STOCKTON UNIVERSITY | CENTER FOR TEACHING & LEARNING DESIGN
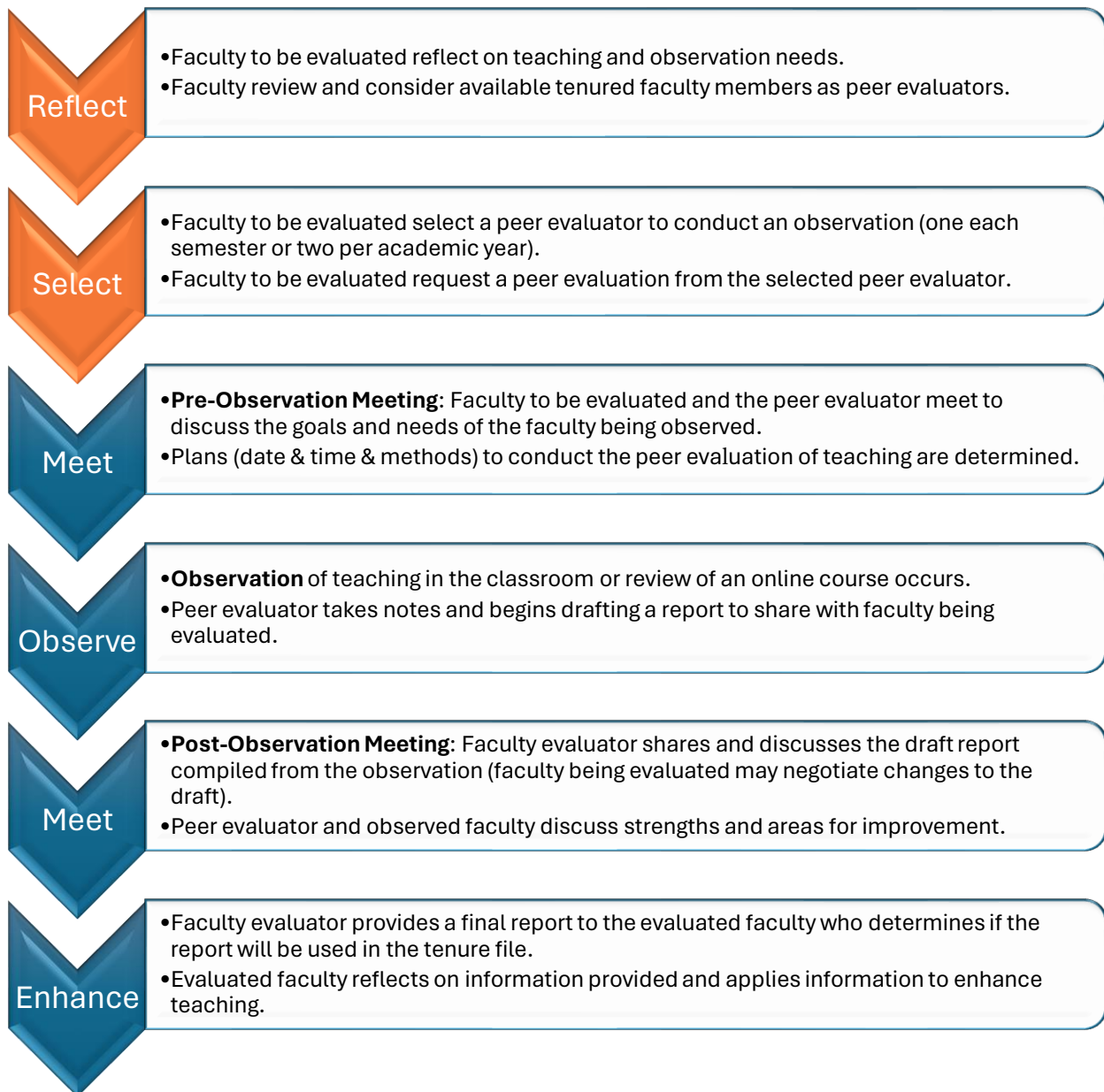
Peer Evaluation Process & Framework

Peer evaluation at Stockton is based on a process designed to enhance teaching practices and professional growth related to teaching excellence. Faculty being evaluated receive feedback and a report from tenured faculty members conducting peer evaluations that are aligned to teaching excellence standards outlined in Faculty Evaluation Policy II-10.5.

The **peer evaluation process** is outlined below.

Reflect
- Faculty to be evaluated reflect on teaching and observation needs.
- Faculty review and consider available tenured faculty members as peer evaluators.

Select
- Faculty to be evaluated select a peer evaluator to conduct an observation (one each semester or two per academic year).
- Faculty to be evaluated request a peer evaluation from the selected peer evaluator.

Meet
- **Pre-Observation Meeting**: Faculty to be evaluated and the peer evaluator meet to discuss the goals and needs of the faculty being observed.
- Plans (date & time & methods) to conduct the peer evaluation of teaching are determined.

Observe
- **Observation** of teaching in the classroom or review of an online course occurs.
- Peer evaluator takes notes and begins drafting a report to share with faculty being evaluated.

Meet
- **Post-Observation Meeting**: Faculty evaluator shares and discusses the draft report compiled from the observation (faculty being evaluated may negotiate changes to the draft).
- Peer evaluator and observed faculty discuss strengths and areas for improvement.

Enhance
- Faculty evaluator provides a final report to the evaluated faculty who determines if the report will be used in the tenure file.
- Evaluated faculty reflects on information provided and applies information to enhance teaching.

Teaching Excellence Framework

A framework aligning Stockton's standards to teaching excellence constructs is useful for determining the goals for each peer evaluation required for tenure and promotion. Using the framework, faculty being evaluated may choose to vary required peer observations between in-program and out-of-program peer evaluators based on specific constructs and standards. Faculty being evaluated may also choose to focus on one or more constructs per evaluation as opposed to asking a peer evaluator to address all standards during one observation. The reflection process is important in determining what evidence of teaching excellence is most needed during each stage of constructing a tenure and promotion file. This framework should be part of discussions that occur in the pre-observation meeting between the faculty being evaluated and the peer evaluator. Faculty should be familiar with teaching excellence standards outlined in Faculty Evaluation Policy II-10.5.

Teaching Excellence Construct	Stockton Standard(s)
Content Expertise/Accreditation	2.1.5 & 6.1.2.1
Course Design/Planning/Organization	6.1.2.2 & 6.1.2.3
Teaching Practices ***** = *additional measures of excellence*	2.1.1, 2.1.2, 6.1.2.1 & review relevant promotion standards (section 10.0)
use of technology in teaching	6.1.3.1
relates content to other fields	6.1.3.2
out of classroom learning opportunities	6.1.3.3
credit-bearing high impact experiences	6.1.3.4
create inclusive & respectful environment	6.1.3.5
Student Learning/Assessment	2.1.3 & 6.1.2.2
Class Climate/Inclusive Teaching	2.1.6, 6.1.2.4, & 6.1.3.5
Student Engagement	2.1.2, 6.1.2.2, 6.1.2.3, & 6.1.3.5
Precepting/Mentoring	2.1.4
Professional Growth/Adaptation	Varies – optional to have a peer evaluator return to demonstrate growth and response to feedback
Other	Varies – may be specific to faculty/course or focus on specialty areas related to teaching