Process Overview for Peer Review of Teaching
Formative Peer Review of Teaching Program – Resource (Updated May 2018)

For questions about graduate student peer review of teaching, please contact Dr. Shaya Golparian (shaya.golparian@ubc.ca). For questions about peer review of teaching for faculty members, please contact Dr. Isabeau Iqbal (isabeau.iqbal@ubc.ca).

The Peer Review process described in this document and at our website is intended primarily as a form of formative feedback. It is structured around the classroom observation of teaching. We recognize, however, that the peer review of teaching can entail reviews of many forms of teaching, including syllabi, assignments, feedback to students, online, laboratory, blended etc.

Though the process outlined here is one-way, we encourage reviewers to consider a reciprocal review process whereby you observe each other’s classes and share your observations.

STEPS

Supporting documents and details for the formative peer review process can be found here: http://ctlt.ubc.ca/programs/all-our-programs/peer-review-of-teaching-2/

● To request a peer review of your classroom teaching, please email one of the reviewers (see notes 1 and 2 below) with your:
  o Faculty and/or departmental affiliation
  o Aspect(s) of your teaching you would like to have reviewed
  o Relevant details of your request (What type of review? Time frame? Etc)
● Once you and your reviewer have decided to go ahead, determine dates, times and locations for:
  o The pre-observation meeting (we recommend one week prior to the classroom observation)
  o The classroom observation(s), if applicable
  o The post-observation meeting (we recommend approximately one week after the classroom observation)

Continued on the next page
● Prepare for the pre-observation meeting by reviewing and reflecting on the list of pre-observation questions (found on the process tab at the CTLT Peer Review of Teaching site).
● Meet with your peer reviewer for the pre-observation meeting
● Teach your class while your peer reviewer observes
● Reflect on and record what happened during the class – refer to the list of post-observation discussion questions (found on the process tab at the CTLT Peer Review of Teaching site).
● Meet with your peer reviewer for the post-observation meeting, ideally approximately 1 week after the classroom observation
● Review, reflect on, and respond to the peer reviewer’s feedback report
● Decide whether or not to submit the peer reviewer’s report (along with your own) to your employment file and/or to include in your teaching portfolio

If engaging in a reciprocal review, modify the above as needed.

Notes:
1. For a list of graduate student reviewers, see: http://ctlt.ubc.ca/programs/all-our-programs/graduate-formative-peer-review/peer-review-of-teaching-for-graduate-students/
2. For a list of faculty reviewers, see: http://ctlt.ubc.ca/programs/all-our-programs/peer-review-of-teaching-2/