

Peer Evaluation of Teaching Policy & Form

Peer teaching evaluation provides faculty with critical insight and feedback on their teaching, as well as facilitates board sharing of teaching practices and innovations across the academic unit. The UW faculty code (24-32 & 24-57) and UW Academic Human Resources policy require 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 Evaluation 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 evaluators, 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 on rare occasions with prior permission from the 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 evaluation 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

Faculty Member Instructor

Click or tap here to enter text.

Course Reviewed (number, title)

Click or tap here to enter text.

Peer Reviewer

Click or tap here to enter text.

Click or tap here to enter text.

Date of Class Observations(s)

Click or tap here to enter text.

Dates met with faculty member to provide feedback

Pre-Class Observation Date: Enter Date

Post-Class Observation Date: Enter Date

Course delivery mode: (remote, in-person, hybrid): [Click or tap here to enter text.](#)

Course Materials Reviewed (Answer All):

Syllabus Yes ☐ No ☐

Canvas Course Site Yes ☐ No ☐

Assignments, Exams Yes ☐ No ☐

Other (List Below)

[Click or tap here to enter text.](#) Yes ☐ No ☐

[Click or tap here to enter text.](#) Yes ☐ No ☐

[Click or tap here to enter text.](#) Yes ☐ No ☐

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, and 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 expectations 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.

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

[Click or tap here to enter text.](#)

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 the 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 or course materials, 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, and their comments will be anonymous.
 - Solicit student feedback using note cards for anonymous comments, and large group discussion. What is working well in class? What could be improved?

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

[Click or tap here to enter text.](#)

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 of the instructor, indicating that they have completed the peer evaluation process. The memo should include a brief description of this review process, their observations, and any suggestions for the instructor.