

Departmental Protocol for Peer Review of Teaching (Voted on December 2022)

This protocol largely follows Brent and Felder. "A Protocol For Peer Review of Teaching." ASEE 2004. ([A PROTOCOL FOR PEER REVIEW OF TEACHING](#))

Peer Review Committee:

Prior to the Fall semester of the academic year a peer review committee shall be formed. This committee will function for the next academic year. The committee should consist of a committee chair ("chair") to oversee the process and a group of faculty peer reviewers ("raters"). Ideally the faculty serving on the committee will cover topic areas for CISE courses.

There is no training session for the raters, but members of the committee should familiarize themselves with the rating form and the DOs and DONTs one pager (see below).

Both CISE tenure-track faculty and instructional faculty are eligible to serve on the committee.

Requesting Peer Review:

During the academic year, any CISE faculty member ("instructor") can request a peer review of their teaching for the current or upcoming semester for a specific course. ***This is an optional process.*** To do so the faculty will email the request to the peer review committee chair specifying the course to be reviewed.

Assignments of Raters:

Once a request for peer review has been received, the committee chair will assign two raters to perform the review. Insofar as possible: one rater should have previously taught the course being reviewed or be regularly teaching courses in the same area; the other rater should be from a different area.

To minimize potential conflicts of interests, raters should be **at or above the aspirational rank** of the instructor being reviewed. For example (cf. Brent and Felder) untenured assistant professors should not be rating the teaching of instructors who may later evaluate their candidacy for tenure.

Procedure for Peer Review:

- The instructor and the two raters communicate to arrange *two lecture observation sessions* and go over the *rating forms* (see below). The instructor will also send relevant course materials (e.g., syllabus) to the raters ahead of the observation. The instructor

may optionally send to the raters a short written statement about their teaching style and aspects of their teaching that they would like the raters to consider. This may even include idiosyncratic aspects of the schedule that are relevant to the observation (e.g., there is always a quiz in the first 20 minutes of a class).

- During an observation session, raters should observe discreetly and without interfering with the educational environment that they are reviewing. After each observation session, the two raters will fill out the rating form independently. In doing so the raters should keep in mind that teaching styles vary and that teaching should be evaluated accordingly. Once completed, the raters will send their forms to the committee chair.
- If the committee chair judges the two forms to have substantial disagreement, the raters may be asked to meet and reconcile their ratings of each item. In that case the raters should fill out a consensus form that will then be sent to the committee chair. Whenever the two raters cannot agree on the integer rating of an item, their ratings should be averaged and rounded up to the nearest integer.
- The committee chair will write a letter summarizing the raters' findings and highlighting strengths and areas for improvements. The chair will send this letter to the instructor. The instructor can then add a response as a comment or dissenting opinion.
- *[Optional]* The instructor, raters, and committee chair may meet to further discuss the evaluation.

Lecture Observation Form

Course: _____ **Instructor:** _____

Complete the table below by entering one integer rating for each item.

Rating Scale:

- 5 — Exceeds expectations in all respects.
- 4 — Meets expectations in all respects.
- 3 — Meets expectations in most respects.
- 2 — Meets expectations in some respects.
- 1 — Meets expectations in few or no respects.

	Rating (1 — 5)
1 — was well prepared for the class	
2 — was knowledgeable about the subject matter	
3 — was enthusiastic about the subject matter	
4 — spoke clearly, audibly, and confidently	
5 — used a variety of relevant illustrations/examples	
6 — made effective use of the board and/or visual aids	
7 — asked stimulating and challenging questions	
8 — effectively held class's attention	
9 — achieved active student involvement	
10 — treated students with respect	
11 —	
12 —	

What worked well in the class?

What could have been improved?

Rater(s): _____

Observation Date: _____

Observation of teaching DOs and DONTs

This guide is based on the guiding principles for quality peer review of teaching in Perlman and McCann. "[Peer review of teaching: An overview.](#)" Society for the teaching of psychology (APA division 2), office of teaching resources in psychology (OTRP). 1998.

Faculty on the peer review committee should customize this as necessary. Any CISE faculty may also suggest additions or modifications to it.

1. DO keep in mind that teaching styles vary. When filling out the observation form, raters should keep in mind that teaching should be evaluated in the context of the instructor's teaching style. For example some instructors may teach in a flipped classroom style or be using the Socratic method of teaching.
2. DON'T surprise the instructor being rated. This includes surprise visits not agreed upon by both the rater and the instructor.
3. DO pay attention to the instructor's optional statement on teaching style and aspects to focus on.
4. DON'T interfere with the teaching environment. Raters should observe discreetly and without disrupting the class.
5. DO avoid personal biases or subjective opinions. Raters should base their evaluation on objective observations about the instructor's teaching.
6. DO comment on strengths. Raters should not only focus on weaknesses. They should also comment on strengths and how to build upon them.

References & Resources:

Some colleges at UF have their own protocols:

- [College of Dentistry](#)
- [College of Business](#) (note: required process for third-year review, tenure, etc.)
- [College of Liberal Arts and Sciences](#)
- [College of Journalism and Communications](#)