

Peer Review Committee Worksheet  
**Regular Faculty**

Faculty Member: \_\_\_\_\_

Semester: \_\_\_\_\_

Committee Member	Classroom Visitation*		Responsible for distribution of Student Survey**		Review of Syllabi	Review of professional growth goals, institutional service plan, FLEX obligation, faculty expectations	Other methods of evaluation, if any	Course	Code #	Date
	Yes	No	Yes	No						
	Yes	No	Yes	No						
	Yes	No	Yes	No						
	Yes	No	Yes	No						

**Note:** Please notify IDS to launch Student Surveys:      Yes      No      Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
 All student survey summaries and classroom observation reports are to be sent to \_\_\_\_\_  
 on or before \_\_\_\_\_.

Next meeting will be on \_\_\_\_\_.

- \*At least two peer reviewers must perform a classroom visitation.
- \*\*Student surveys from all classes (alternative instruments may be used for non-teaching faculty)

NOTES:

### Committee Purpose

The scope and process **must** include:

- Written peer reviews (preferably typed) by *all* committee members
- Two classroom visitations by at least two of the peer reviewers. For instructors teaching online, one of the classroom visitations must be an online section
- Student surveys of all classes (alternative instruments may be used for non-teaching faculty)
- Review of faculty syllabi as a mandatory component during evaluation process
- Professional growth goals
- Annual institutional service plan
- Annual FLEX obligation
- Evidence of subject-matter proficiency and currency
- Faculty Expectations listed in Article XI.B.1

The scope and process **may** include, but is not limited to:

- Examples of teaching and assignment materials to ensure adherence to course outline of record
- Professional traits, such as time management, dependability, and respectful collegiality

Optional materials for discussion and informational purposes only:

- Upon completion* of the formal review, the committee may review, for informational purposes only, the regular faculty member's grade distribution, equitable access and success data, and retention statistics. This is not part of the formal process or report.

While the administrative reviewer does not participate in classroom observations, they may write evaluative reports addressing adherence to deadlines for submission of reports, grades, and assessment; and other areas of institutional service, including FLEX activities, reassigned time, special assignment, special projects, and coordinator duties.

The faculty member under evaluation shall provide a self-reflective narrative statement that addresses how the faculty member fulfills institutional service obligations, including support of equitable student access and success. The narrative should also address other non-instructional duties for which the faculty receives reassigned time.