Peer Review of Teaching Guide – School of Biological Sciences Last Modified: 1/22/16

This document is intended to help guide and standardize the Peer Review of Teaching process. "Expected" is defined here as the appropriate level for tenure. The "More Than Expected" column includes multiple bullets, each of which exceeds expectations but which has been identified as valuable. Ultimately, the weighting of information into an overall evaluation is done be each voting faculty member based on the totality of the persons teaching.

	Less Than Expected	**Expected**	More Than Expected
Student Perception	Student evaluation scores consistently in the bottom quartile	**Student evaluation scores in the interquartile range**	● Student evaluation scores consistently in the top quartile ● Nomination to student-driven accolades such as the "Parent Association" awards
Cognitive Processes	Engage students in only simple recall of facts	**As appropriate, engage students in critical or higher-order thinking**	● Have students make inferences from data or experimental results ● Consistently engage students across high Bloom's levels
Best Practices	Students perceive issues that are reflected in poor attendance and/or disregard of the course as a place of learning	**Clear communication of classroom materials and organized classroom management**	● Provide explicit learning objectives and align class activities and assessments with these objectives ● Foster active learning and regular formative assessments ● Incorporate outside educational expertise via concept inventories, society-based curriculum, or national reports on college science education
Improvement	Little evidence of self-reflection and/or ignoring of course feedback	**Evidence of self-reflection and improvement of courses over time; responsive to teaching advocate**	● Collect feedback on instruction through structured mechanisms, such as peer observation ● Participate in local teaching workshops or a national teaching workshop ● Lead a teaching workshop ● Develop and share educational resources for the community, such as lab activities, class activities, pedagogies, or assessments
Mentoring	Have few to no students receiving research training, or those that do consistently departing prematurely	**Multiple students receiving research mentoring at one or more levels (undergrad, grad, or postdoc)**	● Graduate multiple students from the lab and successfully place them into positions ● Successful mentor and place students across all three levels: undergrad, grad, and postdoc