PENN STATE

COLLEGE OF ENGINEERING

GUIDELINES FOR TEACHING ASSESSMENT

2026-2027

I. PEER REVIEW OF TEACHING GUIDELINES (effective July 1, 2024)

In accordance with University requirements and Faculty Senate recommendations, each department, school, or other College of Engineering unit with faculty who teach must have formal, clearly articulated policies for Peer Review of Teaching (PRT). This policy applies to all faculty, whether tenured, tenure-track, or professional track. Department guidelines must fall within these general guidelines. The guidelines developed and adopted by each department are included in Appendix A.

A. Review Process

1) Department guidelines should provide multiple sources of evidence that can be applied for each delivery mode used (face-to-face, online, and hybrid), or sources that apply across modalities.
    a) Class observations ***may*** be used as one source of evidence but should not be the only source of evidence. If used, a clear definition of what constitutes a course observation must be provided.
    b) Other potential sources of evidence include:
        - syllabi review,
        - Canvas course materials, or
        - review of other course artifacts.
2) Prior to the evaluation, via a meeting or other established communication, the reviewer and reviewee should set expectations and identify sources of evidence appropriate for the course context.
3) Departments should include guidelines for completing the peer review (such as a checklist or rubric to guide the review).
4) Departments should create a process for how the reviewee will receive feedback from the evaluation (i.e., close the loop on the evaluation).
5) Departments may allow reviewees to provide a response (not a rebuttal) to the review addressing concerns raised and future directions for moving forward in their teaching improvement.

B. Review Frequency

All faculty who teach in the College of Engineering should participate in an evaluative peer review of teaching on a cycle of:

- Adjuncts, Postdoctoral Scholars, Others - 1 PRT every 1 to 3 years depending on frequency of instructional activity
- Assistant Professors and First Rank Professional Track - 1 PRT every year
- Associate Professors and Second Rank Professional Track - 1 PRT at least every 2 years

- Professors, Professors of Practice, and Third Rank Professional Track - 1 PRT every 3 to 5 years (may be timed to support 5-year extended reviews)

C. Selection of Reviewers

1) Department guidelines should establish how reviewers will be assigned.
2) The faculty member under review should have input into the reviewers, with the administrator making the final decision.
    a) This input may include the faculty submitting the names of potential reviewers but must allow a faculty member to reject a proposed reviewer after consultation with their administrator.
    b) Reviewers may be selected from either within or outside of the unit and the unit should indicate any need for discipline expertise across reviewers.
    c) Department guidelines may establish restrictions on who provides reviews by track or rank. With the integration of a training component, any faculty member within the COE should be able to review another faculty member's teaching, without regard to track or rank. However, administrators should carefully consider potential conflicts of interest when making assignments.

D. Training

The COE will provide resources and training opportunities to aid reviewers in effectively and constructively completing peer reviews of teaching. Early in the Fall 2024 semester, peer review faculty leaders from each department participated in a workshop facilitated by the Leonhard Center. These faculty leaders then supported the implementation of updated peer review guidelines in their departments. The resulting department-level guidelines are provided in Appendix A.

Departments may wish to periodically integrate peer review training with departmental meetings or retreats. The Leonhard Center could be a collaborator on these training sessions.

E. Optional Formative Reviews

Additional formative reviews can be completed to aid faculty in improving their teaching, but those formative reviews will not be included in evaluation (P&T or Promotion or Faculty Annual Review).

1) Formative reviews may be conducted at the request of the faculty member or their administrator.
2) Before any review commences, it must be clearly and permanently delineated whether it will be a summative review to be used in evaluation or a formative review solely to aid faculty in improving their teaching.

3) All faculty at all levels should have the opportunity and be encouraged to participate in a formative assessment of their teaching on a periodic basis, with that period length being dependent upon their faculty level.

4) The Leonhard Center is only able to participate in formative reviews of teaching that are focused on teaching improvement, not evaluation. If a department intends to include the Leonhard Center in their review process, please contact the Director of the Leonhard Center prior to inclusion in official guideline documentation.

II. STUDENT FEEDBACK ON TEACHING EFFECTIVENESS (effective July 1, 2025)

Consistent with Appendix A of the *Administrative Guidelines for Policy AC23*, a student feedback survey (SEEQ) will continue to be administered by the university for each course section taught in the College of Engineering. The faculty member and their academic unit head will have access to the SEEQ results. The results will be considered confidential apart from access by the administrators, staff, and committee members involved in annual evaluations and promotion and tenure reviews.

Beginning with the 2025-2026 review cycle, the Administrative Guidelines provide new requirements for incorporation of student feedback into the dossier. In brief, for all promotion and/or tenure reviews, a committee of two faculty members will prepare a 750-word report that synthesizes and interprets the candidate's teaching effectiveness based on all SEEQs (and SRTEs, if applicable) during the review period. These reports will be included in Section A of the dossier; quantitative results will no longer be included in Section A but will appear in a new Section F. Candidates may choose to include the full set of qualitative student feedback in their supplemental materials, if desired.

Additional resources to support these changes to the Assessment of Teaching Effectiveness have been provided by the Office of Faculty Affairs, including FAQs and a summary of changes to the dossier.

A. Implementation Timeline

This change in college guidelines must be implemented for the 2025-2026 review cycle. Subsequently, the changes must be incorporated into the department guidelines during the 2025-2026 academic year, if additional details or requirements are needed for any department. The Associate Dean for Faculty and Faculty Affairs Coordinator will collect the updated department guidelines in Spring 2026.

B. Formation and Charge of Student Feedback Committees

A separate committee should be formed for each faculty member having a review. To meet review deadlines, and consistent with the College promotion and tenure calendar, we strongly recommend that departments form the feedback committees in May or June.

- one member of the department/school P&T committee
- one member appointed by the department/school head/director from a list of two provided by the faculty member under review

Other aspects of the committee composition may vary by department but should be consistently applied for all faculty members. Such factors might include title, rank, or track of reviewers, whether all reviewers must be from within the unit, and how the P&T committee member on the student feedback committee is selected.

The committees should be officially charged by their department/school heads/directors. The Office of Faculty Affairs has provided the key elements for the committee charge, *Recommended Charge to*

Student Feedback Reviewers in the Faculty Teaching Assessment Process. This charge is recommended but should be complemented with these College of Engineering guidelines. **Please note that our College of Engineering student feedback committees should be instructed to make no direct use of artificial intelligence (AI), but to proceed as described in the following Sections C and D.**

C. Materials Provided to the Committees

The following information from the student surveys will be provided to each student feedback committee for all course sections taught by the candidate during the review period:

- the quantitative rating summaries (SEEQ questions A2 and A3)
- the raw qualitative student feedback (SEEQ questions A1 and A4)
- artificial intelligence (AI) summaries of the qualitative feedback (SEEQ questions A1 and A4) for large-enrollment courses, upon request

Responses to SEEQ questions A5 through A7 will not be provided to the committees, as that information is intended only for the instructor.

D. Use of Artificial Intelligence

University guidelines allow for the optional use of artificial intelligence (AI) to summarize the qualitative student feedback. *Guidance for the Optional Use of Artificial Intelligence (AI) in Summarizing Student Feedback for Faculty Assessment* states that "AI must not be used to generate evaluative statements about the candidate's teaching effectiveness." AI can only be used for summarization. The linked *Guidance* also states, "The use of AI to summarize student feedback is but one part of the data that informs this review. Again, under no circumstances should AI be used to provide an evaluation of the student comments, the candidate's teaching effectiveness, or draft the final report."

The Guidance strictly defines how AI may be used. Microsoft Copilot must be used as the only platform to run the summary analysis. Quantitative data and personally identifiable information must be redacted prior to querying Copilot. A specific prompt is specified, and no follow-up or further queries are allowed.

In consideration of these restrictions, **in the College of Engineering, student feedback committees should make no direct use of AI!.** Upon request, AI summaries for larger enrollment courses will be available from the department administrative assistants who support promotion and tenure processes. It is recommended that AI summaries only be requested for courses with enrollments greater than 80 students. The Associate Dean for Faculty and the College Faculty Affairs Administrative Coordinator will provide the AI summaries to the administrative staff.

E. Preparation of Student Feedback Committee Reports

1) The student feedback committee should prepare a report of up to 750 words "describing insights about the candidate's teaching effectiveness," as derived from the information that

has been provided. As applicable, the committee report should incorporate consideration of the Elements of Effective Teaching. The two committee members should collaborate to author the report, although the way they divide and share the work is at their discretion.

2) If AI summaries were requested and used by the committee, a disclosure statement should be added to their report and included in the dossier. The disclosure statement will be provided with the AI summary, indicating the use of Copilot, the prompt, and the number of qualitative comments summarized.
3) Both members of the student feedback committee should sign their final report.

F. Candidate Response

The committee report will be included in the dossier prior to the candidate's signature. If the candidate's perception is that the report does not adequately address their teaching effectiveness based on student feedback, they may revise their narrative statements prior to signing the final dossier.

G. Confidentiality

All aspects of this process are confidential. After the final report is submitted, the student feedback data, any AI summaries, and the committee member's notes and drafts should be destroyed.

APPENDIX A: DEPARTMENT AND SCHOOL PEER REVIEW OF TEACHING GUIDELINES

Architectural Engineering Department Peer Review of Teaching (Pilot Program)

Purpose

Each department, school or other College of Engineering (COE) unit with faculty who teach must have formal, clearly articulated policies for Peer Review of Teaching (PRT)[1,2]. Specific department, unit, and school policies and procedures must fall within the general guidance provided by COE and the University. This document summarizes PRT policies and procedures specific to the Department of Architectural Engineering which will be initially run as a pilot program for one full academic year (AY 25-26) Following this period a new document will be established with rubrics, timelines, and other supporting documents that are found to be useful over the course of the pilot program.

Scope

The policy applies to all faculty, whether tenured, tenure-track, or professional track.

Review Frequency

Faculty engaged in course instruction should participate in PRT on a cycle of:

Tenured/Tenure-Track	Professional Track	Frequency
Assistant Professor	First Rank (Lecturers, Researchers, and Assistant level)	1 PRT every year
Associate Professor	Second Rank (Assistant and Associate level)	1 PRT every 2 years
Full Professor	Third Rank (Associate and Full Level)	1 PRT every 3 to 5 years

These frequency guidelines have been established and synchronized at the university level. In the future, further guidance for one-time, single-course instructors or graduate student instructors will be included, however they are not part of the pilot program due to their high variability. Implementation and Process

[1] "Guidelines and Criteria for Promotion and Tenure in the College of Engineering" https://www.engr.psu.edu/assets/docs/strategic-plan-and-initiatives/COE_PromotionTenure.pdf
[2] "College of Engineering Professional Track Faculty Appointment and Promotion Guidelines" https://www.engr.psu.edu/assets/docs/human-resources/Professional-Track-Promotion-Guidelines-effective-July-2023-rev-May-2024.pdf

Administration

The AE PRT Committee, composed of 3 faculty and at least one department staff, will keep a master record of PRT that has been completed for each faculty member, along with their current rank/title. Prior to the beginning of the Fall semester, AE PRT Committee will generate a list of all faculty members needing PRT during the coming year. AE PRT Committee will initiate the PRT process by notifying the faculty member to be reviewed of their need for PRT and informing them of the process and next steps to take.

Eligibility and Selection of Reviewers

After notification of a PRT need, the reviewee will provide the AE PRT Committee a list of three potential reviewers. All faculty members with at least 4 full semesters of teaching experience in AE, and that 1) have sufficient domain knowledge to evaluate the quality of instruction and content and/or 2) have relevant pedagogical training for a particular class format who are eligible to serve as reviewers. AE PRT Committee will assemble a final list of potential reviewers to forward to the Department Head. The final selection will be made by the Department Head. The reviewee will be given the opportunity to reject the proposed reviewer after consultation with the Department Head (and discuss an alternative). Throughout the selection process, AE PRT Committee and the Department Head will aim to ensure that potential conflicts of interest and biases are minimized, while also achieving a variety of review sources for each reviewee. Faculty across both tracks are eligible for reviewing other tracks in a PRT.

Review Process

After a reviewer selection has been made, the reviewer will contact the faculty member under review to gather preliminary information about the course and to develop a plan for completing the review. The exchange should **review the current syllabus** using the department syllabus rubric, set expectations for the review, and collaboratively identify at least two sources of evidence the from Evidence Justification Worksheet appropriate for the course context (see Sources of Evidence section below). The reviewer will then complete the review using the appropriate rubrics and will return a copy of the evaluation to AE PRT Committee, the Department Head, and the faculty member under review. AE PRT Committee will update the master record of department faculty PRTs. In the future, a timeline for the review process will be made available; however, during the pilot we will examine how long various pilot reviews take with different evidence forms in order to create this for the final version.

Course to be Reviewed

During the initial meeting between faculty and reviewer, the course to be reviewed will be selected. It is encouraged during a faculty members time at Penn State in Architectural Engineering to have multiple courses reviewed. There are benefits to having repeat reviews

within a course over multiple years to showcase course and instructor evolution. The discussion and selection need to be mutually agreed upon.

Sources of Evidence

Peer Review of Teaching evaluations should include only evidence-based observations about the teaching from multiple sources, and should be based on the Elements of Effective Teaching, [3] including:

- Effective Design
- Effective Instruction
- Inclusive and Ethical Pedagogy
- Reflective and Evolving Practice

It is the primary responsibility of the reviewer and reviewee to determine which sources of evidence are appropriate for a particular course context (lecture, lab, flipped, etc.) and instructional mode (e.g., in-person, hybrid, online, etc.). As part of the review process, the reviewer will be asked to provide a brief rationale for the selected sources of evidence. The faculty member being reviewed can provide input and suggestions for what the review will look at with a mutual agreement between two parties before the review is conducted. Some potential sources that can be used as evidence for evaluation of teaching effectiveness are listed below. **Note that class observations may be used as one source of evidence but should not be the only source of evidence.**

Acceptable forms of evidence:

- **Classroom observation** involves a reviewer attending an agreed upon 30-60 minute portion of class to evaluate the teaching and learning environment. The observation focuses on various aspects of teaching effectiveness, including instructional strategies, student engagement, classroom management, and the alignment of activities with learning objectives. The faculty member has a right to suggest which class during the semester to showcase their abilities.
- **MSEEQ Reflection** is a self-assessment tool where instructors reflect on student feedback gathered through MSEEQ surveys. The focus is on identifying strengths and areas for improvement in teaching practice based on student perceptions. The instructor being reviewed must write a summary citing specific aspects of the MSEEQs and concrete ways to move forward with the second half of the class based on the feedback. Student response rate must be more than 20% to use this option. After the reflection is written it is to be shared with the reviewer. Specifics on timeline will be given in future drafts after the pilot program. As MSEEQs are only sent to the instructors, the reviewer cannot request that these be used but the person being reviewed may offer them of their own volition.

[3] https://www.schreyerinstitute.psu.edu/assessment_of_teaching/elements_of_effective_teaching

- **SEEQ Reflection** is a self-assessment tool where instructors reflect on student feedback gathered through SEEQ surveys. The focus is on identifying strengths and areas for improvement in teaching practice based on student perceptions. The instructor being reviewed must write a summary citing specific aspects of the SEEQs from the previous instance they taught the class. These pieces of feedback need to be connected to concrete ways the instructor plans to change the class moving forward based on the feedback. Student response rate must be more than 50% to use this option. After the reflection is written it is to be shared with the reviewer. Specifics on timeline will be given in future drafts after the pilot program.
- **Canvas Review** includes assessing the organization, accessibility, and effectiveness of digital course materials in how students interact with them.
- **Teaching philosophy and course mapping** involves the articulation of an instructor's teaching philosophy, which includes their beliefs about teaching and learning, and how these are reflected in their course design and delivery. Course mapping involves aligning course objectives, content, and assessments with the teaching philosophy. After the philosophy and course mapping document is written it is to be shared with the reviewer. Specifics on timeline and examples will be given in future drafts.
- **Detailed module review** involves an examination of a specific module within a course (at least 2 hours of class material and one assessment). This includes evaluating the learning objectives, instructional materials, activities, and assessments for coherence, alignment, and effectiveness.

Guidelines, examples, and rubrics for each type of evidence will be included in the Appendix throughout the pilot program as needed and will be iteratively updated to reflect experiences during the pilot program.

Training

These policies will be reviewed at least annual and updates and brief trainings will be provided during faculty meetings.

Evidence Justification Worksheet

Instructor Name: _____
Course Title: _____
Course Format (e.g., lecture, lab, online): _____
Semester/Year: _____
Reviewer Name: _____

Instructions: For each type of evidence selected for the peer review, please provide a justification for its inclusion. Consider the course context, instructional mode, and specific aspects of teaching effectiveness you aim to evaluate.

1. Classroom Observation

Selected? (Yes/No): ____
Justification for Inclusion:

- Objective: What specific teaching practices or interactions are you aiming to observe?
- Relevance: How does this observation relate to the course's learning objectives and instructional strategies?
- Potential Insights: What insights do you expect to gain from this observation?

_____
_____
_____

2. MSEEQ Reflection

Selected? (Yes/No): ____
Justification for Inclusion:

- Objective: What aspects of student feedback are you focusing on?
- Relevance: How does reflecting on MSEEQ feedback contribute to understanding teaching effectiveness?
- Potential Insights: What changes or improvements are anticipated from this reflection?

_____
_____
_____

3. SEEQ Reflection

Selected? (Yes/No): ____
Justification for Inclusion:

- Objective: Which elements of student feedback are critical for this review?

- Relevance: How does SEEQ feedback align with course goals and instructor development?
- Potential Insights: What outcomes or improvements do you expect from analyzing this feedback?

_____
_____
_____

4. Canvas Review
Selected? (Yes/No): ____
Justification for Inclusion:

- Objective: What specific elements of the online course environment are being evaluated?
- Relevance: How does the Canvas review support the overall assessment of course design and accessibility?
- Potential Insights: What improvements or enhancements are anticipated from this review?

_____
_____
_____

5. Teaching Philosophy and Course Mapping
Selected? (Yes/No): ____
Justification for Inclusion:

- Objective: What aspects of the teaching philosophy are being highlighted?
- Relevance: How does this evidence illustrate the alignment between teaching philosophy and course design?
- Potential Insights: What insights into instructional coherence and alignment do you expect to gain?

_____
_____
_____

6. Detailed Module Review
Selected? (Yes/No): ____
Justification for Inclusion:

- Objective: Which module components are being closely examined?

- Relevance: How does this review contribute to the understanding of module effectiveness and alignment?
- Potential Insights: What specific improvements or insights are anticipated from this detailed review?

_____
_____
_____

Additional Comments: Please provide any additional comments or considerations that influenced the selection of evidence types for this review.

_____
_____
_____

Dear <mentor> and <mentee>,

After some go-arounds on what the peer-evaluations need to be, and in the presence of wildly competing suggestions for pairing mentors with mentees, may I propose that you – <mentor> –mentor <mentee> this year?

There are some minimum things required – meeting once a month, and a summative peer-eval of teaching by the end of the year following the process laid out in my earlier email to everyone. But, beyond that formulaic, I hope it's a fruitful and mutually beneficial thing! My biggest thought is to <some discussion of why they are paired – the mentee's situation relative to tenure, struggles in teaching or research, things I urge them to discuss><mentee> – please provide the "activation energy" required here to get and keep this relationship going – don't wait on <mentor> to get the meetings going and the peer evaluation started, and reach out to him anytime you would like to chat.

At a minimum:

Meet monthly. Let me know when the meeting has occurred for dept records. If you go out for lunch or coffee for the meeting, bring me the receipt, the dept will pay for it.
Peer evaluation of instruction – it might not hurt to have some discussion about both fall and spring courses, even if only one memo is needed for the dossier doing a deep dive in one course.

1. Reviewee (<mentee>) prepares:
Teaching philosophy
Guide to Canvas course materials (rather than a full portfolio to save time)
Copies of course assessments, e.g., quizzes, exams and projects
2. Before class visits, Reviewer (<mentor>) reviews philosophy and course materials. Reviewer evaluates course materials using rubric
3. Reviewer visits class twice and evaluates teaching using rubric
Ideally visits should occur in two consecutive sessions selected in consultation with the Reviewee.
4. As a "formative evaluation" between you- two, the Reviewer meets with the instructor to discuss findings from review of teaching materials and classroom visits. These findings and the results of the discussion should be discussed with the instructor
5. Finally, please provide me a summative evaluation memo by the end of the academic year, signed and dated.

		Exceptional	Satisfactory	Needs Improvement
Organization	Begins on time in an orderly, organized fashion; Makes connection to prior class(es), as appropriate; Addresses all intended content; Summarizes and distills main points at the end of class; Finishes class on-time			
Classroom environment	Demonstrates enthusiasm and excitement toward teaching and students; establishes welcoming learning environment that encourages student questions and engagement from all students			
Mastery of Teaching Content/ Knowledge	Presents concepts and methods at an appropriate level for the class; Makes connections to students' prior knowledge, Explains difficult terms or concepts in-depth and/or in more than one way; Answers questions in-depth; checks for student understanding of answers			
Teaching Strategies	Uses a variety of teaching strategies appropriate to course content to maintain student engagement; Monitors and responds appropriately to changes in student attentiveness; Incorporates demonstrations/examples as appropriate; Incorporates active learning (e.g., group problem solving) as appropriate			
Presentation style	Speaks audibly and clearly and at an appropriate pace; Establishes and maintains appropriate eye contact; Models professionalism; Writes legibly			
Technology	Uses technology appropriately to engage students and promote learning; examples: voice annotated examples, simulations, breakout rooms and polls. Please note technologies used during class observation below.			

Comments (use back of form as necessary):

Course materials

		Exceptional	Satisfactory	Needs Improvement
Syllabus	Syllabus contains learning objectives, course grading, course schedule and all required elements, e.g., academic integrity, accommodations, etc.; The overall syllabus is well organized and clearly communicates the expectations for the course; Tone of syllabus is engaging and helps motivate students to learn			
Course content and materials	Aligned with learning objectives; Includes all concepts and methods required by program curriculum; Reflects current state of the field; Materials provided to students are clear and well-organized.			
Course assignments and assessments	Aligned with learning objectives; clearly written; appropriate in difficulty, length, and frequency			
Overall Organization	Organization of course materials in Canvas is effective and allows students to easily access course materials and other elements of course such as , video lectures, assignments, quizzes and exams, etc.			

Comments (use back of form as necessary):

PennState College of Engineering

Graduate Program in Acoustics
Evaluation of Teaching Effectiveness

Faculty Reviewed: **Course:** **Semester:**

EVALUATION CRITERIA

This evaluation rubric will be provided to the faculty reviewed and used by the reviewer as a template for a letter included in the dossier for promotion and tenure.

	Teaching Performance	Unable to Observe	Not Satisfactory	Satisfactory	Very Good	Excellent
Organization	Begins on time; makes connection to prior class(es); addresses all intended content; summarizes main points at the end of class; finishes class on time					
Classroom Environment	Demonstrates enthusiasm towards teaching and students; establishes welcoming learning environment that encourages student questions and engagement from all students					
Mastery of Teaching Content/ Knowledge	Presents concepts/methods at an appropriate level for the class; makes connections to students' prior knowledge; explains difficult terms/concepts in depth; answers questions in depth; checks for student understanding of answers					
Teaching Strategies	Uses a variety of teaching strategies appropriate to course content to maintain student engagement; monitors/responds appropriately to changes in student attentiveness; incorporates demonstrations/examples as appropriate; incorporates active learning					
Presentation Style	Speaks audibly and clearly and at an appropriate pace; maintains appropriate eye contact; models professionalism; writes legibly					
Technology	Uses technology appropriately to engage students and promote learning; examples: voice annotated examples, simulations, breakout rooms and polls					

	Course Materials	Unable to Observe	Not Satisfactory	Satisfactory	Very Good	Excellent
Syllabus	Syllabus contains learning objectives, course grading, course schedule and all required elements, e.g. academic integrity, accommodations, etc.; the overall syllabus is well organized and clearly communicates the expectations for the course					
Course Content and Materials	Aligned with learning objectives; includes all concepts and methods required by program curriculum; reflects current state of the field; materials provided to students are clear and well-organized					
Course Assignments	Aligned with learning objectives; clearly written; appropriate in length, difficulty and frequency					
Overall Organization	Organization of course materials in CANVAS is effective and allows students to easily access course materials and elements of the course such as: video lectures, assignments, exams					

Overall Summary of Teaching Performance:

Overall Teaching Performance Rating (circle one): Excellent Very Good Satisfactory Unsatisfactory

Reviewer Signature: _____ **Date:** _____

Department of Biomedical Engineering Peer Evaluation of Teaching Effectiveness

Faculty Reviewed:_____Semester:_____

Review Frequency: The department of Biomedical Engineering will review faculty based on the following timelines:
Assistant Professors, and Associate Professors without tenure: 1 peer review per year
Associate Professor with tenure: 1 peer review every 2 years
Professors: 1 peer review every 5 years
All ranks of Teaching Professors: 1 peer review per year

Prior to Review: Communicate with the reviewee on the course(s) and content that will be reviewed in addition to the overall expectations of the peer review as outlined in this form.

This form has been designed to guide the reviewer and aide the development of a comprehensive narrative review of the reviewee's teaching effectiveness.

Teaching Performance:

While observing the course in person or online for the following categories elaborate on the **Evidence Found**, **Strengths**, and **Areas for Improvement**

	Teaching Performance	**Evidence Found, Strengths, and Areas for Improvement**
Organization	Begins on time in an organized fashion; Makes connection to prior class; Addresses all intended content; Summarizes main points at end of class; Finishes class on-time	
Classroom environment	Demonstrates enthusiasm toward teaching and students; Establishes welcoming learning environment that encourages student questions and engagement from all students	
Mastery of Teaching Content/ Knowledge	Presents concepts/methods at an appropriate level for the class; Makes connections to students' prior knowledge; Explains difficult terms/concepts in-depth; Answers questions in-depth; Checks for student understanding of answers	
Teaching Strategies	Uses a variety of teaching strategies appropriate to course content to maintain student engagement; Monitors/responds appropriately to changes in student attentiveness; Incorporates demonstrations / examples as appropriate; Incorporates active learning	
Presentation style	Speaks audibly and clearly and at an appropriate pace; Maintains appropriate eye contact; Models professionalism; Writes legibly	
Technology	Uses technology appropriately to engage students and promote learning; examples: voice annotated examples, simulations, breakout rooms and polls	

Course Materials:

While reviewing the course content for the following categories elaborate on the **Evidence Found**, **Strengths**, and **Areas for Improvement**

	Course materials	Evidence Found, Strengths, and Areas for Improvement
Syllabus	Syllabus contains learning objectives, course grading, course schedule and all required elements, e.g., academic integrity, accommodations, etc.; The overall syllabus is well organized and clearly communicates the expectations for the course	
Course content and materials	Aligned with learning objectives; Includes all concepts and methods required by program curriculum; Reflects current state of the field; Materials provided to students are clear / well-organized	
Course assignments	Aligned with learning objectives; Clearly written; Appropriate in difficulty, length, and frequency	
Overall Organization	Organization of course materials in Canvas is effective and allows students to easily access course materials and elements of course such as: video lectures, assignments, exams	

Summarize the overall teaching effectiveness as a letter submitted to the department head and transmitted to the reviewee.

CEE Revised Faculty Handbook Text

Faculty members are evaluated by their peers (i.e., other faculty members) to identify strengths and potential areas for improvement. The Undergraduate Committee will select a peer of equal or higher rank to conduct the review. The instructor under review should have input into the choice of reviewers (e.g., they may request a different reviewer than the one selected by the Undergraduate Committee), with the Department Head making the final decision.

The frequency of reviews will be determined by the Department Head, based on the following University minimum requirements:

- Assistant tenure-track and professional track professors: 1 review every year
- Associate tenure-track and professional track professors: 1 review every 2 years
- Full tenure-track and professional track professors: 1 review every 3 years

The evaluation must be based on multiple forms of evidence, which, in addition to an in-class observation (required), may include the course syllabus, lecture notes, homework assignments, exams, the Canvas page, and/or other course materials.

Once the reviewer has been identified, the reviewer and instructor should meet in advance of the in-class observation to determine which pieces of evidence will be used in the evaluation. The instructor may choose to share areas of improvement identified in past reviews with the reviewer, but this is not required.

The reviewer will then conduct an evidence-based evaluation, identifying strengths and potential areas for improvement in course content and delivery. The review should reference course materials and in-class observations to ensure it is grounded in evidence.

The instructor may provide a response (not a rebuttal) to the review, addressing concerns raised and outlining future steps for teaching improvement.

Semester Timeline of Events

- By Week 2 – Assignments are sent out to instructor by the Undergraduate Committee. If an instructor would like to request a change to their reviewer, the instructor should contact the department head within one week of the assignments being sent out.
- One week later – The assignments are finalized and sent to the reviewer.
- Week 4 – By the end of Week 4, the reviewer and instructor should have had their initial meeting (1) to discuss what course material will be evaluated and (2) to schedule the in-class observation. *The instructor may choose to share areas of improvement identified in past reviews with the instructor, but this is not required.*
- Week 12 – By the end of Week 12, reviewers should have completed their evaluations and submitted them to the Department Head and the instructor. *The instructor may provide a response (not a rebuttal) to the review, addressing concerns raised and outlining future steps for teaching improvement.*
- Week 14 (optional) – The instructor provides the optional response to the Department Head to be included in their dossier.
- At the end of the semester, the UG meets to pair instructors and evaluators for the coming semester.

THE PENNSYLVANIA STATE UNIVERSITY
Department of Civil & Environmental Engineering
Peer Evaluation of Teaching Effectiveness

Semester:

Faculty Member: **Rank:**

Evaluator: **Rank:**

Course Number and Title:

Role of Course in Civil Engineering Curriculum: *Required or Elective*

Pieces of evidence used for evaluation:

Provide a list of the pieces of evidence were used in the evaluation. An in-class observation must be one of the pieces of evidence. Other common pieces of evidence include: the course syllabus, the Canvas page, example problem sets, example quizzes or exams, lecture notes or slides, and/or example Top Hat questions.

Course and class period structure:

Briefly explain how the course is structured (e.g., lecture-based, a combination of lectures and laboratory sessions, or a flipped classroom environment) and how students are evaluated (e.g., a combination of attendance taken via Top Hat, problem sets, and exams). Summarize what activities occurred during the in-class observation. This section should be written in a matter-of-fact manner.

Strengths of course structure and delivery:

Using an evidence-based approach, detail the strengths of the course structure and/or delivery methods in effectively achieving the course objectives. Be as specific as possible regarding the observations that led to these conclusions.

Areas of improvement in course structure and delivery:

Using an evidence-based approach, detail the potential areas for improvement in the course structure and/or delivery methods in effectively achieving the course objectives. Be as specific as possible regarding the observations that led to these conclusions.

Summary of overall assessment:

Briefly summarize the overall assessment of the course and its delivery.

Peer Teaching Assessment - Chemical Engineering Department Policy

Frequency of assessment:
Instructors of all 3 or 4-credit core or elective Chemical Engineering classes who hold the title Assistant Professor, Associate Professor, Assistant Teaching Professor, or Associate Teaching Professor will be evaluated every semester by a peer faculty member. Instructors holding the title of Professor or Teaching Professor will be evaluated at least every five years. Non-3 credit classes may be evaluated depending on the nature or format of the class, at the discretion of the department head in consultation with the instructor.

Who performs the assessment:
Peer assessments will be performed by a Chemical Engineering faculty member of higher rank – i.e., Assistants will be evaluated by Associate or Full Professors, and Associates by Full Professors. Evaluations may be performed by tenure track or professional track faculty. Faculty members under review may submit names of potential reviewers to the Department Head. Peer reviewers will be assigned jointly by the Promotion and Tenure Committee and Department Head, with the Department Head having ultimate responsibility to assure peer evaluators are assigned each semester. A faculty member under review may reject a proposed reviewer after consultation with the Department Head.

Evaluation criteria for faculty teaching:
Peer assessments must include a written evaluation submitted to the Department Head's office (email to staff assistant) by at most two weeks following the end of the semester. Penn State's research-based Elements of Effective Teaching should serve as a foundation for the peer review of teaching. The following list includes elements that are to be assessed.

Required elements:
-Demonstration of command of the subject material, accuracy in the presentation of concepts and relevant exercises or problems
-Overall preparation and organizational adequacy of the class period
-Student interaction effectiveness and employed modalities
-Clarity of verbal communication and effectiveness of visual aids
-Overall comments and recommendations -Relevance, usability, and completeness of Canvas class page.
-Clarity and effectiveness of posted/distributed course materials and class assignments
-Support for computational work and software (if applicable).
-Effectiveness of experimental component of class (if applicable).

Suggestions for evaluation procedure:
The evaluator should contact the faculty member being evaluated to let them know they have been assigned to complete the review for their class. The evaluator should meet with the instructor to identify material to be reviewed and to arrange for a convenient/appropriate class period (or periods) to participate to aid in completing the review. These peer teaching evaluations are to be based on more than one source of assessment (not a class visit alone), so

the instructor should make relevant course materials (e.g., syllabus, Canvas page, etc.) available to the reviewer prior to their visit to the classroom. The instructor should also provide context on plans and goals for the class period(s) attended by the evaluator. The assessment of the elements listed above should consider both the class period, the overall class structure and operational modality based on the materials shared.

The content of the evaluation letter should include only evidence-based observations. Evaluators should share their evaluation letter with the instructor prior to submission to ensure that the instructor has an opportunity to address any factual errors that may be in the letter. The instructor does not have the discretion to object to the assessment letter but can request factual errors to be corrected. The evaluator may share the submitted letter with the instructor (via cc on emailed submission to Department Head's office). The Department Head's office will ensure that the instructor receives the submitted evaluation. If the instructor believes factual errors remain in the submitted letter, they may request adjudication by the Department Head.

In addition to the formal letter submission, the evaluator is encouraged to arrange a post-review conversation with the instructor to provide informal feedback.

Optional Formative Reviews:
Formative reviews may be completed to aid faculty in improving teaching. These reviews are not included in any evaluation (i.e., P&T reviews, annual reviews). Formative reviews may be conducted at the request of the faculty member or the Department Head. The Leonhard Center can participate in formative reviews and can be a resource for both the instructor and the reviewer.

Approved by ChE faculty May 7, 2024

Peer Teaching Review Guidelines for the School of EECS

Process for Assigning Reviews

1) Department Head reviews undergrad and grad courses being taught by the EECS faculty and makes assignments as to who will evaluate each class being taught. This process may be delegated to Associate Department Heads and the Director of Undergraduate Studies. Faculty being reviewed will be notified of the identity of the reviewer and can express concerns to the Head and request a different reviewer. The faculty being reviewed is allowed to reject one reviewer per cycle.
2) The faculty member conducting the review will be of higher rank than the faculty member being reviewed, except in the case of Full Professors, who will be reviewed by other Full Professors.
3) The faculty members are notified by the Department Head assistants as to which classes they are assigned to review and the date, time, frequency of those classes.

Process for Conducting Reviews

1) Faculty being reviewed prepares:
    - Teaching philosophy
    - Guide to Canvas course materials (rather than a full portfolio to save time)
    - Copies of course assessments, e.g., quizzes, exams, and projects.
2) Before class visits, reviewer reviews philosophy and course materials. Reviewer ***evaluates course materials using rubric****.*
3) Reviewer visits a class, and ***evaluates teaching using rubric****.*
4) Reviewer writes a **summative evaluation** for P&T after visiting a class. The summative evaluation discusses findings from the review of teaching materials and classroom visits, and an *overall evaluation* as "Excellent", "Very Good", "Satisfactory", or "Needs Improvement" is provided.

Review frequency

Tenure-track faculty:

- pre-tenure: twice a year; if only one course is taught, then once a year.
- tenured associate professors: once a year.
- tenured full professors: once every other year.

Non tenure-track faculty (excluding research faculty who do not teach):

- assistant professor: twice a year; if only one course is taught, then once a year.
- associate professor: once a year.
- full professor: once every other year.

Feedback

1) The faculty being reviewed will receive feedback as part of their yearly review. They may request feedback after each peer review if desired.

**If a problem is reported or we are evaluated an individual for an award, then a teaching review or observation may be conducted for the purpose of improvement.

Penn State University Engineering Science and Mechanics Department: Policy on Peer Reviews of Teaching

Approved on 12/13/2024 by unanimous vote of the ESM faculty

Objective of this Policy Statement

The objective of the present policy is to articulate the Engineering Science and Mechanics Department's implementation of the peer reviews of teaching (PRT) in conformity with the Penn State *Faculty Teaching Assessment Framework*.

Premise

On 14 September 2021 the Penn state University Senate approved the advisory/consultative report entitled "Faculty Teaching Assessment Framework" (FTAF) [1]. The FTAF report, approved by President Barron on 16 November 2021 [2], was prepared by the Senate committees on Faculty Affairs, Educational Equity and Campus Environment, and Intra-University Relations. The report's objectives are:

1. To provide faculty with feedback (student and peer) for course development and instruction.
2. To provide administrators with more robust and equitable tools to evaluate how faculty use feedback to inform pedagogy.

The report also states that

> *This proposed framework for teaching assessment allows for a three-tiered approach to improving teaching. The first tier, two student surveys focused on learning objectives, will provide early and summative feedback to the faculty member. The second tier, a peer-review by a trained faculty reviewer, could provide opportunities to share and hone pedagogical strategies.*

On 28 September 2023 [3], it was officially announced that

> *The Office of Faculty Affairs will begin implementing a new Faculty Teaching Assessment Framework that incorporates multiple data points, including student feedback, self-reflection from faculty members, and feedback from peers. The new framework was recommended by the Penn State Faculty Senate and approved by President Neeli Bendapudi in May.*

The announcement in [3] was preceded by four Faculty senate reports focusing on specific elements of FTAF implementation [4–7]. In turn, these documents were followed by an

additional communication from Senior Vice Provost for Faculty Affairs Kathy Bieschke, dated 8 November 2023 [8] with one update to the student feedback component of the FTAF and one update impacting the annual reviews for full-time faculty members at Penn State.

The available Senate reports and official communications concerning the FTAF can also be found at the following link:
https://facultyaffairs.psu.edu/assessment-of-teaching-effectiveness/.

FTAF Implementation at Penn State

As can be read in [3],

> *The framework identifies four Elements of Teaching Effectiveness — effective design, effective instruction, inclusive and ethical pedagogy, and reflective and revolving practice — to serve as standards against which the combined sources of evidence are assessed.*

Furthermore, a dedicated Task Force was created and charged with facilitating the implementation of the FTAF. This implementation is articulated into three "pillars":

1. Student feedback: two student surveys will provide early, i.e., mid-semester, and summative feedback to the faculty member.
2. Peer-reviews: peer-reviews by a trained faculty reviewer could provide opportunities to share and hone pedagogical strategies.
3. Self-reflection: Self-reflection encourages the faculty member to document annually their own assessment of their courses, student feedback, and peer reviews.

The implementation of the student feedback element of FTAF has been carried out institutionally and it was reflected, in part, by the switch from Student Ratings of Teaching Effectiveness (SRTE) to Student Educational Experience Questionnaire (SEEQ). The self-reflection component is now an element of yearly evaluations. Finally, a Standing Advisory Committee for Assessment of Teaching Effectiveness has been created at Penn State for the purpose of cyclically reviewing the FTAF implementation at Penn State. The updated roster of this committee can be found at the following link:
https://facultyaffairs.psu.edu/standing-advisory-committee-for-assessment-of-teaching-effectiveness/.

FTAF and Peer Reviews of Teaching

Peer reviews of teaching (PRT) are required to conform to the guidelines contained in the University Senate informational report entitled "Implementation of Peer Review within the FTAF" [6], passed by the Senate on 25 April 2023. This report includes a clarification concerning the term "Peer Review", which is reported herein in its entirety:

> *The FTAF report uses the terms "peer feedback," "peer review," and "peer evaluation" interchangeably. Current policy (AC 40) and Administrative Guidelines for AC23*

Promotion and Tenure Procedures and Regulations, 2022 – 2023 use the term "peer review." Peer review is the process by which an individual's peers can evaluate a full range of teaching activities. Most usually it involves class observation. Peer review shall consider a range of teaching activities, including, but not limited to, the development of materials such as case studies and class assignments, advising, research collaboration, and graduate student mentoring. (Some of this evidence might be made available to peers by the candidate via a teaching portfolio.) The specific means and methods employed by a particular unit shall be adopted by that unit to address its own unique standards and practices. (Administrative Guidelines for AC 23, II.C.1.c, page 5)

Thus, we recommend using the term "peer review" in the implementation of this report. According to the administrative guidelines, peer observation is not a required element of peer feedback.

*Classroom observation is the process whereby a peer evaluator gains insight into a faculty member's teaching practices through direct observation of instructional activities. In face-to-face instruction, these observations entail attending a class session to observe instructional actions and interactions throughout the class period. Classroom observations are also possible in remote teaching and classrooms. Observations in these classes can be based on artifacts that are representative of the faculty member's instructional actions such as sent emails [*sic*], discussion board posts, and performance-based feedback.*

Summative *vs.* Formative Reviews

The implementation guidelines assert that peer review can take two forms:

- *Formative* peer reviews of teaching: These focus on improving teaching and are considered part of ongoing professional development. They are designed to help a faculty member improve teaching practice.
- *Summative* peer reviews: focus on informing personnel decisions, including reappointment, promotion and/or tenure decisions.

Recommendations for Implementing PRTs in the FTAF

Here we report, verbatim, the recommendations for implementing peer reviews articulated in the FTAF.

1. Each unit should determine their own best practices within the framework. Those practices should include clear guidelines for implementation and equitable reviewer compensation (monetary or workload adjustment).

2. The faculty member being evaluated should have the option to choose an evaluator from one of three sites: within their unit, outside their unit, or from a pool of Schreyer

consultants. The faculty member may also choose the source of assessment (e.g., Hybrid, Face–to-Face or Online)

3. Each evaluation should include a pre-review consultation, one class period observation (virtual or in-person), and a post visit conversation to discuss the class observation and the final evaluation.

4. The content of each evaluation should include only evidence-based observations and action-oriented recommendations.

5. The frequency of peer evaluations varies across units but should occur no less than every five years and no more than once per academic year.

6. Create a Schreyer module or e-learning course (e.g., "Peer Review of Teaching Academy") to train interested faculty reviewers from a variety of disciplines. The goal would be to incentivize a ready pool of reviewers which would increase consistency among units.

PRT Implementation in ESM

To respond to the needs of the PRT guidelines being implemented, the ESM department adopts the policy stated herewith.

PRT Committee

The ESM Department will maintain a standing PRT committee. The latter will have a chair and a co-chair. The chair and co-chair of this committee will be appointed by the Department Head. The charge of this standing committee is to ensure that reviews are carried out according to the policy presented herein.

Type of reviews

The ESM Department recognizes that reviews can be *summative and/or formative*. These reviews must assess the same elements of teaching effectiveness as specified later in this document. The summative reviews must be written in the form of a one to two-page letter following the template indicated later. The formative reviews can use the same template as the summative reviews, but they are not required to adhere to said template nor are they limited in the page number. The reviewee will indicate if a requested review is formative or summative, with the understanding that a formative review will be used as a summative review if no designated summative review is available.

Reviewed faculty members

All full-time faculty members of the ESM department whose appointment includes teaching will be reviewed regardless of appointment type (tenure or professional track) and rank (Assistant, Associate, and Full).

Frequency of Reviews

Faculty members will be reviewed on a regular basis according to the following *minimum* requirements:

- Assistant Professors (whether tenure track or professional track): One PRT per year;
- Associate Professors (whether tenure track or professional track): One PRT every two years
- Full Professors (whether tenured or professional track): One PRT every five years.

NOTE: If the number of reviews for a faculty member coincides with the minimum expectations, the available reviews will be treated as summative. Within feasibility limits, there is no stated maximum number of PRT.

Selection of Reviewers

For the formative reviews, reviewers can be selected within and outside the ESM Department, and without any additional criteria concerning the expertise of the reviewer. Summative reviews can be carried out by reviewers selected within and outside the ESM department, but it is expected that reviewers external to the department have technical knowledge sufficient to assess the validity of the learning outcomes and teaching methodologies selected by the faculty being reviewed. The choice of a reviewer is the responsibility of the Chair or co-chair of the PRT committee. This choice must be cognizant of preferences that the reviewee might express before the review. In addition, the reviewee will have the prerogative to reject a specific choice of reviewer. In such a case, an alternative choice will be identified in consultation with the department head.

Elements of effective teaching and their assessment

The FTAF, as articulated in [1,3–7], has identified the following four elements of effective teaching:

1. **Effective Design:** Well-designed courses (lessons/modules) provide a variety of student-centered learning and assessment tasks that align with course objectives. Scaffolded and transparent design of learning and assessment tasks as well as clearly structured, accessible, and relevant materials provide appropriate challenge and support for student development and learning.
2. **Effective Instruction:** Effective instruction provides a clear structure to students that supports the process of learning. It takes cognitive and non-cognitive aspects of learning into consideration and creates positive learning environments.
3. **Inclusive and Ethical Pedagogy:** Inclusive and ethical pedagogy is the explicit inclusion of all learners, the attention to accessibility, and the removal of barriers to learning. The instructor's ability to understand their own assumptions, critically reflect on their knowledge and practices, and cultivate a sense of belonging lays the foundation for full participation by all students.
4. **Reflective and Evolving Practice:** Reflective and evolving practice involves examining one's beliefs about teaching and learning (and mentoring and advising, if appropriate) and considering changes based on our experiences and our own learning. Reflective practice and an understanding of research-informed

pedagogical techniques guide modifications to course design and instruction. The evolution of instructional practices is informed by feedback from students and enhanced through our interaction with peers and professional development opportunities.

This policy concerns all four elements of effective teaching. To facilitate the assessment, the ESM Department elects to adopt the tools made available by the Schreyer Institute for Teaching Excellence. The latter is specifically indicated by the senate reports as the main repository of information and training opportunities at Penn State for the purpose of developing effective teaching strategies and their companion assessment processes, including training opportunities for reviewers.

Best practices for implementation: the seven principles

Both to guide a teaching faculty member in the practical implementation of the elements of effective teaching and to guide a reviewer in the assessment of these elements, the Schreyer Institute has identified the following seven principles: **Best practice …**

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations; and
7. Respects diverse talents and ways of learning.

These seven principles, and their relation to the four elements of effective teaching, are indicated in a form, attached to this policy, meant to facilitate reviewers in their assessment of a reviewee.

The review process step by step

1. The chair or the co-chair of the PRT Committee contacts a reviewee to schedule a review according to the minimum expectations listed earlier in this document. Alternatively, a reviewee can contact the Chair or the co-chair of the PRT Committee to schedule a review.
2. The chair or the co-chair of the PRT Committee selects an individual to complete the review in consultation with the reviewee. If the reviewee rejects the choice of the PRT Committee Chair, the department head will be consulted regarding an alternative choice. Once a reviewer is selected, the Chair or co-Chair of the PRT Committee will contact the identified reviewer to confirm the reviewer's availability to conduct the review. Once a reviewer's willingness to serve in the PRT process is ascertained, the Chair or co-Chair of the PRT Committee will share with the reviewer the present policy and will point the reviewer to the resources for PRT reviewers offered by the Schreyer Institute of Teaching Excellence (see section on Resources for reviewers).
3. The reviewee completes the Instructor Input Form (attached) and shares the document with the reviewer. The Instructor Input Form is used by the reviewee to

indicate to the reviewer how the reviewee has implemented the elements of effective teaching. The reviewee can also use the Instructor Input Form to point out to the reviewer specific course features that the reviewee wishes to have assessed. The ESM department requires reviewers to include a classroom observation, with a format appropriate for the course modality (in-person, remote, hybrid) as one of the evidence-based elements of their assessment. The reviewee and the reviewer will coordinate the specifics (day, time, place) of the classroom observation. A reviewer can use the "Class Observation Focused Format" form (attached) or a similar note-taking strategy to take notes during the classroom observation.

4. After gaining familiarity with the material indicated in the Instructor Input Form, the reviewer will use the "Peer Review Guide for Face-to-Face and Hybrid Courses" (attached) to evaluate how the reviewee addresses/implements the four elements of effective teaching and associated seven best practice principles. In case the reviewer has questions concerning any aspects of the materials to be reviewed, the reviewer has the prerogative to contact the reviewee and ask questions.
5. The reviewer summarizes the review by writing the evaluation in the form of a letter. When the review is summative, the reviewer will use the attached template for the assessment letter paying attention to remain within a two-page limit. Formative reviews must also be written in the form of a letter with the same template as for the summative reviews, but no page limitation will be enforced.
6. The reviewer and the reviewee are encouraged to meet and discuss the review ahead of the submission of the review to the chair or co-chair of the PRT Committee.
7. Reviewers formally conclude their review by submitting their assessment letter to the Chair or the co-chair of the PRT committee, who will then acknowledge reception to the reviewees. The submitted review, if summative, will be used by the ESM Department in the P&T process.
8. The reviewee can follow up the review with a response submitted to the chair or co-Chair of the PRT Committee. This response is not to be understood as a rebuttal and, in general, will not invalidate the review. However, should a reviewee have serious concerns about the fairness of a review, the reviewee will have the prerogative to engage in a grievance process that will involve the Head of the Department. If warranted, a new review will be carried out to resolve the matter.
9. The PRTs are transmitted by the chair or co-chair of the PRT committee to the Department Head Administrative Assistant for use in the evaluation processes as described in the next section.

We note that the reviewee and the reviewer are free to communicate with each other during and after the review.

Use of PRTs in ESM

Summative reviews will be included in a candidate's dossiers for use in the promotion and tenure process. This applies to faculty members on the tenure track as well as on the professional track.

Self-reflective and evolving practice is the fourth element of the FTAF. To incorporate this element in the ESM PRT process, the PRTs regardless of type (formative or summative), will be included in yearly evaluations for all faculty members (whether tenure or professional track, and regardless of rank), with a discussion on strategies and opportunities to improve the teaching abilities of a faculty member.

Resources for the Reviewees

The *Instructor Input Form* is attached to this policy. A copy of the Instructor Input Form can also be obtained at the following link:
https://facdev.e-education.psu.edu/sites/default/files/files/PeerReview_HybridCourses_PSU_InstructorInput_November_2022.docx
Additional resources can be found on the website of the Schreyer Institute for Teaching Excellence.

Resources for Reviewers

- A detailed guide to the peer review of materials is made available by the Schreyer Institute for Teaching Excellence at the following link: https://www.schreyerinstitute.psu.edu/assessment_of_teaching/peer_review/peer_review_of_materials
- Specific resources for peer observation of teaching are made available by the Schreyer Institute for Teaching Excellence at the following link: https://www.schreyerinstitute.psu.edu/assessment_of_teaching/peer_review/peer_observation_of_teaching
- The "Focused Observation Format" form for use in classroom observations is attached to this policy and can be downloaded at the following link: https://www.schreyerinstitute.psu.edu/pdf/Class_Observation_Focused_Format.docx
- The recommended guide for carrying out the assessment of teaching effectiveness is attached to this policy. This document can also be downloaded at the following link: https://facdev.e-education.psu.edu/sites/default/files/files/PeerReview_HybridCourses_PSU_Guide_November_2022.docx
- The template for summative assessment letter is attached to this policy. Other acceptable examples for a summative review can be found at the following link: https://dutton.psu.edu/peer-review-hybrid

References

[1] [Penn State] Senate Committees on Faculty Affairs, Educational Equity and Campus Environment, and Intra-University Relations, *Faculty Teaching Assessment*

Framework, Advisory/Consultative Report with Implementation upon Approval by the President. Approved by the Senate on 9/14/2021. Approved by President E J. Barron on 11/16/2021. Link to report here.

[2] [Penn State] President E. J. Barron, Communication dated November 16, 2021 to Prof. Bonj Szczygiel (the then president of the [Penn State] Senate). Link to document here.

[3] Penn State Administration Communication dated 28 September 2023 concerning FTAF implementation. Link to the document here.

[4] Senate Special Joint Task Force on the Implimentation [*sic*] of the Faculty Teaching Assessment Framework, *Implementation of Structural Elements within the Faculty Teaching Assessment Framework*, Information Report. Approved by the Senate on 3/28/23. Link to the report here.

[5] Senate Special Joint Task Force on the Implementation of the Faculty Teaching Assessment Framework, *Implementation of Student Feedback within the Faculty Teaching Assessment Framework*, Advisory/Consultative Report. Approved by the Senate on 4/25/23. Link to the report here.

[6] Senate Special Joint Task Force on the Implementation of the Faculty Teaching Assessment Framework, *Implementation of Peer Review within the Faculty Teaching Assessment Framework*, Informational Report. Approved by the Senate on 4/25/23. Link to the report here.

[7] Senate Special Joint Task Force on the Implementation of the Faculty Teaching Assessment Framework, *Implementation of Faculty Self-Reflection within the Faculty Teaching Assessment Framework*, Informational Report. Approved by the Senate on 4/25/23. Link to the report here.

[8] K. Bieschke ([Penn State] Vice Provost for Faculty Affairs), Communication to Penn State Faculty and Instructors, 11/8/23. Link to the document here.

Peer Teaching Review (PRT)– Industrial and Manufacturing Engineering (IME) Policy

PRT Implementation in IME

To respond to the needs of the PRT guidelines being implemented, the IME department will adopt the policy outlined in this document.

Scope

The policy applies to ALL faculty engaged in course instruction, tenured, tenure-track, or professional track.

Review Frequency

Faculty engaged in course instruction ("instructors") will be evaluated with the following schedule:

Tenured/Tenure-Track	Professional Track	Minimum Frequency
Assistant Professor	First Rank (Lecturers, Researchers, and Assistant level)	1 PRT every year
Associate Professor	Second Rank (Associate level)	1 PRT every 2 years
Full Professor	Third Rank (Full Level)	1 PRT every 5 years

Administration of PRT

By the end of the second week of the fall semester, the Department Head will generate a list of all instructors needing PRT during the coming year and submit that list to the IME P&T committee. The IME P&T committee will assign one or more reviewers drawn from the P&T committee and the IME faculty. The P&T committee will initiate the PRT process by notifying the instructor to be reviewed and coordinate the actions of performing the review.

The PRT will be performed by an IME faculty member. The following criteria are recommended regarding the selection of a reviewer:

- the reviewer should be of equal or higher rank (where applicable), specifically:
  - Assistant Professors on tenure track will be reviewed by Associate or Full Professors
  - Tenured Associate Professors will be reviewed by Full Professors;
  - Full professors will be reviewed by other Full Professors; and

- Evaluations of professional track faculty may be performed by tenured or professional track faculty of higher rank.

An instructor under review may reject a proposed reviewer after consultation with the department head.

The chair of the P&T committee will follow up with the faculty assigned the teaching reviews and ensure that the evaluations are completed on time.

Evaluators will fill out and submit the attached PRT form as soon as possible but no later than 2 weeks after conducting the review . All PRT evaluations for a faculty member within the last 6 years must be retained by the department.

Suggested Evaluation Process:

The evaluator should contact the instructor being evaluated to inform them that they have been assigned to complete the review for their class.

The evaluator and instructor should discuss and come to a mutually-acceptable process for the evaluation, with the following recommendations:

- the evaluation should be based only on evidence-based observations;
- the evaluation may utilize in-class observation if appropriate for that mode of instruction and class structure;
- the evaluation should include a review of relevant course material (e.g., syllabus, Canvas page, homework, tests, assignments, projects, etc.);
- disputes on the process will be arbitrated by the Head.

The evaluator must submit the final letter to the Head, with the instructor Cc'd to ensure the instructor receives the review. The Head will ensure that the instructor receives the feedback.

The instructor may submit a response to the evaluation that addresses the concerns raised and identifies future actions the instructor will be taking, but that response should not be a rebuttal to the review and cannot be used to make changes to the evaluation letter.

The evaluator is encouraged to arrange a post-review conversation with the instructor to provide any informal feedback.

Evaluation criteria for PRT

The following form will be used for the evaluation.

THE PENNSYLVANIA STATE UNIVERSITY

Department of Industrial and Manufacturing Engineering (IME)

Peer Review of Teaching (PRT)

Faculty Member:

Course:

Semester:

Course Format (In Class / Online):

Date of initial reviewer/reviewee coordination meeting: _____

1. The instructor's command of the subject:
   - ☐ is excellent
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

   Additional comments:

2. The instructor's preparation and organization:
   - ☐ is excellentl
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

   Additional comments:

3. The instructor's interaction with students (if observed):
   - ☐ is excellent
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

   Additional comments:

4. The instructor's effectiveness of delivery (if observed):
   - ☐ is excellentl
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

   Additional comments:

5. The instructor's course materials:
   - ☐ excellent
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

Additional comments:

Overall Teaching Performance:

Excellent _____ Very Good _____ Good _____ Satisfactory _____ Needs Improvement _____

SPECIFIC RECOMMENDATIONS:

Reviewer: _____ Date: _____

Reviewer/reviewee discussion of completed PRT: Date: _____

Review of SEEQ/STRE Student Feedback

The PRT process will also include a holistic review of the student feedback from the SEEQ/SRTE. 2 reviewers selected by the P&T committee will perform this review. This review will be performed for individuals undergoing a formal review. The following table shows the frequency of this review.

Rank	Frequency
Assistant Professor (tenure track)	Every 2 years (coincide with 2, 4,6 year review)
Associate Professors	Every 5 years, and promotion review year
Full Professors	Every 5 years, coincide with 5 year review

Evaluation criteria for Holistic Review

AI (Artificial Intelligence) may be used to summarize large volumes of qualitative data (e.g., student comments). AI is only permitted to summarize comments and cannot be used to evaluate student feedback or provide insight into the candidate's teaching effectiveness.

The following form will be used for the evaluation.

Holistic review of SEEQ/SRTE student feedback

Faculty Reviewed:

Reviewer 1: _____

Reviewer 2: _____

1. Regarding the candidate's course design, student feedback indicates that the candidate
   - ☐ is excellent
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

   Additional comments:

2. Regarding effective instruction, student feedback indicates that the candidate:
   - ☐ is excellent
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

   Additional comments:

3. Regarding inclusive and ethical pedagogy, student feedback indicates that the candidate:
   - ☐ is excellent
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

   Additional comments:

4. Regarding reflective and evolving practice, student feedback indicates that the candidate:
   - ☐ is excellent
   - ☐ is very good
   - ☐ is good
   - ☐ is satisfactory
   - ☐ needs improvement

   Additional comments:

***Peer Review of Teaching*:** The teaching efforts for each faculty member who is at the rank of Assistant and Associate Professors will be evaluated by their peers.

This review will be conducted by members of the Department's Promotion and Tenure committee once per year through visiting their classrooms once. One additional source of evidence will also be reviewed, such as the course syllabus or online course materials. Prior to the classroom visit, the reviewer will communicate with the instructor to coordinate timing, set expectations, and identify sources of evidence appropriate for the course context. The reviewer will cite the sources as appropriate in their review, addressing, for example, the variety and pacing of instruction, organization, presentation skills, clarity, content knowledge, and instructor-student rapport. Upon completion of the written review of their teaching by the Committee member, the review will be shared with the Assistant or Associate Professor being reviewed. The reviewer will also provide a signed copy of the letter to the Committee to include in the P&T dossier. More than one review may be performed in a year in cases where an insufficient number is available for a candidate who is going up for review: for example, to meet the minimum of three reviews since granting of promotion and tenure for a candidate seeking promotion to the rank of Professor.

Additional considerations for Peer Review of Teaching are as follows:

Variety and pacing of instruction:

- uses more than one form of instruction
- pauses after asking questions
- accepts students' responses
- draws non-participating students into activities/discussions
- prevents specific students from dominating activities/discussions
- helps students extend their responses
- guides the direction of discussion
- mediates conflict or differences of opinion
- demonstrates active listening
- provides explicit directions for active learning tasks (e.g. rationale, duration, product)
- allows sufficient time to complete tasks such as group work
- specifies how learning tasks will be evaluated (if at all)
- provides opportunities and time for students to practice

Organization:

- arrives on time
- relates this and previous class(es), or provides students with an opportunity to do so
- provides class goals or objectives for the class session
- provides an outline or organization for the class session
- knows how to use the educational technology needed for the class
- locates class materials as needed
- makes transitional statements between class segments

- follows the stated structure
- conveys the purpose of each class activity or assignment
- completes the scheduled topics
- summarizes periodically and at the end of class (or prompts students to do so)

Presentation skills:

- is audible to all students
- articulates words so that they are understandable to students, and/or visually represents words t
- varies the tone and pitch of voice for emphasis and interest
- speaks at a pace that permits students to understand and take notes
- establishes and maintains eye contact
- avoids over-reliance on reading content from notes, slides, or texts
- avoids distracting mannerisms
- uses visual aids effectively (e.g. when appropriate to reinforce a concept, legible handwriting, rea
- effectively uses the classroom space

Clarity:

- notes new terms or concepts
- elaborates or repeats complex information
- uses examples to explain content
- makes explicit statements drawing student attention to certain ideas
- pauses during explanations to ask and answer questions

Content knowledge:

- makes statements that are accurate according to the standards of the field
- incorporates current research in the field
- identifies sources, perspectives, and authorities in the field
- identifies *diverse* sources, perspectives, and authorities in the field
- communicates the reasoning process behind operations and/or concepts

Instructor-student rapport:

- attends respectfully to student comprehension or puzzlement
- invites students' participation and comments
- treats students as individuals, e.g. uses students' names
- provides periodic feedback
- incorporates student ideas into class
- uses positive reinforcement (i.e. doesn't punish or deliberately embarrass students in class)

Evaluating the syllabus:

- Basic Elements
    - Does it contain the appropriate basic information from the PSU Syllabus checklist?

    - If not, what elements are missing?
- PSU Faculty Senate Required Elements
    - Does the syllabus contain the information required by the Faculty Senate?
    - If not, what information needs to be added?
- Clarity and Tone
    - Is the syllabus content clear and concise?
    - Is the format (i.e., font, style, page format) clear and attractive? Is it free of grammatical and spelling errors?
    - Does the syllabus language promote respect for all individuals in the classroom?
- Course Polices
    - Are the course policies clearly articulated and easy to find?
    - Are the requirements and descriptions of class participation articulated?
    - How are the grades determined? Is it clearly explained?
    - Is the grading scale clearly defined and are the weights of the exams and projects clear and concise?
- Summary
    - After reading this syllabus, will the student understand what work is expected in the course, when the work is due, and how it will be evaluated?
    - After reading this syllabus, will the student be aware of the type of instruction that will be used in the course and the activities and behaviors expected of students?

Procedure for Conducting Peer Reviews of Teaching in NucE

- ⇨ Reviews need to be conducted every year for assistant professors and every two years for associate professors.
- ⇨ Attend a lecture of the course. Prior to doing so, please contact the faculty member ahead of time to meet, discuss the course and decide what is the best time to come to class. Be attentive to:

    - Clarity of explanations – Are the topics presented at a reasonable speed and providing enough background for students to understand? In case they don't understand, is the faculty member able to present alternate explanations?
    - General physical presentation, does faculty member project voice well, can the faculty member be heard by the whole class? voice projection, eye contact
    - Student engagement - Does the faculty member ask questions of class? Do students appear to be attentive to the lecture?
    - Questions and answers - Does the faculty member encourage questions and acknowledges the question, answering respectfully?

- ⇨ Request access to the Canvas site for course and review

    - 1) Course syllabus - Are the class objectives clearly stated? Same for the expectations of student work?

    - 2) Notes, textbook, homework, exams - Do exams correspond to homework and class material?

- ⇨ Write a review, describe what was reviewed. Emphasize what is positive and present suggestions for improvements, if any.

- ⇨ Meet with faculty member to discuss review. Offer a chance to answer any concerns. Both the faculty member and reviewer sign,

- ⇨ Archive peer review with Jaime, send a copy to the P&T Chair.

PennState College of Engineering | ENGINEERING DESIGN AND INNOVATION

Peer Teaching Evaluation

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Policy:

Purpose: While the College and University require peer teaching evaluations as a component of promotion policies, SEDI faculty believe these evaluations also serve for continuous growth of our faculty and to ensure we continue to best support the growth and development of our students. To support continued growth, faculty members may wish to reflect on peer teaching evaluation feedback received and iterations to their teaching in response as a part of their yearly "alternate assessment" in Activity Insights. Alternatively (or in addition), faculty may wish to receive feedback directly on changes made in response to previously received feedback in their next peer teaching review cycle.

The College and University guidelines require that faculty (both tenure-line and professional-track) demonstrate feedback on their teaching from peers, students and self. Both tenure-line and professional-track faculty working toward promotion will receive a minimum of one peer teaching evaluation once per academic year until promotion. In order to support the extended review, fully promoted faculty should receive a minimum of one peer teaching evaluation every other academic year. Adjunct faculty teaching courses in SEDI must also have one peer teaching evaluation per academic year.

In their first semester of teaching, new faculty (both tenure-line and professional-track) will receive a review by an instructional development professional outside the department—e.g., by the Leonhard Center for Enhancement of Engineering Education. This review would be provided directly to the faculty member and not part of their yearly evaluation or used for promotion. As a part of this review, the faculty member would complete the mid-semester feedback process with their students (i.e., the mSEEQ). Then, the results would be discussed with an instructional development specialist in the Leonhard Center to identify strengths and opportunities to improve. An additional, optional step of the review would be a teaching observation conducted by the Leonhard Center. The normal peer teaching evaluation process will govern in subsequent semesters.

A peer teaching evaluation may be requested off cycle for a faculty member by the School Head if there is concern about teaching performance. A faculty member may request more frequent, or additional, reviews to be included in their dossier (e.g., to demonstrate growth, to get feedback on a new idea, etc.).

Peer teaching evaluations will be conducted by two faculty members, who attend the same class session to review. In cases of asynchronous online courses, two reviewers would be expected to conduct the review during the same 2-week time period of the semester. To support the peer teaching evaluation process, those receiving a peer teaching evaluation in a semester are expected to complete peer teaching evaluations for one or two colleagues during the same semester. Additionally, any SEDI faculty member who has responsibility for teaching at least one course may volunteer to review. Peer reviewers will be assigned by the department.

Sources of Evidence:

There are several sources that evidence that can be used to inform the peer teaching evaluation. Reviewers should review at least two sources, with details below.

The sources of evidence for review include: (1) class observation; (2) syllabus review; (3) Canvas course materials; (4) other course artifacts.

For synchronous courses, one source of evidence **is required to be** the class observation. The reviewee and reviewers should discuss and identify at least one other source of evidence for review. It is suggested that the other evidence is reviewed during the pre-meeting. For example, the reviewee may show key components of their Canvas course (syllabus, example assignments, etc.) during the pre-review as a part of the discussion.

Review Frequency and Reviewer Assignment:

Review frequency:

- New faculty receive diagnostic review from Leonhard Center
- Minimum of 1 time per academic year for adjunct faculty
- Minimum of 1 time per academic year for professional-track and tenure-line faculty seeking promotion
- Minimum of 1 time per every two academic years for fully promoted faculty
- A goal should be to review an array of courses for those faculty members who teach multiple courses, but it is the decision of the reviewee what course they want reviewed
- A peer teaching evaluation may be requested off cycle for a faculty member by the School Head or faculty member

Reviewer assignment:

- Peer teaching evaluations can be completed by any faculty member in SEDI who has responsibility for teaching at least one course.
- Reviewees may request potential reviewers, but peer reviewers will be assigned by the department.
- 2 reviewers are assigned for each review, and reviewers are expected to attend same session (or conduct the review within the same 2-week time period, for asynchronous online courses)

- Goal: assign new + experienced instructors for reviewers (to support learning / growth for all involved)

Supporting Resources:

1. Database of past peer teaching evaluations
2. Scheduling survey
3. Pre-review meeting suggested guidance
4. Review documentation
5. Post-review meeting suggested guidance
6. Documentation for submitted review summary

Process:

1. Fill out survey to identify times you are available to review; if you would like to be reviewed; and which courses you would like to have reviewed.
2. After receiving your assignment, reviewers should contact the instructor to schedule a date / time for your (1) pre-review meeting, (2) in-class peer or online review session, and (3) post-review meeting.

Peer Teaching Evaluation Sign-up Survey:

The purpose of the sign-up survey is to determine availability of faculty for conducting reviews. Faculty should consult the peer teaching evaluation database to have a clear picture of the number and frequency of past reviews. Additionally, the survey collects how many reviews each faculty member would like to have and which course(s) they would like reviewed:

1. Name:
2. Are you required to receive a peer teaching evaluation this semester and/or do you request additional reviews this semester? [Yes,No]
3. If yes, how many reviews are your requesting? [1, 2, or 3]
4. List the course number and days and time of instruction for the course(s) that you would like reviewed? If you are teaching an online, asynchronous class, please indicate that here.
5. Would you like to volunteer to conduct peer teaching evaluations (as needed)?
6. Would you like to volunteer to review evening classes?
7. Availability MWF (by hour)
8. Availability TuTh (by hour)

Pre-review Meeting (15–30 minutes):

The purpose of the pre-review meeting is to provide context for the peer teaching evaluation session and to communicate anything relevant for the course that might impact the session (e.g., trying something new). The meeting also allows the reviewee to communicate any specific items they would like feedback on (e.g., consider highlighting relevant areas for feedback based on prior peer teaching evaluation feedback received and changes made in response). Finally,

other sources of evidence for review may be discussed. Suggested questions to discuss are as follows:

In-person (or synchronous) review:

1. What are the main topics and activities for the class session?
2. How does this content fit into the course?
3. Is there a specific area the reviewee would like the reviewers to focus on?
4. How much of the class session should the reviewers attend to capture questions 1-3?

Online (asynchronous) review:

1. Introduce the Canvas site; provide orientation to Canvas structure
2. Overview suggested assignment or module to focus on for review, as well as any correlating announcements – provide sufficient information to understand context and how it fits into the course
3. Discuss which principles should be reviewed (see guidelines below)
4. Is there a specific area the reviewee would like the reviewers to focus on?

Teaching Evaluation Documentation (synchronous classes):

SEDI adapted seven principles for good practice in undergraduate education from the College of Earth and Mineral Sciences[1]. Reviewers may use these principles to evaluate the reviewee.

Within these principles, the working group selected some examples that the group believes to be most relevant for faculty teaching in SEDI (see below). A PDF of *all* examples across the seven principles can be found here.

It is critical to note that the instructor is not expected to demonstrate all examples within a single class period. The intention is to use these to help the reviewer highlight strengths and areas of improvement for the instructor that are in line with the principles of good practice.

During the in-class review, take notes of the strengths and improvement for each of the principles. You may wish to somehow note examples found to help facilitate discussion during your post-review meeting.

PRINCIPLE 1: Good practice encourages contact between students and faculty

- Encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants
- Encourages students to share their questions, examples, and experiences
- Acknowledges students' responses
- Treats students as individuals, e.g., addresses students by name
- Checks individual and/or groups of students' understanding of the material/approach

[1] https://facdev.e-education.psu.edu/evaluate-revise/peerreviewhybrid (available under Creative Commons Attribution-Non-Commercial-Share-Alike 4.0 International License)

- Uses gestures, movements, facial expressions, and other physical responses that him/her more friendly and accessible
- Pauses after asking questions
- Attends respectfully to student comprehension or puzzlement

PRINCIPLE 2: Good practice develops reciprocity and cooperation among students

- Provides discussion prompts that help to guide and elicit student participation in class discussion activities
- Facilitates class discussions by encouraging, probing, questioning, summarizing, etc.
- Has students work on problems in teams, being sure to design group assignments so that they follow the basic tenants of cooperative learning (see Resources, below) in order to avoid the common pitfalls of "group work"
- Draws non-participating students into activities and discussions
- Prevents specific students from dominating activities/discussions
- Guides the direction of discussions, mediating conflict or differences of opinion
- Provides regular opportunities for students to engage in one or more of the following activities: formal and/or informal discussions of course topics, collaborative course assignments, and study groups

PRINCIPLE 5: Good education emphasizes time on task

- Makes announcements to the class addressing upcoming assignments and exams
- Provides explicit directions for active learning tasks, e.g., rationale, duration, product
- Allows sufficient time to complete tasks, such as group work
- Arriving to class on time

PRINCIPLE 6: Good practice communicates high expectations

- Routinely uses critical and probing questions when communicating with students about course assignments and activities
- Corrects misguided responses or redirects obvious or easy questions
- Conveys the purpose of each class activity or assignment
- Elaborates or repeats complex information
- Notes new terms or concepts
- Pauses during explanations to ask and answer questions

PRINCIPLE 7: Good practice respects diverse talents and ways of learning

- Provides opportunities and time for students to practice
- Identifies diverse sources, perspectives, and authorities of the field
- Uses various instructional technologies to bring multiple sensory dimensions to the classroom

Peer Teaching Evaluation Documentation (asynchronous online classes):

SEDI adapted seven principles for good practice in undergraduate education from the College of Earth and Mineral Sciences[2]. Reviewers may use these principles to evaluate the reviewee.

Important Note: Reviewers should focus on reviewing Principles 1 and 4 (which focus on instructor-student interactions) every year. All 7 Principles should be reviewed every 3-years, following the 3-year update cycle.

A PDF containing examples of evidence across the seven principles can be found at, but copied below are the examples for principles 1 and 4: https://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline.

It is critical to note that the instructor is not expected to demonstrate all examples. The intention is to use these to help the reviewer highlight strengths and areas of improvement for the instructor that are in line with the principles of good practice.

During the Canvas review, take notes of the strengths and improvement for each of the principles to be reviewed. You may wish to somehow note examples found to help facilitate discussion during your post-review meeting.

Principle 1: Good practice encourages contact between students and faculty

- A "welcome message" is provided at the beginning of the course that encourages student-to- instructor contact for course-related discussions or concerns.
- The instructor encourages and fosters a healthy exchange of ideas and sharing of experiences among course participants.
- The instructor initiates contact with, or respond to, students on a regular basis in order to establish a consistent online presence in the course (and prior notice is given to students in the event that the instructor will be unavailable for more than a few days, such as might be the case during professional travel).
- A prominent announcement area is used to communicate important up-to-date course information to students, such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc.
- The instructor holds regular office hours, and by appointment, that are mediated by technology (e.g., the telephone, chat areas, web conferencing) to accommodate distance students.
- Student inquiries are responded in a timely manner.
- The instructor provides students with interaction space for study groups, "hall way conversations," etc.

[2] https://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline (available under Creative Commons Attribution-Non-Commercial-Share-Alike 4.0 International License)

Principle 4: Good practice gives prompt feedback

- Information about course feedback methods and standards on the course syllabus.
- Option (or requirement) for students to submit drafts of assignments for instructor feedback.
- Meaningful feedback on student assignments that is provided within a publicized, and reasonable, time frame.
- Assignment feedback that is clear, positive, specific, and focused on observable behavior that can be changed.
- Clearly communicated course and individual assignment grading criteria.
- Up-to-date, student-accessible course gradebook.
- An open discussion forum where students can ask questions, and receive instructor feedback, about course content and activities.
- Student surveys that provide the instructor with feedback for course improvement.
- Examples of student work that demonstrate advancement toward learning goals.

Post-review Meeting:

Motivation: After a peer teaching evaluation, the instructor and reviewers should meet to debrief. The primary purpose of this meeting is to provide the instructor with timely feedback. Additionally, this exchange enables the instructor to comment about the reasons why certain activities or actions were taken in class. Finally, the expectation is that the debrief/discussion provides benefit both the instructor and reviewers—regardless of ranking.

It is recommended that the reviewer processes, contemplates, or reflects on the class before the debrief so that comments can be framed well.

Here is a recommended process for the peer teaching evaluation debrief and some potential discussion topics or questions. Adapt as necessary.

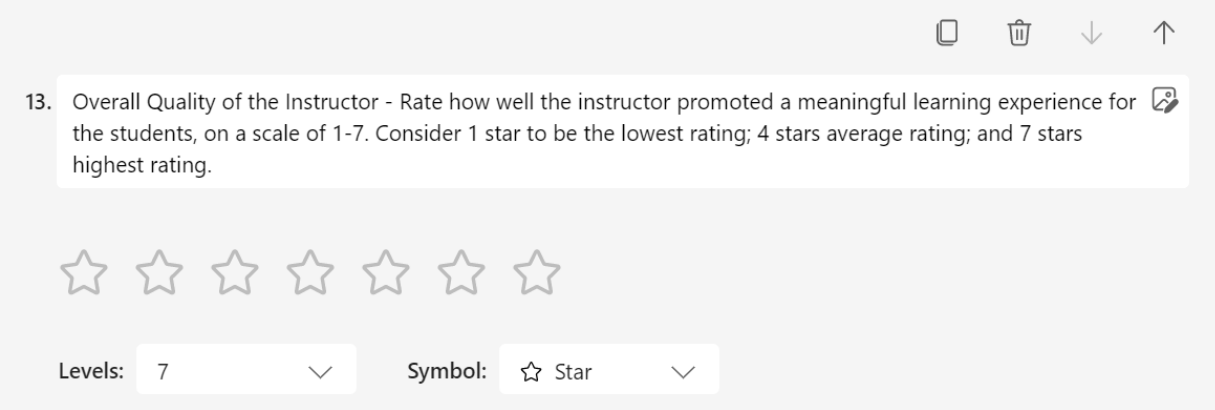
1. Instructor (reviewee) begins by summarizing how they thought the class went, or how the specific assignment went. Some example questions are:
    - What went well?
    - What didn't "come out right"?
    - Were there specific events / areas that the instructor would like feedback about?
2. Reviewer indicates which principle(s) they chose to comment on (*if the peer teaching evaluation process incorporates that strategy*).
    - In each principle, the reviewer begins with examples of how the instructor demonstrated that criterion. Refer to the supplemental peer teaching evaluation material for examples.
    - Next discuss in which ways the instructor could grow (aligned with principles). Note: this does not mean that the instructor failed in that area.
    - End with a "What struck me" moment: Reviewer comments on any part of the class that was memorable and stood out.

3. Conclude with Self-advocacy of the instructor.
    - The instructor summarizes what they hope is remembered about the class.
        i. In the hypothetical scenario of the reviewer speaking directly to the promotional committee, what would you (the instructor) hope would be said about your class?
    - Note: This does **not** mean that the reviewer is obligated to mention any of this in the peer teaching evaluation. The reviewer should never feel compelled to put information that they do not agree with. Rather, it gives the instructor the opportunity to highlight which aspects of teaching are personally important as each instructor has different emphases within SEDI.

Written Summary:

After the post-review meeting, the reviewers should independently complete and submit a written reflection of the peer teaching evaluation session. This documentation should be provided to the faculty member upon receipt by the department and included in the faculty member's dossier. The documentation should seek to highlight areas of strength as well as areas of growth. The following questions should be addressed:

1. Please provide an overall evaluation of the instructor, by selecting the number that correlates to the following question: Rate how well the instructor promoted a meaningful learning experience for the students, on a scale of 1-7.



2. In what ways was the instructor most effective?
3. What are some opportunities for the instructor to improve or grow?
4. Was there something particularly well done that could work in other classes?

APPENDIX B: DEPARTMENT AND SCHOOL GUIDELINES FOR STUDENT FEEDBACK ON TEACHING