WINTHROP UNIVERSITY
College of Business and Technology

Peer Review Data Collection Instrument – Form C – optional
This is a note taking and process form and serves as the basis to complete Form B

Faculty Member Being Reviewed	Reviewer
Class	Semester Date

This document is designed to serve as a guide to those doing peer reviews. The process should include an organizational interview with the faculty member being reviewed, any written material submitted by the faculty member, classroom observation(s), and a follow up interview. There are several approaches to collecting and organizing the information on teaching effectiveness used to give the feedback. For those who simply want a list of prompts for what to consider, there is a list of items typically reviewed. The peer reviewer might wish to use these general statements as a guide in the conduct of the review and observation.

If a more structured approach to teaching evaluation is desired, a more detailed form is provided (Form B). It is offered to guide the review and collect data to be used when completing the written feedback for the faculty member being reviewed. It is recognized that not all variables listed on the forms will be applicable to every course, instructor, interview or classroom visit. Because of the interactive nature of the aspects of teaching and learning, some duplication of items might exist.

The peer review should also include a discussion of intellectual contribution and service. The reviewer and faculty member being reviewed should consider the University and College of Business and Technology Faculty Manuals for definitions and expectations in these areas.

This document is not to be viewed as a set of requirements or as an exhaustive checklist but as a guide to collecting data and organizing material to be offered to the faculty member being reviewed as developmental feedback. The two individuals involved should work together to develop a system that is applicable to their needs. Feedback should come in the form of items noted as strengths, areas for development, or major problems.

I. PEER REVIEW OF TEACHING AND INSTRUCTIONAL EFFECTIVENESS

The following is a list of prompts to be used in the evaluation of teaching.
Some typical items to consider in peer reviews:

1) The syllabus and other written material– objectives stated, grading scale explained, assignments outlined, up-to-date sources and reading lists, explicit connections to the formal College course description, consistency across sections, use of projects and examples based on interaction with practitioners, etc…

2) Look for specific behaviors in the classroom.
   a) Professor has or establishes rapport with students.
   b) Students are treated with respect
   c) The class should have an opening, a body and a closing or summary.
   d) Objectives for the class session should be made clear to the students.
   e) Students are provided some transition to the next class and upcoming classes with consideration of topics, assignments and other expectations.
   f) All content is accurate and up-to-date with current research and practice.
   g) Different strategies and methods are used throughout the lesson (not 50 minutes of lecture, for instance).
   h) Students are encouraged to express ideas, are listened to attentively, and their questions are answered.
   i) Questioning techniques are used that encourage students to think critically (these questions also let the professor know that the information is being absorbed correctly).
   j) Students are either called upon or given an opportunity to participate, answer a question, give an example, etc. (this doesn't mean ALL will speak out, it just means that the professor asks plenty of questions that enable those who choose to participate have the opportunity).
   k) Feedback from the professor lets students know of their progress (positive reinforcement or correcting students' misunderstanding).
   l) Professor makes eye-contact with students and talks to all areas of the classroom.
   m) Professor uses humor appropriately.
   n) Professor uses interesting and relevant business and organizational examples.
   o) Professor applies content to relevant student situations and those likely to be encountered early in the career.
   p) Professor uses different resources such as multimedia technology, videos, case studies, etc. as available and appropriate.

3) Look for evidence and discuss student support activities.
   a) Professors should be generally accessible to students.
   b) Professors should post and keep adequate office hours.
   c) Professors should engage in activities related to student recruiting and placement.
   d) Professors should be knowledgeable of curriculum and academic policy.
   e) Professors should be available for academic advising.
   f) Professor is effective in academic advising

4) Look for areas for improvement if possible.
   a) Professor should be innovative in curriculum, course, and class session design, delivery, and assessment.
   b) Professor should be conscious of all forms of assessment and use feedback from all sources to improve teaching, scholarship, and service.