

Institute for the Scholarship of Teaching and Learning
UBC Centre for Teaching, Learning and Technology



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**UBC Peer Review of Teaching Initiative:
Scholarly Approaches to Peer Review of Teaching
(PRT) in UBC's Research-intensive
University Context**

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** With thanks to Anna Kindler (Vice Provost and Associate Vice President
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UBC Peer Review of Teaching Initiative: Scholarly Approaches to Peer Review of Teaching (PRT) in UBC's Research-intensive University Context

Peer reviews, both formative and summative, have been conducted at UBC for a long time but the process has not been guided by a clearly articulated set of principles that would ensure a desired level of consistency across the university. (Report of the UBC Working Group on Peer-review of Teaching, April 2009, p.3)

Examples of challenges with summative PRT

- *lack of trained assessors,*
 - *potential conflict of interest with colleague reviews,*
 - *confusion about mentor or evaluator roles,*
 - *appeals and arbitration from poor evaluation protocols,*
 - *reliance on/ exclusion of SEoT.*
- (Meeting Minutes, Sept 8th, UBC Working Group on Peer-review of Teaching)

Agenda: 2-3:30pm, September 21st: *Emphasis on Scholarly Approaches to Summative PRT in UBC's Research-intensive University Context*

- Introductions
- UBC Context (David Farrar)
- Overview PRT Initiative: A Scholarly Approach
- Summative PRT Reports: A Review of Best Practices (Fran Watters, SAC's Perspective)
- UBC Guidelines for Summative PRT
- Scholarly Frameworks for PRT: Authentic Assessment & Evaluation
- Goals, Next Steps, Resources

Agenda: 2-4:00pm October 7th: *Emphasis on Scholarly Approaches to Formative & Summative PRT in Faculty-specific Contexts: Building on Current Practices*

- Recap September 21st
- Identifying Needs for Summative PRT Reviews/Training
- Identifying Needs for Formative PRT/Training
- Engaging Colleagues in Scholarly Approaches to PRT: Authentic Assessment & Evaluation
- Training Goals, Supports, Resources, Next Steps

UBC PRT Initiative Workshop Learning Outcomes

Resources will be available on the ISOTL website and a selection will be provided in hard-copy format. Faculty leaders in PRT will be engaged in a wide range of discussion and small group workshop activities. On completion of the workshops, Faculty leaders in PRT will be able to:

- Situate and conduct PRT as a scholarly process within and across the disciplines at UBC
- Think critically about the distinctive characteristics, relationship and practices of summative and formative PRT
- Select and apply appropriate frameworks for authentic assessment and evaluation of teaching in the formative and summative (consistent with the UBC Guidelines) PRT processes
- Demonstrate professionalism and responsible use of ethical principles pertaining to PRT
- Provide a leadership role to engage Faculty-specific colleagues in training experiences (e.g., workshops) pertaining to scholarly approaches to summative and formative PRT in your discipline, and implementation of summative peer review consistent with the University Guidelines
- Support implementation of summative peer reviews within the home Faculty and/or across Faculties, as appropriate

A scholarly approach to formative and summative PRT

Attention to: *relevant literature, conceptual frameworks (e.g., data collection, criteria, standards, feedback), systematic methodology (e.g., sequence of data collection), ethical principles, authentic assessment (e.g., focused and meaningful data pertaining to a long and broad perspective of a faculty member's teaching practice) and evaluation (appropriate and explicit criteria-driven and discipline-specific standards), and appropriate dissemination.*

Workshop processes are guided by UBC Context, SoTL literature, vast UBC PRT leaders' expertise within and across the disciplines, SAC expertise, and 12 years experience and research with scholarly approaches to formative (and 5-years) with summative PRT in UBC context.



UBC PEER-REVIEW OF TEACHING INITIATIVE

Follow-up from Anna Kindler's memo to Deans (July 8th, 2010) and subsequent Committee of Deans meeting (September 9th, 2010).

Position Description (2010-11 Academic Year): Faculty's Nomination for the UBC Peer Review of Teaching initiative.

The selected individual should be considered a leader (e.g., teaching award winner, tenured professor) in peer review of teaching and play a key role in efforts directed at the continuing enhancement of teaching and learning, including curriculum/ pedagogy reviews/re-design, in your respective Faculty. This individual will serve as a meaningful conduit between the Faculty and the CTLT. Specifically, she/he will bridge the expertise residing within the Faculties with the resources of the Centre in ways that will bring direct benefits to the units and the university as a whole.

Scholarly approaches to peer-review of teaching in a research-intensive university are key for successfully integrating teaching development within a broader context of institutional and program-level (undergraduate and graduate) reform initiatives, and for providing critical evidence for administrative decision-making about the effectiveness of teaching practices for tenure, promotion and/or teaching award adjudications etc. A scholarly approach to peer-review of teaching places emphasis on the following processes: communities of practice, a review of the relevant literature, ethical considerations, the selection of appropriate conceptual frameworks (e.g., criteria, standards), methodological rigor and systematic collection and analysis of data, and appropriate dissemination of findings.

The selected individual will be expected to be an internal champion to lead formative and summative peer-review of teaching practices within her/his own Faculty. Essentially, the individual will engage with her/his colleagues to develop and implement peer review approaches that conform to the university guidelines and align with respective disciplinary/interdisciplinary contexts. This approach focuses on developing research-based, faculty-

specific, sustainable processes related to formative and summative peer review of teaching at UBC. Below is a proposed schedule and approach to support this important undertaking. Please note the following meeting times will be held at the Irving K. Barber Learning Centre, 1961 East Mall, Room 2.27, UBC:

1) Orientation meeting: Tuesday, September 21st, 2-3:30pm

UBC Context, rationale and ethics: Scholarly approaches to Peer Review of Teaching within and across the disciplines (**Summative** and Formative)

For this meeting, please bring at least one example of a summative peer-review of teaching report from your Faculty (please blank out all reference to the names of any individuals, specific course number references, and any other information that might identify any specific individual. Fran Watters, Director Faculty Relations, will be sharing additional insight and materials with regards to the UBC context.

2) Follow-up meeting: Thursday October 7th 2-4pm

(1) Principles, frameworks and processes for the **summative** peer-review of teaching report in diverse disciplinary contexts: A scholarly approach to assessment and evaluation, (2) Developing/Integrating scholarly approaches to **formative** Peer Review of Teaching in your Faculty: Signature pedagogies

3) Summative reporting, Year 2 development and implementation

Conduct summative peer-review of teaching (January– March 31st, 2011); May 1st 2011, submit Faculty-specific planning document (2-3 page) for engaging colleagues and implementing workshop training (2011-12) for summative and formative peer-review of teaching; May 30th, 2011, cohort debrief meeting: Lessons learned and next steps; September 2011 to March 2012, implementation of Faculty-specific workshop training for summative and formative peer-review of teaching; May 1st, 2012, cohort debrief meeting: Lessons learned & next steps.

** This schedule/activities may be adjusted, as needed, as the initiative moves forward.*

A 3-credit course release (or equivalent per year) is provided for the selected individual to devote time to this important initiative. This partial secondment with the Institute for the Scholarship of Teaching and Learning (part of the Centre for Teaching, Learning and Technology) will be on a two-year basis. In addition, as required, on-site “Faculty-specific” workshop support from CTLT is available to assist with formative and summative approaches to peer review of teaching. Again, thank you for accepting your Faculty's nomination for the UBC Peer Review of Teaching initiative. Please contact

Dr. Harry Hubball if you wish to discuss this initiative more fully. We look forward to working with you.

Best Regards



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Appendix 1

**Review of Summative PRT Reports
(Notes: Key Points)**

Appendix 2 Agreement on Conditions of Appointment for UBC Faculty

Agreement on Conditions of Appointment for Faculty (06/10)

4.02 Teaching

Teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students' work, or other means by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit. An individual's entire teaching contribution shall be assessed. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructor, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary; they may include student opinion, assessment by colleagues of performance in university lectures, outside references concerning teaching at other institutions, course material and examinations, the calibre of supervised essays and theses, and other relevant considerations. When the opinions of students or of colleagues are sought, this shall be done through formal procedures. Consideration shall be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction.

The Professor Path: Criteria for Tenure and Promotion
 based on excerpts from the *Agreement on Conditions of Appointment for Faculty*

Criteria*	Appointment to Instructor II	Appointment or Promotion to Assistant Professor	Tenure	Appointment or Promotion to Associate Professor	Appointment or Promotion to Professor
Teaching	"judged principally on performance in...teaching" 4.01 (a); "evidence of ability in teaching"; "successful teacher; and is capable of providing instruction at the various levels in his or her discipline, but it is sufficient to show potential to meet these criteria" 3.05(a) EXCEPT that "requires...evidence of potential ability in teaching..." 3.03	"judged principally on performance in...teaching" 4.01 (a); "evidence of ability in teaching"; "successful teacher, and is capable of providing instruction at the various levels in his or her discipline, but it is sufficient to show potential to meet these criteria" 3.05(a)	"have maintained a high standard of performance in meeting the criteria [of teaching, scholarly activity and service] ... and show promise of continuing to do so" 4.01(c); "the decision to grant a tenured appointment shall take into account the interests of the Department and the University in maintaining academic strength and balance" 4.01(d)	"evidence of successful teaching... beyond that expected of an Assistant Professor" 3.06 (a); "teaching as defined in Article 4.02"; "ability to direct graduate students" 3.06(a)	"contributions (judged by the criteria set out in Article 4) are considered outstanding"; "appropriate standards of excellence"; "high quality in teaching" 3.07(a)(b)
Scholarly Activity	judged principally on performance in...scholarly activity 4.01 (a); "evidence of ability in...scholarly activity"; "involved in scholarly activity... but it is sufficient to show potential to meet these criteria" 3.05(a) EXCEPT that "requires the completion, or promise of early completion, of academic qualifications and evidence of potential ability in...research" 3.03	"judged principally on performance in...scholarly activity" 4.01 (a); "normally requires completion of academic qualifications, and evidence of ability in...scholarly activity"; "involved in scholarly activity...; but it is sufficient to show potential to meet these criteria" 3.05(a)	"evidence of... scholarly activity beyond that expected of an Assistant Professor"; "sustained and productive scholarly activity" 3.06(e)	"contributions (judged by the criteria set out in Article 4) are considered outstanding"; "appropriate standards of excellence"; "have wide recognition in the field of their interest"; "sustained and productive scholarly activity, have attained distinction in their discipline" 3.07(a)(b)	"contributions (judged by the criteria set out in Article 4) are considered outstanding"; "appropriate standards of excellence"; "participated significantly in academic and professional affairs"; "promotion to this rank is not automatic nor based on years of service" 3.07(a)(b)
Service to the University and the Community	"Service to the academic profession, to the University, and to the community will be taken into account...but...it cannot compensate for deficiencies in teaching and scholarly activity" 4.01 (a)	"Service to the academic profession, to the University, and to the community will be taken into account...but...it cannot compensate for deficiencies in teaching and scholarly activity" 4.01 (a)		"willingness to participate and participation in the affairs of the Department and the University"; "promotion to this rank is not automatic or based on years of service" 3.06(a)	

Notes:

*Criteria are outlined in Articles 4.02, 4.03 and 4.04

**Scholarly Activity = research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity

Prepared by Faculty Relations

Updated October 12, 2007

The Instructor Path: Criteria for Tenure
 based on excerpts from the *Agreement on Conditions of Appointment for Faculty*

Criteria*	Appointment to Instructor I	Tenure as a Senior Instructor
Teaching	"judged principally on performance in teaching" 4.01(b)	"have maintained a high standard of performance in meeting the criteria [for teaching and service]... and show promise of continuing to do so"; also "excellent teachers" for Senior Instructor positions 4.01(a); "the decision to grant a tenured appointment shall take into account the interests of the Department and the University in maintaining academic strength and balance" 4.01(d)
Service to the University and the Community	"Service to the academic profession, to the University, and to the community will be taken into account...but...it cannot compensate for deficiencies in teaching..." 4.01 (a)	
Scholarly Activity**	"not expected to qualify in due course for promotion to professorial rank" 3.02	"are not expected to proceed through the professorial ranks...may subsequently be promoted to professorial rank" 3.04

Notes:

*Criteria are outlined in Articles 4.02, 4.03 and 4.04

**Scholarly Activity = research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity)

Appendix 3 – TEACHING EVIDENCE – The University of British Columbia (2009a). *Guide to Reappointment, Promotion and Tenure Procedures at UBC for 2009/10.* Faculty Relations, Human Resources, UBC Press.

It is important that all recommendations for initial appointments, promotion, or tenure be supported by detailed evidence about the quality of a candidate's teaching. The amount of evidence will vary according to the circumstances of an individual case (e.g. the extent to which a recommendation rests on the teaching record), but there is a minimum necessary for all cases. There needs to be enough evidence so that committees beyond the Department can be confident that the University's standards for teaching performance have been met. Note that in the case of Senior Instructors, the standard for teaching performance is excellence.

The complete teaching dossier is often an important factor in assessment for promotion and tenure by a candidate's Department, School or Faculty. However, the teaching dossier is less useful to the Senior Appointments Committee (SAC) because SAC lacks detailed knowledge of each academic unit's standards and expectations with respect to teaching for those in the professorial ranks. Full teaching dossiers should not be forwarded to SAC except in cases of reviews for tenure at the rank of Senior Instructor where more evidence may be required in order to demonstrate the candidate has met the standard of excellence in teaching. SAC therefore requests that, instead of a complete teaching dossier, each candidate's file include a summative assessment of the teaching portfolio and other appropriate evidence of performance as a university teacher and educator. Typically 2-3 pages in length, the assessment should include:

A quantitative summary of the amount of teaching of all kinds performed by the candidate at the undergraduate, graduate and postgraduate levels, and a statement regarding how the amount of teaching compares to the expected norms of the Department, School or Faculty. If the amount of teaching in one or more particular areas does not meet the expected norms, an explanatory statement or comment should also be included.

A quantitative summary and qualitative assessment of the candidate's student evaluations, and a statement regarding how these evaluations compare to the expected norms in the Department, School or Faculty. This information should be provided, if possible, for all levels and formats in which the candidate teaches. If the candidate's student evaluations in one or more particular areas do not meet the expected norms, a comment or explanatory statement should also be included.

A summary of qualitative peer evaluations of the candidate's teaching at the undergraduate, graduate and postgraduate levels, and a statement regarding how these assessments compare to the expected norms of the Department, School or Faculty. If the candidate's peer evaluations in one or more particular areas do not meet the normally expected standard, a comment or explanatory statement should also be included. Charts may be helpful in setting out the summary, for example, giving average percentile rankings. Information about peer evaluations is provided by the Centre for Teaching and Academic Growth (TAG) (www.tag.ubc.ca/resources/evaluation/guidelines.php).

A statement regarding the candidate's performance as a graduate student supervisor in terms of the student's degree completion, publications, research awards, and subsequent professional success.

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A description of any other major teaching or educational activities performed by the candidate, along with statements supported by summarized evidence regarding the candidate's effectiveness and the importance of these activities to the Department, School or Faculty. Included should be such activities as curriculum development, programme or course direction, or development of instructional materials or websites.

A list and brief description of any awards or other recognition of teaching excellence the candidate has received.

A list and brief description of any special or remedial efforts undertaken by the candidate to improve teaching performance.

A summary of any other evidence that bears upon the effectiveness or quality of the candidate's teaching. This might include, for example, national professional accreditation of a training programme the candidate directs or recognition by a scholarly society of the candidate's educational contributions to the field.

An overall summary of the candidate's performance as a university teacher and educator, and a statement describing how this compares to the expected norm for the Department, School or Faculty.

Appendix 4

Examples of Data Collection for Summative PRT (Hubball & Clarke, in press)

Various types of data collection for peer-review of teaching are documented in the literature. The following framework responds to complex teaching contexts in a research-intensive university and takes a broad and long perspective of a faculty member's teaching practice (data collection) at one or more of four levels: teaching context, teaching process, teaching outcome and teaching impact.

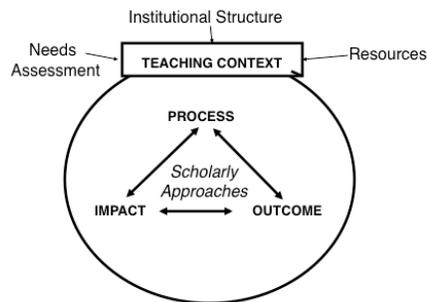


Figure 1. *Potential data collection sources pertaining to a faculty member's teaching practice in a research-intensive university*

Teaching context data. These focus on critical structures that shape a faculty members teaching practice. Therefore, a comprehensive needs assessment involving consultations and collaborations between respective parties are required in order to situate a faculty member's teaching practice within the SoTL literature, institutional visioning documents for teaching and learning, signature pedagogies within their discipline, and an individual's academic workload (e.g., teaching workload as a function of an individual's full academic workload, as well as the number and range of individual courses taught by the faculty member, the types of courses taught, the numbers of students enrolled in particular courses taught, and the alignment of an individual's teaching practice with that of the larger program/curriculum goals). To what extent does the teaching practice meet, surpass, or fall short of expectations? What needs to be considered, improved, why, and how?

Teaching process data. These focus on issues of importance that arise throughout a faculty member's teaching practice. For example, to what extent are learning outcomes made explicitly clear to students through course syllabi? To what extent are individual instructors incorporating learning-centred lecture plans which are responsive to the needs and circumstances of the students; To what extent is the instructor drawing on an appropriate selection and sequencing of active learning methodologies (including authentic student assessment and feedback practices), and developing a reflective teaching practice (including formative feedback from students, peers and/or use of technology video recordings as well as critical self-reflection) to guide further teaching

development. To what extent does the teaching practice meet, surpass, or fall short of expectations? What needs to be improved, why, how?

Teaching outcome data. These focus on issues of importance that occur as a result of the immediate outcomes of a faculty member's teaching practice. For example, what are key student learning outcomes from this teaching practice and how do students rate the quality of the educational experience? It might also encompass an examination of the range in quality of students' work resulting from the faculty member's teaching practice, an examination of the faculty member's student grading practices, an examination of the faculty member's experiences with formative peer-review of teaching. To what extent does the teaching practice meet, surpass, or fall short of expectations? What needs to be improved, why, how?

Teaching impact data. These focus on issues of importance from the longer-term (e.g., months, year) impact of a faculty member's teaching practice. For example, an examination of documentation (e.g., teaching dossier) pertaining to the faculty member's philosophy statement on teaching and learning, critical long-term impact/contributions on teaching and learning (e.g., numbers of graduates in leadership and/or employment positions within the community, unsolicited letters from students about what he/she remembers and value most about the faculty member's teaching practice, whether and how the faculty member's teaching practice contributed to students' development as citizens in a diverse world?). It might also encompass an analysis of the range in quality of students' work resulting from the faculty member's teaching practice, an examination of the faculty member's student grading practices, an examination of the faculty member's responses to and subsequent changes from previous formative peer-review of teaching feedback/reports, as well as documenting longitudinal trends pertaining to formal student evaluations of teaching, teaching awards, grants, professional development, scholarly approaches to teaching, and/or teaching scholarship. To what extent does the teaching practice meet, surpass, or fall short of expectations? What needs to be improved? why? how?

DATA examples: *course syllabi; classroom observations; e-portfolios and teaching dossiers; design of student learning environment; unsolicited references by students, peers, and/or administrators; SEoT; student grading practices; formative PRT documentation*

Appendix 5 (Hubball & Clarke, in press)

Various criteria frameworks for effective teaching have been documented in the higher education literature. These criteria can be drawn upon in both the formative and summative peer-review of teaching processes depending on the specific needs and circumstances of teaching context. The following criteria frameworks are a starting point and have been employed in diverse teaching contexts at the University of UBC. For example:

1) Criteria that focus on faculty members practice to enhance student learning outcomes such as the ability of students to demonstrate:

- * the acquisition, application and integration of knowledge
- * research skills, including the ability to define problems and access, retrieve and evaluate information
- * critical thinking and problem-solving
- * proficient literacy and numeracy skills
- * responsible use of ethical principles
- * effective leadership, communication and interpersonal skills

(Bresciani, 2006; Hubball & Gold, 2007; UBC Place and Promise, 2010).

2) Criteria that focus on contemporary learning-centred teaching practices such as the faculty member's ability to demonstrate:

- Command over subject matter (how knowledgeable or authoritative)
- Representation of recent developments in the field (what's in; what's not)
- Preparedness (for individual sessions and for overall course/term)
- Relationship between goals/objectives and assessment of learning
- Appropriateness of course materials and requirements (given the topic and level)
- Articulation with other programmatic courses/elements

(Harris, Farrell, Bell, Devlin, & James, 2008; Chism, 2004, 2007; 3.2.3 UBC Collective Agreement Criteria for Teaching Excellence, 2009)

3) Criteria that focus on faculty member's teaching practice to address principles of learning:

- *Learning requires high levels of student engagement/active participation (e.g., critical thinking, problem-solving)*
- *Learners learn in different ways, they have diverse backgrounds, they are at different stages and they progress at different rates*
- *Learning is an individual, social and contextual process*
- *Learning requires critical feedback (strengths and weaknesses)*

(BC Ministry of Education 2005; Cousin, 2009; Lave & Wenger, 1991; Merriam & Cafarella, 1998; Ramsden, 2004; Gardner, 1983; Kolb, 2006)

4) Criteria that focus on faculty member's ability to demonstrate Seven Principles for Effective Teaching Practice in Undergraduate Education

- *Encourages student-instructor contact*
- *Encourages cooperation among students*
- *Encourages active learning*
- *Gives prompt feedback*
- *Emphasises time on task*
- *Communicates high expectations*
- *Respects diverse talents and ways of learning*

(Chickering, AAHE, 1987)

5) Criteria that focus on faculty member's ability to demonstrate Ethical Principles in University Teaching

- Content Competence
- Pedagogical Competence
- Dealing With Sensitive Topics
- Student Development
- Dual Relationships With Students
- Confidentiality
- Respect for Colleagues
- Valid Assessment of Students
- Respect for Institution

(Society for Teaching and Learning in Higher Education, 1990)

6) Criteria that focus on faculty member's ability to demonstrate effective teaching at the University of BC: University Module Items

*Rating scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1).
Please rate your instructor on the following:*

1. The instructor made it clear what students were expected to learn.
2. The instructor communicated the subject matter effectively.
3. The instructor helped inspire interest in learning the subject matter.
4. Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.
5. The instructor showed concern for student learning.
6. Overall, the instructor was an effective teacher.

Appendix 6 (Hubball & Clarke, in press)

Examples of Standards

Various standards for effective teaching have been documented in the higher education literature. These differential standards can be drawn upon in both the formative and summative peer-review of teaching processes depending on the specific needs and circumstances of the teaching context. The following examples of standards are a starting point for designated criteria and appropriate descriptors. They have been employed in diverse teaching contexts at the University of UBC:

- Exceeds, meets, does not meet expectations
- *Based on a letter (A, B, C, D) or numeric rating scale of 1 to 5, where 1= very poor, 2= poor, 3 = adequate, 4 = good and 5 = excellent*
- Strengths and weaknesses

For example:

Exceeds Faculty/Departmental Expectations

Reserved for the (usually) few exceptional examples of teaching practice whom are nominated for UBC Killam/Faculty teaching awards. Both internal and external peer-reviewers need to be in agreement with the evidence presented.

Meets Faculty/Departmental Expectations

Evidence suggests there is generally a high quality throughout your teaching practice, no problems of any significance, and evidence of attention is afforded to the following: student engagement, effective teaching practices, and developing a scholarly approach to teaching and learning.

Does Not Meet Faculty/Departmental Expectations

Evidence suggests there is generally an inadequate quality in your teaching practice, there are serious flaws or deficits in your understanding about scholarly approaches to teaching and learning, there is inadequate attention afforded to the following: student engagement, effective teaching practices, and/or teaching development.

Appendix 7

Rationale, key purposes and benefits of PRT:

- Contribution to reflection on teaching and professional development of faculty members.
- Increased awareness of the value of teaching within the university.
- Positively impact the quality of teaching and student learning experience.
- Identification of teaching development needs of faculty members.
- Enhanced evidence to support assessment of teaching for decision-making purposes (regarding tenure, promotion, career progress, merit, PSA, teaching awards, etc.).
- Integration of teaching with broader curriculum goals and expectations (CoP)
- Integration of research and teaching in a research-intensive university

(Chism, 2007; Harris et al, 2008; Hubball & Clarke, in press; Report of the UBC Working Group on Peer-review of Teaching, 2009)

UBC Guidelines for formative and summative PRT:

1. Formative and Summative peer reviews should complement and be integral to each other
2. The summative peer review team should consist of no fewer than two evaluators, at least one of whom is external to the faculty member's academic unit and whom has training/expertise relevant to the evaluation of teaching.
3. Strategic on-going periodic formative reviews within a mentoring framework should be encouraged for all faculty members
4. The peer review process has to be appropriately resourced. In particular, faculty reviewers' time and training costs have to be addressed.
5. Each Faculty or department, as appropriate, needs to develop its own peer review procedure/protocol reflective of the culture of the Faculty/School/Department, based on "best practice" within the field and consistent with the university guidelines.
6. Each individual formative and summative review process should be concluded in a timely fashion
7. Peer-review procedures should be made explicit and periodically evaluated, as appropriate.

Guiding principles for PRT: *Accuracy, integrity, transparency, diversity, credibility, usefulness* (Report of the UBC Working Group on Peer-review of Teaching, 2009).

Appendix 8

Methodology: Examples of Summative PRT Engagement Sequences (Hubball & Clarke, in press)

- Notification of required summative PRT
- Meeting of external and internal PRT leaders to discuss context, appropriate data, criteria, standards, process expectations
- Meeting of candidate with external and internal PRT leaders to discuss/clarify context, data collection, criteria, standards, process expectations
- Data collection (long and broad perspective of a faculty member's teaching practice)
- Meeting of candidate with external and internal PRT leaders to discuss and debrief outcomes from PRT
- Meeting of external and internal PRT leaders to discuss data analysis and formulation of summative report (constructed by internal PRT leader, and in collaboration submitted to Department Head by external PRT leader)