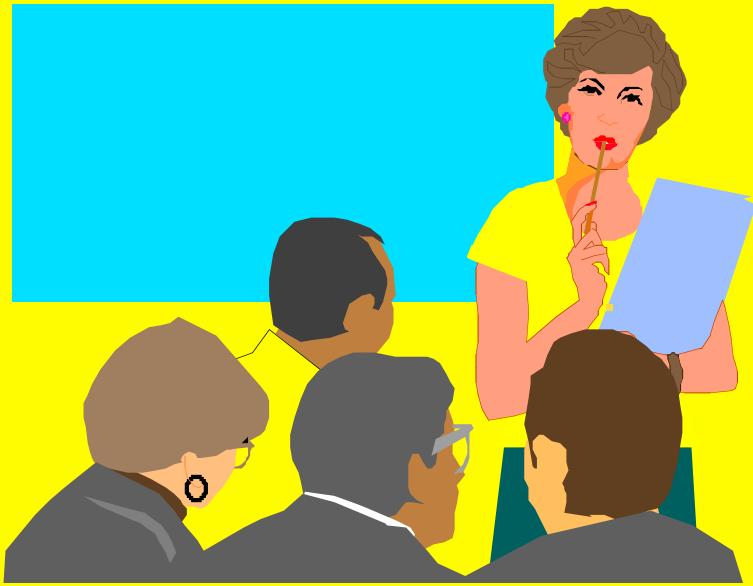


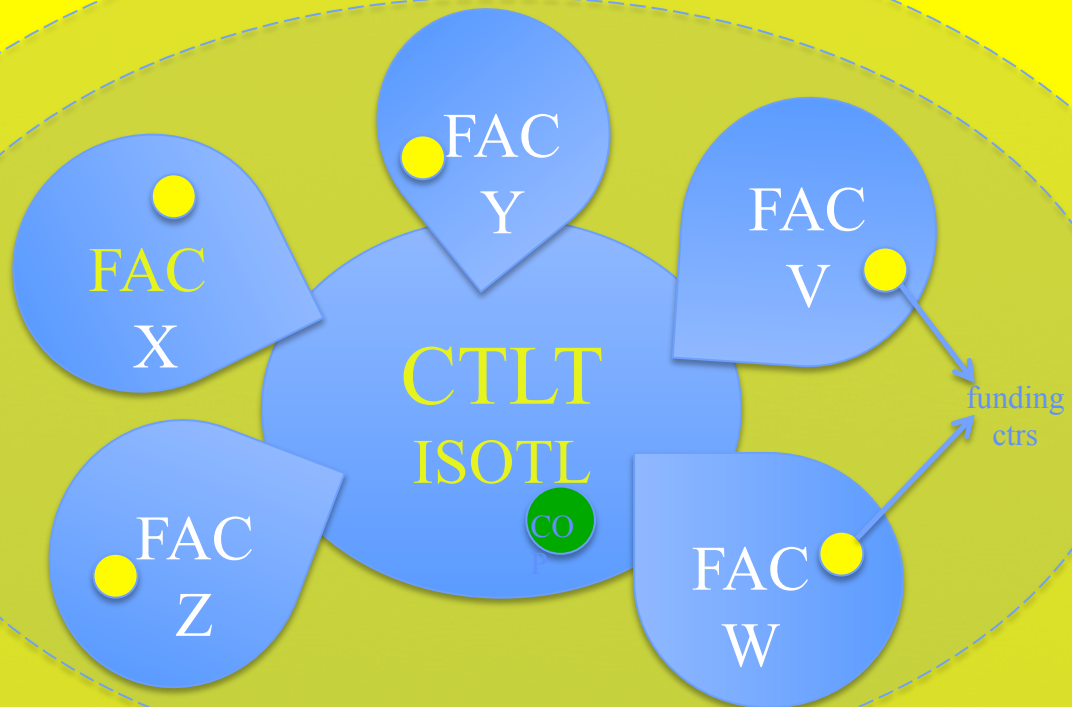
UBC Peer Review of Teaching Initiative: Building on Faculty-specific Practices



AGENDA: Day 1

- * *Introductions*
- * *UBC Context for PRT*
- * *A Scholarly Approach*
- * *Summative Focus - PRT*
- * *Next Steps / Resources*

UBC Context



UBC PRT Initiative

Senior Admin
Leadership Team
Dean's Nominee

UBC Peer Review of Teaching Leaders: Goal of Workshop Training

A Scholarly Approach: Building on existing summative PRT practices in your Faculty...

- To improve the quality of summative PRT processes and reporting outcomes in your Faculty by developing and implementing appropriate training for summative peer-reviewers
- To develop and implement appropriate training in your Faculty in order to foster a culture of formative peer-review of teaching (from informal to formal).

A Scholarly Approach to Peer Review of Teaching in Multidisciplinary Contexts

- *Context / Purpose - Dissemination Considerations!*
- Relevant Literature Review and Conceptual Frameworks
- Systematic Methodology
- Authentic Assessment and Evaluation
- Appropriate Dissemination
- ...OTHER?

[Chism, 2007; Glassic, Huber & Maefoff, 1997; Harris et al, 2008; Hubball & Clarke, 2010; Hubball & Clarke, in press]

Challenges with Evaluation of Teaching

- ❖ *lack of trained assessors,*
- ❖ *potential conflict of interest with colleague reviews,*
- ❖ *confusion about formative, summative, mentor and/or evaluator roles,*
- ❖ *poor evaluation protocols,*
- ❖ *reliance on/exclusion of classroom observations &/or SEoT*

(UBC Working Group on Peer-review of Teaching; Chism, 2007; Glassic, Huber & Maefoff, 1997; Harris et al, 2008; Hubball & Clarke, 2010; Hubball & Clarke, in press]

UBC Peer Review of Teaching Leaders

Recap DAY 1: Environmental Scan – PRT: A Scholarly Approach

- Identify UBC context and literature in collective agreement
- Examples of summative reports in the disciplines
- Identify potential frameworks (evidence, criteria, standards, protocols etc) that could enhance the quality of existing practices

DAY 2 EMPHASIS: FACULTY-SPECIFIC IMPLEMENTATION

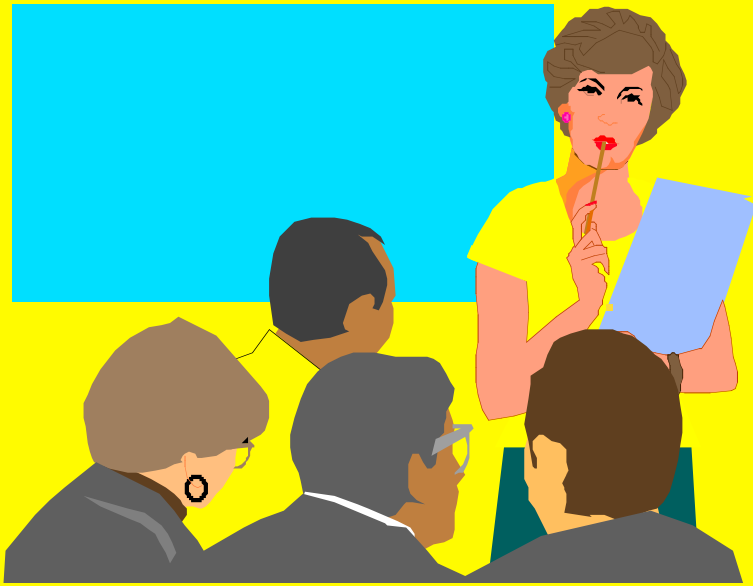
UBC Peer Review of Teaching Initiative: Building on Faculty-specific Practices *...A Scholarly Approach*

Key Points / Take Away Messages

- * What are critical elements of an effective summative PRT report?
- * What evidence/data for PRT are suitable in my Faculty?
- * What criteria for PRT are suitable in my Faculty?
- * What standards for PRT are suitable in my Faculty?
- * What ethical principles for PRT are suitable in my Faculty?
- * What engagement sequences for PRT are suitable in my Faculty?

[Chism, 2007; Glassic, Huber & Maefoff, 1997; Harris et al, 2008; Hubball & Clarke, 2010; Hubball & Clarke, in press]

UBC Peer Review of Teaching Initiative: Building on Faculty-specific Practices



AGENDA: Day 2

- * Recap: UBC Context for PRT*
- * Revising/Updating Existing Summative Practices*
- * Implementation Focus*
- * Next Steps / Resources*

UBC Peer Review of Teaching Leaders: Goal for Next Meeting in May

MAY 3rd

- Revised 2-3 page reporting template for group peer-review (*include data sources, criteria, standards, ethics statement, and meeting protocol*)
- Identify training needs/suggestions (e.g., 2 workshops per term) for summative peer-reviewers in your Faculty (1-page)
- Identify training needs/suggestions (e.g., 2 workshops per term) to foster a culture of formative peer-review (informal to formal) throughout your Faculty (1-page)