

As part of participating in the Mobile Summer Institute, faculty members will be undergoing peer evaluation of their teaching using the Course Observation Protocol for Undergraduate STEM (COPUS). This protocol was recently highlighted in *Science* magazine as an answer to the repeated calls for improved data collection on the use of evidence-based instructional practices by the U.S. National Academies of Sciences, Engineering, and Medicine (Stains *et al.*, 2018). The COPUS along with the peer mentoring and observation provided by the participants can provide data for peer reviews of teaching such as those that are becoming a required step for promotion and tenure at many institutions across the country (CU Boulder, UT Austin, University of Arizona). This observation conducted by the participants of the Mobile Summer Institute can provide that evaluation. In addition, we know that peer evaluation can help provide evidence of performance on aspects of teaching such as depth of subject knowledge and appropriateness of course material that are better assessed by peers rather than students (Berstein 2008; Peel 2005). Studies examining peer evaluation have also documented several positive outcomes for faculty involved in the process including: improved self-assurance (Bell and Mladenovic 2008); collegiality and respect (Quinlan and Akerlind 2000); and improved classroom performance (Freiberg 1987).

References

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