

“Approved”
By the Vice-President of Academic Affairs
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REGULATIONS
Academic Policy Committee

FACULTY PEER-REVIEW AT AUCA

1. Purpose of Peer Review at AUCA

Faculty peer review process is introduced as part of the commitment to the improvement of teaching and learning at AUCA. It is seen as an opportunity for faculty members to enrich their pedagogical toolkit, share innovative teaching methods and benefit from constructive suggestions and advices from colleagues. The results of peer review will be shared among participating faculty members and VPAA’s office. Peer review is not a formal assessment of faculty members.

2. Peer Review Process

Faculty peer review takes place within academic programs/departments in the form of class observation. New faculty members have to be evaluated during their first semester of teaching. All full-time faculty members, including program chairs, are expected to participate in the process when it’s necessary (but at least once within two years). Part-time faculty members are encouraged to participate. While scheduling the review process is up to departments, normally the peer observation is scheduled no earlier than 5th week of the semester and should be completed before the 14th week of study in either Fall or Spring semesters.

Program chairs are responsible for organizing faculty members into peer-review groups and help each group schedule class observations. Normally, the groups consist of three faculty members who observe each other’s classes. Thus, at every peer-review case a faculty member will be observed by two colleagues.

Pre-observation and post-observation activities are as important as the actual observation of the class. All these stages are described in the following sections.

3. Outcomes

The peer review process produces narrative feedback for the instructor who was reviewed. Confidentiality is important; therefore, all subsequent comments and discussions remain strictly within the program, and are not shared with university administration or other academic offices or programs.

Each faculty member is responsible for considering constructive feedback from colleagues and using it for further professional development.

PEER REVIEW GUIDELINES

1. Pre-observation

Participating faculty members meet one week before the scheduled classroom observation. The purpose of the pre-observation meeting is to familiarize the reviewers with the course objectives, learning outcomes, teaching philosophy and particular details of the class to be reviewed. Faculty members will examine the syllabi and other teaching materials important for the review.

Some questions that could be discussed at the pre-observation meeting include:

- What is the main goal of your course?
- What is the main goal of the course session that I will observe?
- What do you expect the students to know and do by the end of your session?
- What strategies will you use to help the students reach this objective?
- Do you have any specific issues that you would like the observer to address/look out for?

2. Observation

Following the pre-observation meeting, two faculty members from the group attend the class of the teacher to be observed and fill out peer observation forms. The observers should arrive at least 5 minutes before class. They shall not participate in the classroom and ask any questions from either the teacher or the students.

During and immediately after classroom observation, the observers fill out the form below with utmost accuracy and clarity.

3. Post-observation

Within a week after the classroom observation, the reviewers prepare a narrative report summarizing their observation and recommendations for each faculty whom he/she had observed. The report must be shared with the faculty who was observed in an informal meeting with the presence of the program chair.

Program chair is the only person who keeps all observation checklists and narrative reports.

CLASS OBSERVATION CHECKLIST

	Observed	Not observed	Comments
CLASS ORGANIZATION			
Begins and ends class on time			
Arranges materials before class			
Clearly states objective and significance of activity/topic			
Clearly demonstrates transition from one activity/topic to next			
Periodically summarizes material			
Frequently checks student understanding			
TEACHING STRATEGIES			
Encourages student feedback			
Responds constructively to student opinions			
Treats students equitably			
Encourages/facilitates relevant student-led discussions			
Uses appropriate examples/samples			
Ensures that students are continually engaged in class discussion			
Demonstrates excellent content competence			
Demonstrates sincere interest in the course			
Uses open – ended questions to reveal students’ true understanding and knowledge			
Uses methods appropriate to achieve learning objectives and tasks			
Teaches 100% in English language (applies only to instructors that teach in English language)			

Narrative General Feedback (no more than 500 words):

Please be as constructive as possible. Identify the areas that may require improvement and suggest various ways for moving forward, based on your own experience or that of others, but also note the achievements of the faculty observed.