

Guidelines for Peer Teaching Evaluations

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September 30, 2014

- All faculty should include peer teaching evaluations with their 3rd year review, tenure and promotion packages.
- Peer teaching evaluations should ideally be **no more than 18 months old** at the time of 3rd year review, tenure or promotion review. Think of this as a “freshness” recommendation; the “fresher” your Peer Teaching Evaluations are at the time of your review, the more appealing and relevant they will look to a committee. This is most important for those who will be undergoing review for tenure. For those undergoing promotion to full, reviews no more than two years old are acceptable.
- Ideally, faculty should have a peer teaching evaluation of both a **graduate** and an **undergraduate** course. (One evaluation of an undergraduate course is fine for 3rd year review.)
- Faculty must work closely with their chairs and representative(s) who make teaching assignments to choose and schedule the classes that will be evaluated. This planning should *start two or more years in advance* of the 3rd year, P&T, or promotion review.
- The evaluation for each course should include assessments based on:
 - Observations of one or more lectures, preferably attended in-person rather than viewing a video recording.
 - Review of course materials.
- Evaluators can be should be experienced teachers. They may be tenured or lecturers. They may chosen from inside or outside the department.
- The chair or departmental representative(s) should make the final choice of evaluator(s).

Materials for the instructor to provide for the evaluator:

1. A statement of teaching philosophy.
2. Course syllabus.
3. Example of a homework assignment.
4. Example of an exam or quiz.
5. Example of a class project (if applicable).
6. Any additional class materials that the instructor feels will assist the evaluation, such as notes or slides provided to the students for the lecture, videos or software demonstrations.

The Peer Teaching Evaluator will be asked to comment on the instructor's:

1. Skill as a communicator.
2. Respect for students.
3. Ability to actively engage students.
4. Effectiveness in designing, selecting and using meaningful educational materials.