Reviewing Peers’ Teaching

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Overall Session Goal

To discuss strategies for rigorous, constructive review and evaluation of teaching
Being Pro-active

- Recognize the importance of the chair’s role
- Set the tone in the job description/hiring process
- Prepare for multiple sources of data
- Plan an initial meeting
- Listen for instructor’s needs, perspectives
- Establish expectations for an ongoing process
- Provide assistance/resources
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Making Sense of Student Ratings

- Look for general trends in *quantitative* measures
- Review students’ own categories, levels of intensity and examples in *qualitative* comments
- Synthesize data for discussion
  - Instructor perspective
  - Personal attributes
  - Content attributes
Dealing with Student Complaints

- Clarify the issue(s)
  - Students
  - Instructor

- Resolve the issue(s) with follow-up
  - Instructor
  - Students
Using Peer Review of Teaching

- Systematic focus on teaching - what peer review can contribute, and what it can’t
- Collaboration among colleagues
- Recognition of differences in peer/colleague, student, and instructor perspectives
  - Content
  - Pedagogy
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Creating Strategies for Success

- As Chair, emphasize the role of a good syllabus
  - Goals/objectives
  - Class sessions
  - Readings, assignments
  - Assessment

- As Chair, help faculty focus on student learning

- As Chair, explicitly communicate:
  - Patience/support
  - Descriptive rather than evaluative phrases
  - Overall plan (goals, strategies, assessment)
Summarizing the Key Theme

Listen!