

Protocol for Peer Evaluation of a Studio Course*

[NOTE: Highlighted text is intended to be modified or deleted. All other text may be left as is or modified to fit departmental needs].

The evidence-gathering process for peer evaluation of a studio setting includes three phases: observing a studio session; conducting a studio-member focus group; sending a follow up questionnaire. Then the peer evaluator will draft a follow up discussion of the findings.

I. Observing a Studio Course Session

In collaboration with the professor, attend and observe a studio session. Plan to

- record the activities/purpose of the studio session
- identify the role(s) of the attendees (e.g., undergrad, grad student, etc.)
- observe/take note of
 1. Level, range, tone of discourse
 - a. Who contributed and participated: All, most, or only a few? Were there differences based on age, sex, race/ethnicity, role of the attendee?
 - b. What was the quality of contributions? Were they targeted and on task or unfocused and distracting? What feedback did the professor or others offer?
 - c. Group dynamics/Climate
 - i. What was the level of ease/comfort of studio members?
 - ii. How did the professor function as a coach, model, facilitator?
 - iii. What was the tone/feel of the session?

II. Conducting a Studio-Session Focus Group

NOTE: The professor should NOT attend. Plan for 30 minutes. Explain the purpose of the focus group is to collect evidence about the quality of teaching and mentoring in the studio.

Announce

“The information you share with me will be used for evaluation of teaching. *Concerns* about professional conduct such as regarding discrimination are very important but should not be addressed in this manner. Instead, please contact Llen Pomeroy, Acting Associate Vice Chancellor for the Office of Institutional Equity and Compliance and Title IX Coordinator, cureport@colorado.edu.

If you are hesitant to share thoughts with the group, I will also send an email so students can respond to me privately. I have a couple of very broad questions. I’d like you to collectively brainstorm answers, and then I will ask you each to indicate whether you agree or disagree with each response.”

Sample focus group questions:

1. What are some of the best things about learning in Dr. XXX’s studio?
2. What could improve the experience of learning in Dr. XXX’s studio?
3. Is there anything else we did not cover that you would like to mention?

III. Follow-Up Email/Questionnaire

NOTE: Do NOT include the professor in this distribution list. The first goal is to invite members of the studio who were not able to participate in the focus group to share feedback on their experiences. The second goal is to allow members of the studio who prefer a private channel for their feedback to offer their observations directly with the evaluator.

Sample Text for Email

Dear XXX Studio Students, and Collaborators,

Thanks to those of you who attended my visit to the studio yesterday (date). This email invites non-attendees to share their experiences in the studio and also offers attendees of the meeting a chance to share their experiences privately. All contributions will be kept private. In your reply to this email, **please do not change the subject line**; that helps me stay organized!

For anyone who was not able to attend, here is your chance to share your perspective. Yesterday, we broadly discussed these questions:

1. What are some of the best things about learning in Dr. XXX's studio?
2. What could improve the experience of learning in Dr. XXX's studio?
3. Is there anything else we did not cover that you would like to mention?

Studio session attendees, please feel free to reply to this email with any information you wish to share privately. Thanks again for meeting with me yesterday!

I welcome meeting with any of you personally if you like. Just email me to make an appointment.

Thanks much for your help!

Best,

[your name]

IV. Writing Up Your Report (3-5 pages)

NOTE: Name ONLY the professor. All student/mentee responses should be unidentified. Briefly describe the overall observation/interview process, including

- Briefly summarize the studio session
 - date & purpose of the session
 - roles of those in attendance
 - meeting dynamics (e.g., level of discourse; group interactions/engagement)
- Briefly describe the process for the studio-member focus group, including
 - date & duration
 - roles of those who participated
 - copy the questions asked
 - for each question, highlight responses that participants unanimously agreed on
 - character of overall tone of comments—positive/negative
- Briefly describe the process for the follow-up email questionnaire, including
 - the text of the email
 - verbatim responses to the email—**after having first**
 - removed names
 - redacted any identifying information
 - a summary statement on overall tone of comments—positive/negative
 - a brief summary statement of main takeaways, strengths/weaknesses

*Based on a letter by Tim Curran (Dept of Psychology and Neuroscience), reviewing June Gruber's group in spring 2019