

# Establishing a More Robust and Equitable Process for Peer Reviews of Teaching

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## TIME TO PAUSE

In a perfect world, what would your teaching evaluation system look like?



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## Objectives

- Discuss the status of teaching evaluation
- Describe components of a robust peer review protocol
- Describe strategies for peer observation
- Discuss strategies for coping with bias
- Suggest tips for peer review

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# Teaching Evaluation

## Common

- Student evaluations of teaching (SETs) (end of course, student input)
- Peer reviews of teaching (mid course, peer input)

## Less Common

- Portfolios
- Self-reflections

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# Issues with SETs

- Bias, bias, bias!
- Students as evaluators
- Dual use as summative and formative
- Misuse and misinterpretation
- Single point measure
- Students don't benefit
- Discourages risk taking/innovation




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# Story Time

## Experiences with student evaluations of teaching

- Co-teaching - gender related
- Student focus on accents, clothing, etc
- Use of quant to compare instructors

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## What Can We Do?

- Have multiple measures
- Have multiple rater types
- Use more qualitative data



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## Peer Review of Teaching

- Evaluation, by colleagues or peers, of all teaching related activities
- Either formative (for development) or summative (for personnel decision) purposes
- Should include a variety of teaching materials

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## Why Peer Review?

- Teaching best understood by teachers (subject matter and context)
- Learn what students are experiencing in their courses
- Curriculum improvement
- Mentorship
- Collaborative (builds understanding)
- Another data point

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## TIME TO PAUSE

What are your experiences with peer review of teaching?  
 What does your process look like?

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## Who and How Often?

Assistant Professor	Min. 1 before reappointment & 3 before tenure
Associate Professor	Every 5 years & min. 2 before full professor
Full Professor	Every 5 years
Professional Faculty (.75 FTE +)	Annually years 1-3; Every 3 years thereafter

Peer Review of Teaching should be done every year!

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## Pros

- Helps to make teaching visible and collaborative
- Adds perspective to end of course evaluations
- Elevates teaching (assessment adds value)
- Students are not appropriate judges for everything
- Can focus on improvement (formative)
- Promotes reflective teaching practices

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## Cons

- Vulnerability of peer reviewer
- Vulnerability of the reviewee
- Time to do review
- Lack of standards
- Validity and reliability concerns
- Bias

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How do we mitigate the cons and amplify the pros?



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## Establish a Robust Protocol

- Assignment of reviewer(s)
- Reviewer/reviewee pre-observation meeting
- Classroom observation
- Review of syllabus/other materials
- Post observation debrief
- Final written report

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## Reviewer Assignment

- Rotate reviewers annually
- Plan out reviews for 3 years
- Make being a peer reviewer an expectation
- Reward peer reviewers
- Lean on full professors



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## Classroom Observations

- Use agreed upon templates
- Cover F2F and online components
- Prepare for the observation
- Record your observations
- Include a post observation debrief

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## Components of a Template

- Logistics
- Environment
- Teaching style
- Communication
- Organization
- Syllabus
- Web

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## Review of Teaching Materials

Use an agreed-upon template  
Review pre-observation  
Include syllabus, recordings, websites  
and other asynchronous teaching  
materials

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## The Review Report/Letter

Use a template  
Check your biases  
Remember the purpose and who will see it  
Have a section to frame reviewer biases



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## Tips



Make notes on what you are looking for in  
observations (they go quickly)  
Always remember how your review will be used  
Ask the instructor questions  
Train reviewers (especially on implicit bias)

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## Contact Information

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