

**Program for Peer Review of Teaching
Charles E. Schmidt College of Medicine
Florida Atlantic University**

Overview

The Peer Review of Teaching program has two purposes: formative evaluations (requested by the faculty member for their own personal growth as an educator) and summative evaluations (formal evaluations that can be included in annual evaluations and for promotion and tenure consideration).

Formative and Summative Evaluations of large group teaching (lectures and team-based learning), small group teaching (facilitation, problem-based learning) and clinical or bedside teaching are available for all faculty.

- 1. All faculty members with significant classroom teaching assignments (greater than 6 hours of lecture) must be reviewed with a summative evaluation annually.**
 - 2. The summative review must be part the faculty member's annual evaluation.**
 - 3. Faculty members seeking promotion in rank must have three summative evaluations completed as a part of their portfolio prior to seeking promotion.**
- **This program is for peer review of medical student and resident teaching designed for a variety of settings.**

Formative Peer Review of Teaching Program

Any faculty member who wishes to receive formative feedback on their teaching and/or lectures, including small group facilitation or clinical teaching, may request a peer review for their personal development, through the Office of Faculty Affairs. Faculty are encouraged to take advantage of this robust formative process for their own development and it can also be used to build a portfolio illustrating development as an instructor. (The faculty member would voluntarily have the option of submitting this portfolio to their Chair as part of the annual review in addition to the summative peer review of teaching or as part of their dossier for promotion and tenure.) Faculty may request up to 3 formative peer reviews per academic year.

Summative Peer-Review of Teaching Program

All faculty who hold paid faculty appointments in one of the COM's academic departments and **teach medical students in the classroom at least 6 hours per year** require an annual summative review. Faculty members will know when their review is taking place, can request a specific date/lecture for review, and will be able to provide a "faculty response" to any review they believe to be inaccurate. Faculty can provide feedback to the Associate Dean for Faculty Affairs on the process and can request up to one additional summative review from a different evaluator.

Evaluators

All current and former course directors and residency program directors will be responsible for completing the summative peer review of teaching for faculty members in their course or program who meet the criteria for review. Additional peer reviewers from the Teaching Academy who have completed the training program will also be made available for formative and any additionally requested summative peer-reviews of teaching. All evaluators and their assignments will be coordinated by the Office of Faculty Affairs.

Training

Faculty peer reviewers will participate in annual faculty development to become familiar with the review process, the form used for reviews, and examples of important teaching components will be discussed to achieve an acceptable level of uniformity among the faculty reviewers.

Scheduling

Implementation of the program (scheduling reviews) will be handled by the Office of Faculty Affairs. Formative peer reviews (compiling and communicating results) will take place directly between the faculty peer reviewer and faculty member. Summative peer reviews (compiling and communicating results) will be handled by the Office of Evaluation and Assessment. Reviews will take place throughout the year in accordance with teaching assignments of each faculty member and availability of reviewers.

Review Procedure

A specific date will be scheduled for each peer review. The class chosen for review should be typical of that faculty member's usual interaction with students. For formative and summative peer reviews, the faculty member will provide the reviewer with a copy of the relevant sections of the course syllabus, the lecture PowerPoint and relevant teaching materials, as well as a completed Peer Review Pre-Observation form one week prior to the review.

The reviewers will evaluate the instructor using the Instructional Observation Form, which will be assigned to the reviewer in MYEVALUATIONS. For summative peer-reviews the average ratings and comments will be compiled by the Office of Evaluations and Assessment and the report will be sent to the faculty member and his/her Chair. At the request of the faculty member or Chair, the Associate Dean for Faculty Affairs will meet with individual faculty members to suggest ways of improving teaching. This may include suggesting mentoring by another faculty member with outstanding to exceptional teaching reviews.

Faculty Responsibilities

It is the responsibility of any faculty member requiring an annual Summative Peer Review or desiring a Formative Peer Review to contact Stephanie Gabrielsen, Faculty Affairs Coordinator at sgabrielsen@health.fau.edu at least 2 weeks prior to the observation and provide the following information in order to schedule a formative or summative peer review of teaching:

1. Your Name
2. Course Name and Course Director's Name
3. Date, Time and Location of the class you would like to be observed
4. Indicate if the review is for formative or summative purposes

One week before a scheduled peer review faculty are required to send Ms. Gabrielsen a copy of the course syllabus, lecture slides and any relevant teaching materials and a completed Peer Review Pre-Observation form.

Background

The Charles E. Schmidt College of Medicine (COM) implemented a Peer Review of Teaching process in AY2013-2014, offering reviews of large group teaching (lectures, team-based learning). During the first year, all reviews were formative (for feedback only) and were not included in annual evaluations, allowing for modification of the program if needed. In academic year 2018-2019 the process was reinvigorated and in 2019-2020 will become an expectation for all faculty making significant contributions to the educational program. The program now includes small group facilitation/teaching activities and clinical/bedside teaching launching in 2020-2021.