

[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.

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?

NOTE: The professor should NOT attend. Plan for 30 minutes.



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 of]



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— _____
 - 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