Formative Peer Evaluation Processes

Formative peer evaluation is informal feedback shared only between faculty who choose to pair up and complete it; feedback is not shared with others, including the vice dean. Formative peer evaluation is recommended before summative peer evaluation to: 1) help faculty become familiar with the process and tools to be used for eventual summative evaluation, 2) help faculty improve their teaching practice, and 3) establish a culture of sharing best practices with the goal of excellence in teaching.

For Classroom Observation

1. Faculty pair up informally as evaluator and evaluatee
2. Evaluator and evaluatee meet to set logistics and goals
3. Evaluator observes evaluatee’s class (1-4 hours depending on class duration) using evaluation tool
4. Evaluator and evaluatee have follow-up meeting to debrief (1 hour)
5. Evaluatee implements changes to course/teaching
6. Evaluator and evaluatee switch roles and repeat process

- Recommendations:
  - Observe twice, stay for entire class, attend in person (but recording is an option)

For Document Review

- (Teaching Statement Evaluation, Course Design Syllabus Review, and Review of Instructor Assessment Practice)

1. Faculty pair up informally as evaluator and evaluatee
2. Evaluatee prepares required documents: teaching statement/syllabus/assessment practices reflection and materials (1 hour)
3. Evaluatee sends documents to evaluator for review
4. Evaluator reviews documents using evaluation tool (1-2 hours)
5. Evaluator and evaluatee have follow-up meeting to debrief (1 hour)
6. Evaluatee implements changes to course/teaching
7. Evaluator and evaluatee switch roles and repeat process