**Peer Review Template 2020-2021** (optional)

Units that perform peer reviews of teaching during the COVID pandemic may want a streamlined process aligned with [**UO’s new professional, inclusive, engaged, and research-informed framework**](https://provost.uoregon.edu/revising-uos-teaching-evaluations#evaluation); instructions on how to perform reviews across face-to-face, remote, and online modalities; and ways to acknowledge stressors on, and conscientious improvements of, colleagues under review in a year of uncertainty and rapid change to UO’s teaching context. Nonetheless, faculty may be particularly interested in feedback on their teaching and a record of their efforts; and UO’s recovery and thriving depend even more than ever on high-quality teaching. Peer review remains valuable work.

**Instructions**

We suggest short answers to the prompts on this form, amended as units choose, as the substance of a peer review observation and report.

**Canvas Use:**
Because Canvas use is an expectation of Academic Council, we recommend that every peer review include a scan of the course’s Canvas site. Prompts of what to look for are below. To accomplish this the faculty member under review should add their reviewer to the site as a “Teaching Assistant” and unenroll them when the review is submitted.

**Face to face**:
For face-to-face, classroom-based courses, reviewers will need to ensure that their physical presence in the classroom complies with the room’s maximum occupancy considering the 45 square foot/station required to maintain social distancing. Alternatively, many UO classrooms are now equipped with HyFlex technology that make it possible to participate in a face-to-face class via Zoom: reviews could be handled remotely.

**Remote:**
Remote courses meet during their scheduled class meeting times and at least half of that time must be spent in structured, planned content delivery and discussion. Faculty under review should supply reviewers a Zoom link to a live session. Reviewers should be introduced or introduce themselves. (For example, “Professor X is joining us today because UO faculty have regular occasions to get feedback from our colleagues. Welcome Professor X! When we split into Breakout Rooms, you may find Professor X in yours—I want to ensure she sees all parts of this meeting. I hope you can proceed as normal.”) Reviewers ideally would be camera on at least for this introduction.

**Online:**
Online courses do not require students to attend live, synchronous meetings. Lectures are typically pre-recorded and “chunked” into small media components. Student engagement is built into the Canvas course site with elements such as discussions forums, group work, peer review, projects, presentations, formative assessments, and assignments, following [UOCC guidelines for online classes](https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/13569/files/2018/12/Guidelines-for-approval-of-online-rev-2018-2bbnk6s.pdf) and the [additional guidelines for graduate online courses](https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/13569/files/2016/10/Online-and-Hybrid-Courses-Final-Version-s81x49.pdf). Review of an online course should focus on one module (or the equivalent of one week’s activities) within the Canvas course site, along with organizational and context-setting elements of the course, such as Announcements, Discussions, and the Welcome module. The course announcement feature can be used to introduce the reviewer (for example, “Please welcome Professor X who will join us this week as we work through Module Y.”)

**Professional, Inclusive, Engaged, and Research-Informed Practices**:

Many teaching practices are examples of UO’s broad standards of teaching quality. For a long list of practices you might consider for each standard, visit: <https://tep.uoregon.edu/files/individual_teaching_profile.pdf>

**Peer Review Template**

1. Name of the instructor being reviewed:
2. Reviewer's name (your name):
3. When did the reviewer’s interaction with the course occur?
4. Provide key contextual information about the course: name/number, type and level of students (majors/non-majors, first-years/seniors, elective/required course).
5. Did the instructor design the course themselves, or is it a shared syllabus/curriculum used by multiple instructors across sections?
6. What modality is the course (face to face, remote, online/asynchronous)?
7. What parts of the Canvas class site did you review (welcome module, home page, syllabus, discussion board, announcements, gradebook, assignments, videos, weekly modules etc.)?
8. When did you meet with the faculty member under review?
9. In that meeting, were impacts of the COVID pandemic on the faculty member under review raised that they would like recorded as part of this report? If so, what?
10. Has the instructor being reviewed had an opportunity to review, discuss, and suggest possible revisions to this report?

yes/no

1. What issues raised in this report would the instructor being reviewed prioritize for discussion at their next review?

**Professional Teaching**

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| From your review of the syllabus, Canvas course site, observation of the live class meeting, and/or review of a recorded lecture, please indicate the following (be specific and provide one or two examples for each). Examples indicating whether the course materials were readily available, accessible, coherently organized, and high quality, as well as whether the syllabus established student workload, learning objectives, grading and class policy expectations *Where to look: Canvas Modules or Pages, Syllabus*Examples indicating whether or not you observed respectful and timely communication with students (note that respectful teaching does not mean that the professor cannot give appropriate critical feedback). *Where to look: Canvas Announcements, Class Observation*Examples indicating how students’ time—live class time, the time before and after, the progression of assignments in an asynchronous online course—are used to maximize their learning. *Where to look: Canvas Assignments, Class Observation, Asynchronous Recordings* | **Examples observed:****Recommendations:**Provide specific recommendations to the instructor being reviewed that will build on the professionalism of the course. |

**Inclusive Teaching**

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| Describe how the instructor implements inclusive teaching practices. In particular, provide specific examples for how the instructor helps all students participate fully and expresses the value of that participation. *Where to look: Class Observation, Asynchronous Recordings, Canvas Discussion Forums*Please also provide specific example of how the course content reflects the diversity of the field and how the instructor helps students see themselves in the work of the course.  *Where to look: Syllabus, Assignments, Class Observation, Asynchronous Recordings* | **Examples observed:****Recommendations:**Provide specific recommendations to the instructor being reviewed that will build on the inclusiveness of the course. |

**Engaged Teaching *(OPTIONAL)***

OPTIONAL

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| Does the instructor demonstrate reflective teaching practice? For example, through regular revision of courses, participation in professional teaching development, or engagement in campus or national workshops/conferences on teaching and learning. What is one way they have made an improvement to their approach to teaching since the COVID pandemic? Have they consulted any UO or national resources on socially distant face to face, remote, or fully online teaching?  *Where to look: Discussion with instructor* | **Examples observed:****Recommendations:**Provide specific recommendations to the instructor being reviewed that will help them meaningfully deepen their teaching engagement as it relates to the course. |

**Research-Informed Teaching**

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| Describe how the instructor implements research-informed teaching practices. For example: Are there explicit goals or learning objectives? Are students evaluated based on these goals and is feedback timely and useful for students? *Where to look: Course Observation, Asynchronous recordings, Assignments, Rubrics*Does the instructor actively engage students in the learning process? Is the course both challenging and supportive of student learning?*Where to look: Course Observation, Assignments*Does the instructor successfully invite students into a culture of inquiry? How?*Where to look: Course Observation, Asynchronous recordings* | **Examples observed:****Recommendations:**Provide specific recommendations to the instructor being reviewed that will help them adopt research-informed practices or more successfully bring UO’s research mission into the course. |