Memorandum of Understanding
"Capstone," Language Regarding Evaluations

On December 9, 2014, the District and Association met and agreed to the following MOU regarding the nature, limits, and documentation of the faculty evaluation process currently described in Article V, Section 1 and following of the 2007-2010 Agreement.

1.Because full-time faculty members and faculty organizations have a professional responsibility for improving instruction and actively participating in the processes ensuring that the courses and programs provided by the College remain in compliance with accreditation standards, faculty participation in the development, assessment and review of goals, standards and outcomes (including Student Learning Outcomes) for courses, programs and the college as a whole remains an integral part of full-time faculty work.

2. Individual, full-time faculty members may be evaluated for their participation in these processes as part of their professional obligations in the classroom, division, and shared governance organizations, but never for their achievement of any kind of productivity quotas for student enrollment, retention or success in achieving outcomes. Where enrollment, retention, student success, student satisfaction and similar measures are assessed by Divisions or by the District as part of the program review, SLO processes, or processes for ensuring compliance with accreditation standards, they shall be published without identifiers of individual faculty members, and only in terms of assessing programs, divisions, and college-wide achievements as a whole.

3. In full-time faculty evaluation, the tools for assessing or documenting such faculty work as part of the Administrative Evaluation are: a) course syllabi; b) the Professional Self-Evaluation Statement; c) records of division-level work on Student Learning Outcomes, Program Review, Course Outlines of Record, and other relevant processes; d) records of participation in shared governance committees; e) records of delivering faculty education via Flex and other presentations; f) records of conference and other participations outside the College itself, g) evaluation forms.

4. For all part-time and adjunct faculty members, whether for credit or non-credit instruction, participation in the development and improvement of learning outcomes, program review, and other processes relevant to accreditation shall be entirely at the faculty member's discretion, and shall not be made an obligatory subject of their evaluation in any fashion. However, part-time and adjunct faculty may opt to participate in these processes, in which case their positive contributions shall be taken into account as part of their Administrative Evaluation. The tools for assessing such optional work as part of the Administrative Evaluation shall be limited to a) course syllabi, b) the optional Self-Evaluation Statement, c) other record of work, conference participation, or other documentation as the faculty member may choose to supply, d) peer and administrative evaluation.

For the District: Jon Wallace 12-24-14

For the Association: 12.24.14

Memorandum of Understanding
Modifications and Additions to the Faculty Evaluation Schedule, Procedures and Evaluation Forms for Full-Time, Part-Time, and Adjunct Faculty

On Dec. ____, 2014, the District and Association met and agreed to the following MOU regarding the nature, limits, and documents of the faculty evaluation process currently described in Article V of the 2007-2010 Agreement.

1. It is the general intent of this MOU to "shorten," the evaluation timelines for full-time faculty, to outline the evaluable participation in the Student Learning Outcomes (SLOs) process for full-time and part-time faculty by modifying existing evaluation forms and procedures where necessary, to establish evaluation forms for faculty delivering instruction via "Distance Education" (i.e. correspondence) as well as ITV and online modes, to establish clearer evaluation procedures and forms for part-time and/or adjunct faculty, and to ensure timely and appropriate evaluation of part-time and adjunct faculty.
2. All teaching and counseling faculty, whether full-time, part-time, or adjunct (including counsellors, administrators, and retirees employed as an adjunct or for "overload" outside their primary assignment) are to be evaluated during their first semester of employment whether this takes place during the Fall or Spring semester. Subsequently, full-time faculty are to be routinely evaluated during the Fall semester, and part-time/adjunct faculty are to be routinely evaluated during the Spring semester, in the absence of identified emergencies or a faculty member's explicit request in the course of any "remediation," process. All such "emergency," modifications of the evaluation schedule require agreement of the affected full-time, part-time, or adjunct faculty member.
3. All faculty are to be evaluated according to the yearly schedule already set forth in the Agreement with regard to progress towards tenured status, the evaluation of tenured faculty, and the evaluation of part-time/adjunct faculty; i.e. probationary full-time faculty are evaluated during their first, second, third and fourth years of employment and every three years thereafter, while part-time/adjunct faculty are evaluated during their first semester of employment and every three years thereafter.
4. For all teaching and non-teaching faculty undergoing evaluation, the evaluation process begins with notification of upcoming evaluation between the first (1st) and third (3rd) weeks of the semester, continues with a) the human resource manager preparing the evaluations packets for pickup by faculty by the end of the fourth (4th) week of the semester, b) the division chair meeting individually with the evaluee during the fifth (5th) week (a meeting that is optional for part-time and adjunct faculty, and may be carried out via e-mail and other media), c) the division chair's completing the Faculty Evaluation Committee Statement for delivery to the appropriate Vice President by the end of the sixth (6th) week), d) the selection of peer evaluators and scheduling the classroom visit by the end of the sixth (6th) week, e) the evaluee completing the Professional Development Self-Evaluation Statement (optional for part-time and adjunct faculty) for delivery to the Division Chair by the end of the seventh (7th) week, f) the administration of student evaluations by the end of the eighth (8th) week, g) the evaluee meeting with the division chair and/or peer evaluators by the end of the tenth (10th) week, h) the Vice President's staff delivering summaries and tabulations of the student evaluation forms to all members of the faculty Evaluation

Committee by the end of the tenth (10th) week, i) the division chair or peer evaluators delivering completed evaluation documents to the appropriate Vice President by the end of the twelfth (12th) week, j) the Vice President completing and delivering their Administrative Evaluation by the end of the fifteenth (15th) week, and k) and any conferences regarding the evaluation process and outcomes between the Vice President and faculty concluded by the end of the sixteenth (16th) week of the semester.

5. For all full-time teaching and non-teaching faculty undergoing the remediation process pursuant to an unsatisfactory evaluation, the appropriate Vice President shall a) include a clear identification of the reasons for the unsatisfactory evaluation, b) include a clear statement of the goals for the remediation process, c) include a "deadline," date no later than the sixth (6th) week of the following semester for the conclusion of the remediation process, and d) have been conveyed to the affected faculty member no later than the last day of the semester during which the evaluation shall have taken place. The Administration shall inform the affected faculty member of the success or failure of the remediation process no later than March 1 of the Spring semester.
6. The District and the Association agree to the appended changes and additions to the appropriate forms (specifically, the "Palo Verde College Evaluation Forms, Face to Face;" the "Palo Verde College Evaluation Form, Correspondence Education/Distance Education Form;" the "Administrative Evaluation, Full-Time Faculty: Overall Assessment Form;" the "Administrative Evaluation, Part-Time Faculty: Overall Assessment Form;" and the "Peer Observation Report") for the evaluation of full-time, part-time and adjunct faculty. For the purposes of evaluation, all ITV and online instruction shall be evaluated employing the peer review, student evaluation, and administrative evaluation forms employed for face-to-face modes of instruction.
7. The District and Association agree that all full-time teaching faculty are evaluated only in terms of the appropriate "peer observation," "student evaluation," "self-evaluation," and "administrative assessment," forms intended for full-time faculty in their discipline or assignment. In particular, Nursing faculty evaluation forms remain as previously negotiated.
8. The District and Association agree that all part-time/adjunct faculty are evaluated, a) only in terms of the "peer observation," and "administrative assessment," forms intended for part-time faculty, and b) the various student evaluation forms intended for full-time faculty in the various modes of instruction , and that this includes all part- time/adjunct faculty in non-credit programs. However, all part-time/adjunct faculty may at their own discretion submit the Professional Self-Development Self-Disclosure Form employed by full-time faculty, or a letter describing added work and/or development for consideration as part of their administrative evaluation.
9. The District and Association agree to the following additional changes to the evaluation process and its procedures: a) in Article V, Section 1, C (3), faculty may be evaluated, where appropriate, for their use of the Bridge, course websites, "chat rooms," and other "virtual," means of providing instruction, student conferences, and office hours, while the use of all other "electronic media," such as Rate My Professor, Twitter, or personal communications from off-campus sites remains prohibited; b) in Art. V, Sec. 1, D, all new and/or modified negotiations forms and documents are added to the current list; c) throughout Art. V, titles such as "Vice President of Instructional services," and "Vice President of Student Services," may be modified as needed to reflect current District

organizational structure; c) throughout Article V, descriptions of the "Blythe main campus," shall be changed to the "Blythe campus."

10. Unless specifically cited in this MOU, all other processes, procedures, and forms involved in faculty evaluation remain as previously negotiated, and included in the 2007-2010 Agreement and earlier amending MOUs.

For the District: Lon Wallace 12-24-14

For the Association: 12.24.14

Memorandum of Understanding
Days on Campus, Office Hours, Flex and Other "Shared Governance," Responsibilities For Full-Time Faculty Primarily Teaching Via Distance Education

On Dec. 9, 2014, the District and Association met and agreed to the following MOU regarding the nature, limits, and documentation of the "Days on Campus," requirements for faculty as described in Art. IV, Sec. 11 and following of the 2007-2010 Agreement.

1. With the approval of the appropriate Vice President, a faculty member may meet their "days on campus," obligations with two days of on-campus presence per week, provided that they are a) teaching entirely in the Distance Education and/or Correspondence Education mode, or teaching no more than one face-to-face class with the remainder of their teaching assignment in the Distance Education and/or Correspondence Education mode, b) teaching at least their full load of classes, c) regularly attending Senate, Flex, Staff and other "shared governance," meetings, and d) actively participating in significant committees, Division activities such as (but not limited to) Student Learning Outcome evaluation and Program Review.
2. With the approval of the appropriate Vice President, a faculty member teaching entirely in the Distance Education mode, or wholly employed in a significant off-campus teaching assignment, may meet a part of their obligations regarding the maintenance of office hours by up to three (3) of those hours per week with: a) "virtual," office hours conducted via documentable chat, Skype, or other electronic media, b) in-house, documented student meetings at the various institutions housing College educational programs, or c) other documentable meeting that have been approved by the appropriate Vice President. Such faculty members otherwise remain responsible for meeting their ordinary shared governance, meeting, and committee obligations, and shall not regularly schedule any "virtual office hour," or other substitute in lieu of any required meeting, Flex Day, Graduation, or other shared governance obligation on campus.
3. For purposes of understanding any faculty member's "days on campus," and "office hour," obligations, "on campus," shall mean the physical site of their primary assignment, regardless of whether that site is the Blythe campus, the Needles campus, or another physical site at which instruction is delivered on behalf of the District. All faculty members must attend any meeting, Flex Day, Graduation, or shared governance meeting that is scheduled at the Blythe campus as part of their responsibilities as a faculty member, with the proviso that a faculty member primarily assigned to the Needles campus or another physical site may "attend," Senate meetings via an appropriate electronic medium with the permission of the appropriate Vice President.
4. In the event that such faculty members have College business that takes them off any campus for one of their days of on-campus presence, the faculty member shall follow the existing Absence from Campus procedures, as well as all other existing procedures for the use of College-owned transportation or (where necessary) transportation reimbursement for the use of a private vehicle. Similarly, all faculty members must observe the existing procedures for any form of "leave," described in the current Contract.
5. The faculty member shall inform their Division Chair and the Association President regarding such assignments.

For the District: Jon Wallace 12-24-14

For the Association: 12.24.14

Palo Verde College Faculty Evaluation Form

Correspondence Education / Distance Education

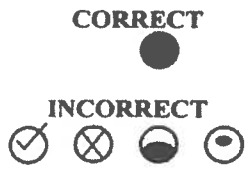
Instructor:	Date:
Course:	Section:

Note: This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

Please use Scantron # 223127 provided. Please put the instructors' last name in the name area.

Marking Instructions:

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.



The Faculty member:		
1. Clearly explains course assignments, expectations, student learning outcomes, grading standards, rules, and goals, in a well-organized syllabus.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
2. Follows course standards for evaluating, grading, and responding to student work, as described in the syllabus.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
3. Assigns writing, tests, and demonstrations clearly linked to course content, objectives, and student learning outcomes.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
4. Assigns readings, exercises, and other materials clearly linked to course content, objectives, and student learning outcomes.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
5. Returns graded work in a timely fashion.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
6. Provides appropriate responses to assignments.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
7. Encourages dialogue with students via letters, phone, e-mail, and other media.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
8. Provides timely responses to student inquiries and requests.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
9. Tailors syllabus, course materials, assignments, and feedback, to correspondence/distance education needs.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom

(Revised December 9, 2014)

10. Course assignments appropriate to type of instruction and educational site.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom

Summary Comments

What I like most about this class is:

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What I like least about this class is:

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Palo Verde College Full-Time Faculty Evaluation Form

Face to Face

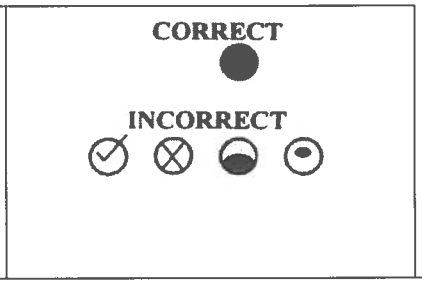
Instructor:	Date:
Course:	Section:

Note: This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

Please use Scantron # 223127 provided. Please put the instructors' last name in the name area.

Marking Instructions:

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.



The Faculty member:		
1. Explains course expectations, objectives, student learning outcomes, and grading standards in a written syllabus.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
2. Follows the course syllabus.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
3. Is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
4. Is on time for the class and stays for the class duration.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
5. Is clear and understandable when presenting class materials.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
6. Makes the class materials easy to understand.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
7. Provides regular feedback relevant to my progress in this course.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
8. Demonstrates expertise in the field.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
9. Is sensitive to the needs of the students.	A. Consistently B. Almost Always	D. Sometimes E. Seldom

(Revised December 9, 2014)

	C. Usually	
10. Makes me feel welcome in the classroom.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
11. Encourages me to ask questions in class.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
12. Willingly answers my questions in class.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
13. Is available outside of class hours to assist me.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
14. Returns my test and homework materials as promised.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom

Summary Comments

What I like most about this class is:

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What I like least about this class is:

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Palo Verde College Part-time Faculty Evaluation Form

Face to Face

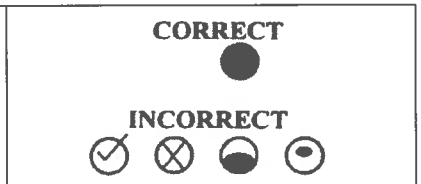
Instructor:	Date:
Course:	Section:

Note: This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

Please use Scantron # 223127 provided. Please put the instructors' last name in the name area.

Marking Instructions:

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.



The Faculty member:		
1. Explains course expectations, objectives, student learning outcomes, and grading standards in a written syllabus.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
2. Follows the course syllabus.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
3. Is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
4. Is on time for the class and stays for the class duration.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
5. Is clear and understandable when presenting class materials.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
6. Makes the class materials easy to understand.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
7. Provides regular feedback relevant to my progress in this course.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
8. Demonstrates expertise in the field.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
9. Is sensitive to the needs of the students.	A. Consistently	D. Sometimes

(Revised December 9, 2014)

	B. Almost Always C. Usually	E. Seldom
10. Makes me feel welcome in the classroom.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
11. Encourages me to ask questions in class.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
12. Willingly answers my questions in class.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
13. Returns my test and homework materials as promised.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom

Summary Comments

What I like most about this class is:

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What I like least about this class is:

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ADMINISTRATIVE EVALUATION FULL-TIME FACULTY:
OVERALL ASSESSMENT

Vice President assigns points 5 through 1 for each criterion according the Administrative Evaluation Criteria Guide and the responses by the faculty member on the Professional Development Self-Disclosure Statement, which are an integral part of the Administrative Evaluation.

Faculty Member:	Date:
Administrative Evaluator:	

CRITERIA	Points
1. Participates in professional development conferences, workshops, courses or in-service activities (e.g., doing presentations for Flex Day, Institute Day, etc.).	
2. Participates in job-related professional associations, beyond campus academic organizations.	
3. Participates in academic activities on campus, including committee and task force involvement.	
4. Demonstrates understanding of College policies and procedures (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.), and implements them.	
5. As evidenced by peer and students' evaluations, is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	
6. Demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; attendance and punctuality at assigned committee meetings and functions.	
7. Adheres to established State, College and division academic standards and practices regarding course organization, including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, course level student learning outcomes, grading standards, and attendance requirements), and consistency with the College academic calendar.	
8. Demonstrates sensitivity to ethnic, economic, physical, gender, social, political and religious diversity among the College community.	
9. Supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.)	
10. Based on the written tabulations and summaries of students' evaluations, written comments by peer evaluators, the Professional Development Self-Disclosure Statement, and administrative observation of the faculty member, faculty member demonstrates teaching skills that are: Outstanding=5; Good=4; Satisfactory=3; Need Improvement=2; Unsatisfactory=1.	
Total	50

ADMINISTRATIVE EVALUATION FULL-TIME FACULTY:
AREAS OF STRENGTH, AREAS NEEDING IMPROVEMENT, REMEDIATION PLAN

Faculty Member:	Administrative Evaluator:
Areas of Strength:	
Areas Needing Improvement:	
Remediation Plan (if applicable):	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date

ADMINISTRATIVE EVALUATION FULL-TIME FACULTY:
REMEDIATION PLAN FOLLOWUP

Faculty Member:	Administrative Evaluator:
Remediation Plan Recommendation:	
Outcome:	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date

ADMINISTRATIVE EVALUATION PART-TIME FACULTY:
OVERALL ASSESSMENT

Vice President assigns points 5 through 1 for each criterion according the Administrative Evaluation Criteria Guide and the responses by the faculty member on the Professional Development Self-Disclosure Statement, which are an integral part of the Administrative Evaluation.

Faculty Member:	Date:
Administrative Evaluator:	

CRITERIA	Points
1. Demonstrates understanding of College policies and procedures (attendance, grading and report deadlines, census reports, absence from campus, etc.), and implements them.	
2. As evidenced by peer and students' evaluations, is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	
3. Demonstrates professionalism as evidenced by cooperativeness with the College community and the public.	
4. Adheres to established State, College and division academic standards and practices regarding course organization, including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, course level student learning outcomes, grading standards, and attendance requirements), and consistency with the College academic calendar.	
5. Demonstrates sensitivity to ethnic, economic, physical, gender, social, political, and religious diversity among the College community.	
6. Based on the written tabulations and summaries of students' evaluations, written comments by peer evaluators, any Professional Development Self-Disclosure Statement, and administrative observation of the faculty member, faculty member demonstrates teaching skills that are: Outstanding=5; Good=4; Satisfactory=3; Need Improvement=2; Unsatisfactory=1.	
Total	30

ADMINISTRATIVE EVALUATION PART-TIME FACULTY:
AREAS OF STRENGTH, AREAS NEEDING IMPROVEMENT, REMEDIATION PLAN

Faculty Member:	Administrative Evaluator:
Areas of Strength:	
Areas for Professional Development:	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date

PEER OBSERVATION REPORT

Faculty Member:	Course:	
Peer Evaluator:	Observation Date:	Number of students present:

Based on the relevant observation, indicate a score for each item using the following scale:

5=Outstanding 4=Good 3=Satisfactory 2=Needs improvement 1=Unsatisfactory

	1. Defines objectives for student work in keeping with syllabus defined student learning outcomes.
Comments:	
	2. Is thorough in preparation and organized in presentation of materials (classroom, online, ITV, correspondence, as applicable).
Comments:	
	3. Course assignments, materials, and educational approach encourages student enthusiasm for learning.
Comments:	
	4. Communicates clearly and effectively employing the appropriate range of technical support devices, programs, and services.
Comments:	
	5. Explains main ideas, concepts, and principles.
Comments:	
	6. Demonstrates up-to-date command of subject matter and appropriate instructional methods.
Comments:	
	7. Responds in a timely, appropriate, and supportive fashion to student inquiries, questions, and criticisms, while employing the appropriate range of technical support devices, programs, and services.
Comments:	
	8. Encourages critical thinking and analysis.
Comments:	
	9. Demonstrates respect for the students and their views.
Comments:	
	10. Encourages regular, committed student engagement via the range of technical support devices, programs, and applications.
Comments:	
	/50 OVERALL RATING

50=Outstanding 40-49=Good 30-39=Satisfactory 20-29=Needs Improvement < 20 Unsatisfactory

Peer Evaluator (signature)	Date:
Faculty Member (signature)	Date:

(Revised December 9, 2014)

PEER OBSERVATION REPORT

PEER OBSERVATION NARRATIVE

Faculty Member:

Peer Evaluator:	Course:	Observation Date:	Number of students present:

Peer Evaluator:	Course:	Observation Date:	Number of students present:

Based on their classroom observations, the peer evaluators shall collaborate in writing a narrative description of the faculty member's teaching, answering each of the following questions:

1. Describe the faculty member's subject, teaching methodologies, and alignment with student learning outcomes.

2. Describe the faculty member's communication of the applicability of the academic discipline to the larger social context (i.e., the "real world").

3. Describe the organization and clarity of the presentation.

4. Discuss the appropriateness of the instructor's teaching techniques in the light of stated goals.

5. Describe the level of student discussion and participation.

6. Describe the faculty member's teaching strengths.

7. Describe the faculty member's employment of the appropriate range of technical support devices, programs, and applications.

8. Describe any specific recommendations.

Faculty Member (signature): _____ Date:

Peer Evaluator (signature): _____ Date:

Peer Evaluator (signature): _____ Date: