Peer Evaluation of Teaching Policy and Form

Peer teaching evaluation provides faculty with critical insight and feedback on their teaching, as well as facilitates broad sharing of teaching practices and innovations across the academic unit. The UW faculty code (24-32 & 24-57) and UW Academic Human Resources policy requires collegial peer evaluation of teaching every year for Assistant Professors and at least every three years for Associate Professors and Professors. These evaluations may also form part of the record for reappointment or promotion, though a fuller assessment of all teaching and student evaluations is required in those cases. This document outlines the process for peer teaching evaluation at the School of Environmental and Forest Sciences (SEFS).

Peer Evaluation Process:

1) Identifying Peer Evaluator and Instructor Reviewee: The SEFS Director’s office tracks required peer evaluation needs for faculty, and annually reminds faculty of upcoming peer evaluation requirements.

2) Instructors needing a peer evaluation will select a course to be evaluated. The course must be a credit bearing course taught within SEFS or the College of the Environment. Instructors may identify a SEFS faculty member and ask them to be their peer evaluator, or instructors may ask the SEFS Director to assist in identifying and assigning peer evaluators as part of annual work planning meetings. Faculty outside of SEFS are acceptable as peer reviewers in rare occasions with prior permission from Director. Assistant Professors must be reviewed by an instructor who is higher in rank or an experienced teaching professor for their reviews. Associate and Full Professors may identify an appropriate SEFS reviewer of their choice, or work with the Director to identify and assign a reviewer.

3) The peer evaluator and the instructor meet in advance of the class observation date to identify and agree on: a) at least one specific class session to be observed, b) materials for review and categories for observation and evaluation, along with any additional desired focus points for the evaluation, and c) a time to meet to discuss the evaluation after the class observation and review of materials.

4) The peer evaluator observes the instructor in the classroom on the agreed upon date/time, using the Peer Evaluation of Teaching Form (below). Attending more than one class session is recommended, if possible. Near the end of the class observation session (~10-15 minutes), the instructor excuses themselves from the class, and the peer evaluator meets briefly with the students in the class. The discussion with the students focuses on elements that are working well and elements that could be improved. Student feedback is solicited with index cards or other anonymous methods, as well as through general discussion with the entire class.

5) The peer evaluator and the instructor meet on a date following the class observation to discuss the evaluation, exchanging comments and observations regarding the instructor’s teaching materials, methods and student learning.

6) The peer evaluator writes and submits a brief memo to the SEFS Director, with a copy to the instructor, indicating that they have completed the peer evaluation process. The memo should
include a brief description of their review process, their observations, and any suggestions for the instructor. The instructor may also submit a written statement for their file in regards to the peer evaluation process if they wish.

### SEFS PEER EVALUATION OF TEACHING FORM

<table>
<thead>
<tr>
<th>Faculty Member Instructor</th>
<th>Course Reviewed (number, title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Reviewer</td>
<td>Dates met with faculty member to provide feedback</td>
</tr>
<tr>
<td>Date of Class Observation(s)</td>
<td>Pre-class observation</td>
</tr>
<tr>
<td></td>
<td>Post-class observation</td>
</tr>
</tbody>
</table>

**Course delivery mode:** (remote, in-person, hybrid)

<table>
<thead>
<tr>
<th>Course Materials Reviewed</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canvas Course Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments, Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STEP 1: Pre-Class observation course materials review.** Review the following aspects of the course materials, and any others as discussed/agreed upon with the course instructor in the pre-observation meeting.

- **Syllabus/Course Website Review:**
  - Course learning goals clearly articulated.
  - Key student projects, assignments, and other required activities (quizzes, lab activities, field trips, exams, papers, etc.) clearly identified, connected to course learning goals.
  - Student evaluation strategies (e.g., tests, grading approach) clear and appropriate. *Note that in classes with both 400 and 500 level listings, there must be a clear distinction between the undergraduate and graduate expectations and evaluation criteria.*
  - Student work expectation aligned with the number of credits.
  - **Required** syllabus statement* on religious accommodation. **Recommended** syllabus statements on diversity, equity and inclusion; disability access and accommodation; academic integrity; student academic grievance procedures; and safety.
  - Course material accessibility and inclusion observations.
*Please see the College of the Environment Syllabus Guidelines for more information and sample syllabus statements. Additional resources for course syllabus design:
https://environment.uw.edu/intranet/academics/curriculum/syllabus-guidelines/

Peer Evaluator observation notes on Step 1 strengths, suggestions, comments, questions:

**STEP 2: In-Class Observation.** Observe the following aspects of the class as appropriate, in addition to any elements as discussed and agreed upon with course instructor in the pre-observation meeting.

- **Organization and use of class time** (note whether lecture-oriented, discussion-oriented, lab, field, etc. class session):
  - Observations on instructor delivery of course material, encouragement of student questions/engagement, other teaching/learning approaches?
  - Observations on accessibility and inclusion

- **Brief discussion with students:** (optional during final 10-15 minutes of class session)
  - Explain that all professors are evaluated by their peers on a regular basis, their comments will be anonymous
  - Solicit student feedback, using note cards for anonymous comments, and also large group discussion. What is working well in the class? What could be improved?

Peer Evaluator observation notes on Step 2 strengths, suggestions, comments, questions:

**STEP 3: Post-Class Observation Meeting and Discussion.**

Following the class observation, the peer reviewer and instructor meet to discuss reviewer observations, suggestions, and comments.

To conclude the peer evaluation process, the peer evaluator writes and submits a memo to the SEFS Director, with a copy to the instructor, indicating that they have completed the peer evaluation process. The memo should include a brief description of their review process, their observations, and any suggestions for the instructor.

Revised Jan. 28, 2021