of the Process:

1. Obtain copies of the course syllabus and course website (if a website is available; note that a course website is required for all undergrad classes with 5+ students) make sure it includes course objectives. Review them so you can assess how the class session you observe fits into the larger context of the course and curriculum.
2. Ask the instructor to send an email discussing the content of the class session to be observed, the approach they will take, and particular teaching practices the faculty member has been working on to which they would like you to pay particular attention.
3. Perform a "fact-based" observation in class on the final page below: record exactly what the instructor and students do, examples used, etc. while keeping this guide beside you to remind you what to look for. Observers should take note of specific examples of successful pedagogy in the classroom.
4. During or after class, fill out the form below, adding further comments and notes on the final page to give a complete picture of the class session.
5. Meet with the instructor to discuss your observation (if schedules allow). If appropriate, identify one or two areas the instructor might want to work on.
6. Write the observation report using the report template (document III below). Send the report to instructor for their review and signature. Then send to the Department Head and Department Business Manager.

Date:		Has observer obtained course syllabus?	
Instructor:		Has observer obtained course learning objectives?	
Observer:		Has reviewer obtained department learning objectives?	
Course:		Have reviewer and instructor met prior to observation to discuss review procedures?	
Number of Students (approx.):		Will/have reviewer and instructor meet after observation to discuss results?	
Classroom Layout:			
List audio/visual media or materials used (e.g. PowerPoint, board, document camera, handouts, polling devices, etc.):			
List any aspects of the physical classroom environment that might affect the class (hot/cold, noise, etc.):			

Professional Teaching			
Practices	Yes/Mostly/ Partially/No/ Not Applicable	Observations (Observers should remember to take note of at least one or two specific examples or anecdotes; it is preferable to record these on the final page.)	Possible Steps for Improvement
Starts and ends class on time.			
Has organized the material into an obvious, explicit, and logical framework. Provides students with learning objectives for the class session and/or outline for the day's activities.			
Employs audio and/or visual media (PowerPoint, writing on board/doc cam, handouts, videos) effective for learning (readable, not too much text, etc.) and uses media skillfully.			
Employs methods (activities, examples, audio-visual aids) broken down into steps to scaffold student learning.			
Is relaxed, in command of session, and willing to engage with students. Is aware of raised hands and pauses for student questions/comments.			
Ensures that all in the classroom can hear questions and comments.			

Provides adequate time for completion of in-class activities.			
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Inclusive Teaching			
Practices	Yes/Mostly/ Partially/No/ Not Applicable	Observations (Observers should remember to take note of at least one or two specific examples or anecdotes; it is preferable to record these on the final page.)	Possible Steps for Improvement
Uses student names or makes attempts to learn them.			
Seems excited about/interested in material and the students.			
Uses respectful and inclusive language and works to ensure a respectful and open learning community.			
Has designed the class session to be accessible and welcoming to all (e.g. pictures show a variety of races, ethnicities, and genders; names used in problems are not ethnocentric).			

Encourages and facilitates dialogue, discussion, and student-student interaction for all students (e.g. helps people find partners, structures activities to promote equal participation).			
Connects to students' prior knowledge, lessons, assignments, and/or readings. Draws upon student experience and/or current events.			
Explores and values connections with other disciplines and/or real-world phenomena (tangible examples when they exist).			
Has chosen content to reflect a diversity of voices, where appropriate.			
Inclusive Classroom Community			
Students arrive on time and remain until dismissed.			
Students are attentive (e.g., not having side conversations or surfing the web.			
Students listen to and build on one another's ideas.			
Students take notes.			

Students linger after session to speak about material.			
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Research-Led Teaching			
Practices	Yes/Mostly/ Partially/No/ Not Applicable	Observations (Observers should remember to take note of at least one or two specific examples or anecdotes; it is preferable to record these on the final page.)	Possible Steps for Improvement
Draws upon scholarly works, including current research/developments.			
Invites students into the subject matter, e.g. through storytelling; compelling case studies; explicit commentary about the skills, values, or formation of the discipline; etc.			
Shows command of the material.			
<i>Class session</i> learning objectives aligned with <i>overall course objectives</i> .			
<i>Course</i> learning objectives aligned with <i>overall departmental objectives</i> .			
<i>Class session content</i> (knowledge, skills, or abilities) and activities aligned with the <i>class session learning objectives</i> .			
Builds off student answers/comments whether correct or incorrect.			

Incorporates low-stakes assessment (such as iClicker questions, one-minute papers, muddiest point, etc.) to help instructor and students gauge progress.			
Teaches the class at a level appropriate for most students.			
Incorporates small-group discussions or problem-solving sessions into the class period.			
Waits 5 - 15 sec for answers before repeating, rephrasing, or moving on, and avoids answering own question.			
Asks a variety of types of questions (e.g., factual, application, critical).			
Encourages students to reflect on their learning (e.g. by asking students to write an end-of-class summary, identify the day's muddiest point, or write about what they know now that they didn't 5 weeks ago).			
Finishes with a summary or closing activity.			

Overall Impressions & Specific Observations (use extra sheets if you like):

Peer Evaluation of Teaching Report

Department of Philosophy

Faculty Member Evaluated:

Peer Evaluator:

Course Observed (name and number):

Observation Date:

Date of Written Evaluation:

<Insert text of evaluation here according to guidance in the *Philosophy Department Peer Review of Teaching Report Guidelines* document. Note that, per the first page above, the final report should provide specific examples related to professional, inclusive, engaged, and research-informed teaching. Ideally, reports would explicitly address these four criteria in four separate bold-faced headings for easy future reference by review committees.>

<Insert signature (ink or digital image) and title of Peer Evaluator>

I have read this evaluation and understand that I may respond to it in writing within thirty days of the Date of Written Evaluation.

At present, I DO / DO NOT intend to respond in writing to this evaluation. (Answering negatively does not limit your right to respond in writing within the allotted time.)

Signature (ink or digital) of
Evaluated Faculty Member: _____ Date: _____