

Faculty Peer Review



**Peer Review Council
2021**

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Timeline

DEADLINE	ACTION	INITIATED BY
February	Introduce Peer Review Process to LENS	PRC Chair
February-April	Form Peer Review Panel	Candidate
April 15	Submit Panel Names to Faculty Development & PRC Chair	Supervisor

FORMATIVE REVIEW

DEADLINE	ACTION	INITIATED BY
August	In-service Orientation <i>Candidate and All Panel Members Must Attend</i>	Peer Review Council
September	First Meeting to Agree on Process	Review Panel
Fall & Spring	Observations, Regularly Scheduled Meetings	Review Panel
May	Formative Summary to Candidate	Review Panel
May	Candidate Feedback Form to PRC Chair	Candidate

SUMMATIVE REVIEW

DEADLINE	ACTION	INITIATED BY
August	In-service Orientation	Peer Review Council
September	First Meeting to Agree on Process	Review Panel
Fall	Observations, Regularly Scheduled Meetings	Review Panel
First Week of December	Summative Report to Candidate and Supervisor and Peer Review Process Evaluation Form to PRC Chair	Review Panel
December	Candidate Feedback Form to PRC Chair	Candidate

Overview

The peer review process has the following set of goals:

- To foster cooperation leading to excellence of the faculty at Johnson County Community College (JCCC)
- To promote collaboration through instructional, collegial, and professional support
- To provide experienced faculty members a voice in faculty employment decisions

The peer review process benefits both the people being reviewed and the reviewers:

- Provides faculty the opportunity for growth and success in the college and community
- Offers participants the opportunity to share strategies, disciplinary and interdisciplinary expertise
- Creates a support system for the candidate
- Supplements student, self, and administrator evaluation with insights from faculty colleagues
- Fosters collegiality, mutual respect, and opportunity for collaboration
- Provides additional documentation of discipline-related skills, useful in the portfolio process as well as supporting grant and award applications

Procedure for Peer Review Evaluation

The peer review process is as follows. If there are extenuating circumstances which would prevent or considerably delay a required activity—such as not being able to conduct an observation—an alternate timeline for meeting the requirement should be agreed upon by all panel members, the candidate, and the Peer Review Council.

Who Is Reviewed and When?

- All new full-time regular faculty members, regardless of previous status at this college or elsewhere, must undergo peer review during their first three years of full-time regular faculty employment at JCCC.
- Most new faculty begin the **formative** review during the second year. The evaluation panel gives the person being reviewed a copy of the formative report, but does not submit it to either the administration or that person's JCCC personnel file.
- In the third year, however, the process is **summative**: the panel provides the summative report to the administration, where it becomes an element in the decision about further employment.
- Persons with three years of employment as full-time regular faculty members at JCCC may choose to undergo peer review, but for them the decision is purely voluntary. They may choose either

formative or *summative* review. In either case it is only a one-year process.

- According to Kansas Statute (72-5445) full-time continuing contract faculty who are hired from another Kansas community college where they have been under continuing contract for at least one year will have a two-year probationary period at their new institution. Thus, they will begin their *formative* year their first year at JCCC. Furthermore, a full-time faculty member hired in January and offered a second contract would begin *formative* evaluation the same year.

How Are Peer Review Panels Identified?

- All full-time faculty members with continuing contracts are potential panel members. Ideally, at least one of the panel members should be from the same or a closely related discipline. Emeritus JCCC faculty who teach at least one course during a calendar year at JCCC, or its equivalent for librarians and counselors, are eligible to serve as members of peer review panels. The candidate's mentor cannot serve on the peer review panel.
- The candidate will select three eligible faculty members to serve on their peer review panel. The candidate will ask one panel member to serve as the chair of the peer review panel.
- The supervisor must submit the names of peer review panel members to the Director of Faculty Development and to the Chair of the PRC by **April 15th**.

What Are the Responsibilities of the Panel Members?

- Panel members must fully participate in the peer review process and ensure all requirements are met.
- The chair is responsible for overseeing the process, writing reports with the panel's input, and ensuring all deadlines are met.

What Are the Requirements?

- **Orientation:** All candidates beginning their formative year and the members of their Peer Review Panels **must attend** the fall semester peer review orientation held during the professional development days prior to the beginning of fall classes.
- **Participation:** All peer review panel members and candidates must actively participate in meetings and the peer review process.
- **Meetings:**
 - **Planning Meeting (September):** If there is an option, the panel will determine the type of evaluation, either "*formative*" or "*summative*." The panel will also discuss and agree on the procedure, including forms and rating scales to be used. The person being reviewed will propose goals and methods for the process, submitting the *Peer Review Planning Worksheet* to the panel. The panel will agree on meeting dates and times.

- **Content Meeting(s):** These are the topics that should be discussed by the candidate and the panel during the peer review process. Panels can choose to address each topic in separate meetings or combine them.

Strategies: This includes discussion of teaching philosophies, student interaction, pedagogy, methodology, and development of a teaching style unique to the individual and compatible with the goals of JCCC.

Job Description: The panel will discuss ways of fulfilling the requirements of the college job description. Additionally, the panel will discuss how to evaluate the candidate's college and community activities according to criteria developed jointly by the panel and the candidate as consistent with the college job description.

Professional Development: This meeting will include a discussion of ways for the candidate to remain up-to-date and active within their discipline, as well as other inter-disciplinary professional opportunities. These may include various programs offered by Faculty Development.

Observations: This meeting will include a discussion of the panel members' observations of the candidate. Panel members can hold individual meetings with the candidate after their observations or can meet as a group.

Formative/Summative Report Meetings: Certainly, among the most important meetings are those held to discuss the formative and summative reviews and reports.

- **Panel Observation of Candidate:**

- Each panel member will observe the candidate fulfilling the candidate's professional duties at least once during both the **formative** and **summative** years. The panel may do this as a group or individually. In assessing the candidate's performance, the panel should consider any details that may impact their evaluation (such as the time of day, time of the semester, and types of students in the class), and must be cautious in comparing the candidate with others.
- Pre-Observation Discussion: The panel should meet with the person evaluated for a pre-observation discussion. The questions on the *Pre-Observation Discussion* form provide a list of points to discuss at this preliminary meeting.
- Observation and Post-Observation Discussion: The panel members will rate the candidate's professional performance using the *Observation Report* form. Students must complete the *Student or Other Audience Reaction Survey* following the observation. The panel members should conduct a post-observation discussion with the candidate, using the *Post-Observation Discussion* form.

- **Candidate Observations of Panel Members:** The candidate will observe each panel member perform their professional duties at least once. During the session, the candidate should make note of particular strategies, events, and any questions worth discussing after the observation.

- **Evaluating Additional Resources and Responsibilities:** The panel will evaluate a sample of the candidate's professional materials appropriate to candidate's position. The candidate may offer additional items for discussion.
- **Formative Report (May):** The panel will write a *formative* report based on their observations of the candidate and their review of the candidate's professional materials. This will include an account of the candidate's strengths and weaknesses as well as recommendations offered by the panel members. The *formative* report is given to the candidate only and is not placed in the candidate's personnel file. The candidate may choose to submit the *formative* report to his or her personnel file and/or supervisor.
- **Summative Report (due the 1st week of December):** The panel will write a *summative* report based on their observations of the candidate and their review of the candidate's professional materials. This will include an account of the candidate's strengths and weaknesses as well as recommendations offered by the panel members. The *summative* report will be given to the candidate and their supervisor. The *summative* report will be included with the supervisor's continuing contract recommendation. It will also be placed in the candidate's personnel file.
- **Peer Review Process Evaluation Form:** At the end of the *summative* year, panel members should complete the Peer Review Process Evaluation form and send the form to the PRC chair. The form may be completed anonymously or may include the name of the panel member(s).
- **Candidate Feedback:** At the end of the *summative* year, the person being reviewed will complete the Candidate Feedback form and submit it directly to the PRC chair.

What Is the Process for Replacing a Panel Member?

- When a member of a review panel is unable to complete their term, the candidate should choose a replacement from eligible faculty and the new panel member's name should be given to the PRC chair.

How Is Privacy Maintained During the Peer Review Process?

- Every interview, observation, discussion, conversation, and document involved with the Faculty Peer Review process must remain confidential to insure the integrity of the process. All involved agree to abide by this rule, except as provided for by other college policy and state law.
- Upon completion of the *formative* year, all documents must be destroyed or given to the candidate.
- At the end of the *summative* process the chair of the panel must retain all files and personal notes in a secure place for three years. At the end of that time, all documents must be destroyed or given to the candidate.

What Role Does Collaboration Play in the Process?

Collaboration is the key to the success of this process. All participants should be treated with respect and professional courtesy with due regard to individual styles and professional methods.

How should the candidate address questions and concerns?

Candidates should address questions or concerns first to the panel members or chairperson. If the questions or concerns remain unresolved, then the candidate should contact the representative citing the specific concern(s) to the assigned PRC representative, who will work with the panel chair, or the entire panel if necessary, to resolve the concern.

How should the panel address questions and concerns?

Panel members with problems, questions or suggestions should contact their assigned PRC representative. Representatives are elected members of the Peer Review Council who ensure that all panels are on task with the timeline of activities during the formative and summative years. Each PRC member is assigned a certain number of panels to oversee and communicates directly with both the probationary faculty member as well as with the panel.

All communications and decisions in the grievance process should be made in a timely manner to avoid jeopardizing the peer review process.

Documents

The following templates, referenced earlier in this handbook, should be used during the peer review process. The templates include recommended points to consider or questions to ask, but other questions may be more appropriate and meaningful for your circumstances so you can revise as necessary.

- A. Peer Review Planning Worksheet (candidate)
- B. Pre-Observation Discussion (candidate)
- C. Observation Form (panel)
- D. Student or Other Audience Reaction Survey (panel)
- E. Post-Observation Discussion (panel)
- F. Formative Report (panel)
- G. Summative Report (panel)
- H. Candidate Feedback (candidate)
- I. Peer Review Process Evaluation (panel)

Peer Review Planning Worksheet

*(to be completed by the candidate at the beginning
of the Formative and the Summative years)*

Name: _____

Date: _____

Choose the year: Formative _____ Summative _____

My goals for the year include:

My plan for achieving these goals include:

I would like my panel members to assist with the following:

In addition to observations, I would like my panel to review the following (example: syllabi, exam questions, feedback to students, professional activities, materials I created):

Other comments:

Pre-Observation Discussion (Teaching Faculty)

In the pre-observation discussion, the panel member obtains information from the candidate concerning class goals, students, and teaching style. The questions below provide the panel member a brief, structured approach to obtaining information from the candidate prior to the observation time period. In addition to discussing the questions below, decide on if and how the students will be informed of the observation time period and introduced to the observer.

1. Briefly describe the focus of this class. What content will be presented or discussed?
2. What is your goal for the class? What are the objectives? What do you hope students will gain?
3. What do you expect the students to be doing during this class to meet the objectives?
4. What teaching methodologies will you utilize in this class? What role will you play during this class session?
5. What did the students do to prepare for this class?
6. What was done in prior classes leading up to this class session?
7. Will this class be typical of your teaching style? If not, expand on the potential differences.
8. Are there specific areas you would like the panel member(s) to focus on during the observation?
9. Is there anything else you would like to share?

Observation Form

	Needs Some Improvement	Satisfactory	Superior
Knowledge of Subject: The instructor demonstrates knowledge of the subject or content area.			
Organization of Class: The instructor selects and prepares the materials for and structures the class session in an organized manner.			
Classroom Management: The instructor effectively performs responsibilities related to management of the classroom and students in the class session.			
Instructional Techniques: The instructor utilizes effective instructional techniques.			
Student Rapport: The instructor engages and works well with the students.			

Comments to support above section:

Student Reaction Survey

Please indicate the extent to which you agree in response to each of the following statements about today's class.

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
The instructor made it clear why the material taught was important & how it would be used.					
The instructor highlighted key ideas or questions.					
The instructor presented good examples to clarify difficult material.					
The instructor found ways to let us know whether we were understanding the material.					

Please write a brief response (one or two sentences) to each of the following questions about today's class.

1. What is one thing that this instructor does that helps you to learn in this class?
2. What is one thing that this instructor could do differently that would help you to succeed in this class?
3. To what extent was today's class representative or typical of this instructor's teaching? If so, how? If not, what was different?
4. What additional comment(s) do you have?

Post-Observation Discussion (Teaching Faculty)

In the post-observation discussion, the panel members and candidate discuss the class observed. The following set of questions are suggestions to initiate the follow-up discussion.

1. In general, how did you feel the class went? Was it a normal session in your opinion?
2. How did you feel about your teaching during the class session?
3. How did you feel about the students during the class session?
4. Is there anything that worked well for you in class today – that you particularly liked? Does that usually go well?
5. Is there anything that did not work well – that you disliked about the way the class went? Is that typically a challenge for you?
6. What were your teaching strengths? Did you notice anything you improved on or any personal goals you met?
7. Do you have suggestions or strategies for improvement?
8. What kinds of help do you need to improve aspects of your teaching?
9. Did having an observer in the classroom affect the class?

Formative Report

Candidate:

Peer Review Panel:

I. Goals/Recommendations:

II. Summary of Classroom Observations:

III. Recommendations for Continued Growth:

Summative Report

Candidate:

Peer Review Panel:

Submitted to:

I. Goals/Recommendations:

II. Summary of Classroom Observations:

III. Recommendations for Continued Growth:

IV. Recommendations to the College:

Candidate Feedback (to be completed by the candidate)

	YES	NO
1. I have a clear idea of the results expected of me in my job.	___	___
2. I had an opportunity to meaningfully participate in discussing the measures to be used in the peer review process.	___	___
3. I understood the criteria used to evaluate my performance.	___	___
4. My peer review was helpful in identifying actions I may take to improve my performance.	___	___
5. My peer reviewers accurately assessed my job performance.	___	___
6. Overall, I am satisfied with my peer review.	___	___
7. I have suggestions for improving the peer review process. (If you check "YES," please include your suggestion or suggestions below.)	___	___

Comments:

Signature

Date

In both the formative and summative year, a copy of this form must be submitted directly to the Peer Review Council (PRC) Chair.

Peer Review Process Evaluation (to be completed by each panel member)

The Peer Review Council (PRC) would like to take this opportunity to thank you for participating in peer review. We would appreciate your open suggestions about the process. This form should be completed and submitted to the PRC chair at the end of the summative year. The PRC members will review this information to identify strengths and any problem areas, and to facilitate ongoing development of the overall process. Your feedback will remain anonymous.

Please choose one of the following indicating the extent to which you agree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The fall in-service orientation was important in helping me understand the peer review process better.					
2. The peer review process contains enough observations and panel meetings during the year.					
3. The peer review objectives are clearly outlined in the Peer Review Handbook.					
4. My supervisor has a good understanding of the peer review process.					
5. Other faculty members in my department have a good understanding of the peer review process.					
6. I would recommend becoming a peer review panel member to other faculty in my division.					
7. I would volunteer to be on a peer review panel again if the opportunity arises.					

(continued on the next page)

Please indicate to what extent you believe the goals of peer evaluation were met:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
To foster cooperation leading to excellence of the faculty at Johnson County Community College (JCCC)					
To promote collaboration through instructional, collegial, and professional support					
To give experienced faculty a voice in faculty employment decisions					

In what ways could your PRC representative be more helpful to you and the rest of your panel?

What are one or two things you would like to see changed within the peer review process?

Are there other parts of the peer review process that you would like to see addressed in this evaluation form?

Peer Review Council

Purpose

The Peer Review Council (PRC) supports the peer review process and maintains a strong, continuing structure. The council itself does not evaluate faculty members, nor does it participate in activities related to granting any honors, awards, or rewards. However, members acting in other roles may participate in such activities. All council representatives on the PRC should be actively engaging the candidates and panel members in discussions regarding the process and its timeline and keeping the panel informed of changes to procedures in the *Peer Review Handbook*.

The Council

- Interprets the peer review agreement between the Faculty Association and the JCCC administration to the faculty and administration.
- Mediates as necessary.

Council Representatives

- Are responsible for the panels as assigned.
- Act as a representative between the peer review panels and the PRC.
- Remind panels about the timeline for the process.
- Monitor the progress of the panels by checking in at the beginning of each semester, reminding panels of important deadlines, particularly in the summative year.
- Reiterate the peer review process to peer review members.
- Provide orientation to candidates and their panels.
- Attend the peer review orientation session offered each fall during professional development days.

Membership

The council consists of the following:

- 12 at-large positions to be appointed by the President of the JCCC Faculty Association who will attempt to have representatives from all divisions.
- Two ex-officio, voting members:
 1. The past chair of the PRC
 2. A member of the Faculty Association executive council appointed by the Faculty Association President.
- One representative from the administration appointed by the Vice-President of Academic Affairs.

Member Selection

In April or May of the academic year, the President of the JCCC Faculty Association will appoint new members to the PRC to replace the outgoing council members and appoint additional members to fill any vacancies in the Council.

Appointee(s) of vacancy(ies) will serve out the term of the replaced peer review council member(s).

Faculty serving on the PRC must be a faculty association member with continuing contract. Note: This requirement that PRC representatives be dues-paying members of the JCCC Faculty Association was affirmed by a vote of the Faculty Association Executive Council on 2/28/02.

The representative of the administration will be appointed by the Vice-President of Academic Affairs. Representatives with peer review experience are preferred.

A council representative may not also serve as a member on any peer review panel to which he or she is assigned.

Term

Three years.

Council Officers

Chair

- Follows agreed-upon rules for meetings and voting.
- Maintains a record of council activity while will be kept in the Faculty Association file.
- Maintains a record and file of all submitted feedback forms.
- Must be in second or third year as a member of the PRC.
- Requests the list of new faculty from the Human Resources office through the Faculty Development office.
- Communicates the peer review purpose and procedures to supervisors and other administrative staff as necessary.
- Coordinates in-service training.
- Assigns a council representative to each peer review panel.
- Coordinates approved changes to the peer review handbooks as requested by the council.

Secretary

- Records and maintains minutes of the meetings.
- Distributes minutes to the council members.
- Makes a list of in-service orientation attendance and non-attendance of all candidates and peer review panel members.

Webmaster

- Maintains a council LMS page which includes the handbook, the current year PRC Members list and the current year list of Summative and Formative Panels.
- Posts other information on the LMS page as directed by the chair.

Term

One year and may be re-elected for one term.