

FACULTY OF HEALTH AND SOCIAL DEVELOPMENT PEER REVIEW OF TEACHING GUIDELINES

Preamble

The peer review guidelines outlined in this document are intended to be helpful, supportive, and respectful. Peer review of teaching is common practice in academic institutions, an important component of review for tenure and promotion, as well as they facilitate continuing professional development of a faculty member in teaching through a process of collegial and respectful assessment, feedback, and mentoring by colleagues (<https://ctl.ok.ubc.ca/teaching-effectively/feedback/peer-review/>). The guidelines presented in this document are designed to profile and support faculty in the best way possible.

Peer review of teaching refers to the participation of colleagues in the development and/or evaluation of teaching activities. Peer review of teaching is a valuable addition to *Student Experience of Instruction* as many aspects of teaching practice do not appear in the classroom and are invisible to student evaluations (i.e., course design, curriculum innovation), or may not be within the students' ability to meaningfully assess (i.e., instructor expertise with subject matter, appropriate rigor of student assessment). Peer review of teaching offers critical insights, provides for a more fulsome picture of teaching effectiveness, aids in improvement of teaching, and facilitates the process of reappointment, tenure, and promotion. It is acknowledged that peer review of teaching is a sampling of teaching effectiveness at selected moments in and over time (with repeated observations), but should provide a cumulative overall picture of a faculty member's teaching across courses, settings, and levels of students (i.e., graduate, undergraduate, etc.).

Guidelines

Peer reviews of teaching should be undertaken annually for tenure-track faculty members, regularly for tenured faculty members, at the request of the faculty member, and/or as agreed upon jointly by the faculty member and the Director.

Two tenured (preferably) faculty members from within the faculty will normally conduct the review. Tenured faculty members provide strong support for making the case, but experienced, untenured faculty members who have demonstrated teaching excellence may also be sought as necessary. The Director and/or designate (i.e., FHSD Associate Dean – Teaching & Learning) will identify reviewers. Ideally, one content expert and one teaching-focused expert. If a faculty member under review requests alternate reviewers they may be approved by the Director and/or designate (i.e., FHSD Associate Dean – Teaching & Learning). The Dean may approve reviewers external to a Department, if the Director and/or designate (i.e., FHSD Associate Dean – Teaching & Learning) requests this with a valid rationale.

The review normally commences no earlier than the fourth week of a course. To assist with establishing the context for the review, as the initial step, the faculty member shares with the reviewers all relevant course materials such as the syllabus, the curriculum, course notes, handouts, prepared presentations, learning expectations, exams, assignments and tutorials. The reviewers and faculty member meet to review the materials before the in-class (or other setting) peer review occurs. The reviewers observe the faculty member in the learning environment on one or more occasions. This may be in a lecture setting and/or

another setting, such as a laboratory/tutorial, practice or field placement etc. The reviewers then complete one *FHSD Peer Review of Teaching Form* and submit this to the Director, as well as they meet informally with the faculty member to discuss observations made during the review process.

The Director reviews the form with the faculty member; the faculty member signs and responds to the review and a copy is given to the faculty member as well as placed in the faculty member's personnel file. The faculty member may include the evaluations in the teaching dossier developed for promotion and tenure consideration; and the Director may include the evaluations in the dossier developed for promotion and tenure consideration.

The "in-class" visits should be conducted at times pre-arranged with the faculty member. If possible, and as a means of enhancing the evaluation, the two reviewers may conduct their reviews concurrently. The review process should not compromise the integrity of the students' education or relationship with their teacher. It should also be fair, professional, ethical and honest.

Graduate Student Supervision

As a variant to these guidelines, a peer review of graduate student supervision may also be conducted at the request of the faculty member or at the discretion of the Director. In such cases, the reviewers meet with the faculty member and discuss the faculty member's approach to graduate supervision and supervision style. They then meet in confidence with present and possibly former graduate students, and/or request brief written confidential comments on graduate supervision from graduate students. Care should be taken to assure that feedback from graduate students cannot be attributed to particular individuals.

Criteria for Review

Some or all of the following should be included in a peer review of teaching:

- Philosophy and approach to teaching
- Course design, planning, implementation, and evaluation
- Coordination and organization
- Appropriateness of aims, objectives and content and consistency of session(s) with stated objectives
- Presentation format, including clarity of speaking, and suitability of audio-visual materials
- Teaching methods that enhanced student participation and fostered learning
- Assessment methods i.e., exams, quizzes, tests
- Course materials and resources
- Stimulation of student interest
- Learning outcomes
- Other significant observations regarding academic context of material presented (eg. recent developments and scholarship)
- Areas needing attention

Process for Formal Peer Review of Teaching within FHSD

The UBC Collective Agreement Article 4.02 lists the following factors as the criteria by which teaching performance is judged for decisions of reappointments, tenure, and promotion: “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.”

1. At the beginning of the academic term, a faculty member who wishes, and/or needs a peer review of teaching makes a formal request (i.e., in writing) to the Director and/or designate (i.e., FHSD Associate Dean – Teaching & Learning)
2. Director and/or designate (i.e., FHSD Associate Dean – Teaching & Learning) consults with the faculty member to review the process.
3. Faculty member provides the Director and/or designate (i.e., FHSD Associate Dean – Teaching & Learning) with dates and times when the review could be conducted.
4. Director and/or designate (i.e., FHSD Associate Dean – Teaching & Learning) identifies the reviewers and notifies the faculty member.
5. The reviewer(s) meet with the faculty member. The faculty member orients the reviewer(s) to the course, discusses his/her philosophy of teaching, identifies unique aspects of the course and potential challenges, discusses decision-making regarding approach and strategies for teaching. Refer to the attached link for *Pre-Observation Review Questions* developed by the UBC Okanagan Center for Teaching and Learning: <https://ctl.ok.ubc.ca/teaching-effectively/feedback/peer-review/>.
6. Reviewer(s) attend the teaching session. This may be a class, lab, practice orientation or placement, or simulation. Refer to the attached link for *Classroom Observation Review Questions* developed by the UBC Okanagan Center for Teaching and Learning: <https://ctl.ok.ubc.ca/teaching-effectively/feedback/peer-review/>.
7. Reviewer(s) meet informally with the faculty member to offer feedback based on the review and to permit the faculty member to respond to the feedback. Refer to the attached link for *Post-Observation Review Questions* developed by the UBC Okanagan Center for Teaching and Learning: <https://ctl.ok.ubc.ca/teaching-effectively/feedback/peer-review/>.
8. Reviewer(s) complete one (1) *FHSD Peer Review of Teaching Form*. The form is then submitted to the Director.
9. The Director reviews the form with the faculty member; the faculty member signs the form, and a copy of the is provided to the faculty member.

10. The faculty member may respond in writing to any aspect of the report, by completing the Faculty Member's Response to Peer Review of Teaching section located at end of the *FHSD Peer Review of Teaching Form*.
11. A copy of the review is placed in the faculty member's file.