

I. Teaching Observations

One observation shall take place during any scheduled class, except as specified in Article 18.2 (b) 3 for classes conducted wholly or in part through online technology, during the first ten weeks of the semester.”

Observation guidelines vary based on the course type (e.g., synchronous, asynchronous), as well as the proportion of the course taught online versus face-to-face. The overarching intent of the agreement is to provide guidance on how to best replicate longstanding teaching observation practices, regardless of the modality. The following chart provides a high-level description of how observation guidelines vary.

Observation guidelines for courses with some online element, per the PSC Agreement

Course Type	Period of Observation	BB Role	Other
Fully Online, Fully Synchronous	Only for the scheduled class period.	Student or Guest	Do not refer to the conduct of course activities outside of the observation period. The instructor must be given a 7-day notice prior to the start of the observation period.
Fully Online, Fully Asynchronous	No more than a 48-hour period that will commence at a specified time not earlier than seven calendar days after the notice of the teaching observation has been given to the instructor.	Student or Guest	The post observation memo should not refer to any course activities that occurred more than seven calendar days before the 48-hour period of access.
Fully Online Mixed (Asynchronous and Synchronous)	Adhere to Online, Fully Synchronous, unless instructor requests and department chair consents to observation adhering to the parameters of an online, fully asynchronous course.	Student or Guest	
Hybrid or Blended, Face-to-Face and Online	Adhere to Face-to-face instructions, unless instructor requests and department chair	Student or Guest	

consents to observation adhering to parameters for an online course.

OAA is also taking a number of steps to provide you with resources to help guide online teaching observations. Currently, we are in the process of aggregating content and tools that demonstrate how colleges and universities across the country approach their own online teaching observations. Some of these are included below:

- [PSC agreement](#): Classroom Teaching Observations of Online Courses: Amend Article 18.2 (b) 1 and add a new section, Section 18.2 (b) 3.
- USC Center for Excellence in Teaching [Synchronous Online Teaching Observation Checklist](#).
- Hostos Community College [Asynchronous Observation Guidelines](#).
- NYU [Online Class Observation Process and Procedures](#).
- Galludet [Guidelines for Observation of Online Teaching](#).
- Central [New Mexico Community College Faculty Peer Online Classroom Observation Guide](#)
- [A Faculty Observation Model for Online Instructors: Observing Faculty Members in the Online Classroom](#).
- PennState College of Earth and Mineral Sciences [Faculty Peer Review of Online Teaching](#).
- Online Learning Consortium [Faculty Playbook for Delivering High Quality Instruction Online](#).
- Online Learning Consortium/Chronicle Article: [Conducting Observations in Online Classes](#).

OAA is also working on a virtual panel discussion focused on best practices in online teaching observations, which should take place during the first few weeks of October. The panel will feature experts from CUNY campuses, who will share foundations for a good online observation, and unpack challenges and opportunities that people experience along the way. More details will be forthcoming soon.

II. Student Evaluations of Teaching

Per the Statement on Academic Personnel Practice, campuses can reinstate student evaluations in Fall 2020 in conformance to their pre-COVID 19 policies and practices.

