

GUIDELINES FOR PEER REVIEW OF TEACHING IN THE FACULTY OF LAND & FOOD SYSTEMS The University of British Columbia

The Goals of Peer Review of Teaching

The key purposes and benefits of peer review of teaching (PRT) identified by the UBC-V Working Group on Peer Review of Teaching¹ include the following:

- Contribution to reflection on teaching and professional development of faculty members
- Increased awareness of the value of teaching within the university
- Positive impact on 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.)

Peer review of teaching can be either **formative** (i.e., focused on the development of teaching through feedback and dialogue with instructors), or **summative** (i.e., providing “comparative information for the faculty member about the status of his/her teaching practice, as well as for the purpose of institutional and program accountability, policy and decision-making purposes”²).

Ethics and Guiding Principles

Accuracy, integrity, confidentiality, transparency, diversity, credibility and usefulness are key guiding principles for peer review.¹ The peer review process must be fair, have explicit criteria for success, use consistent standards, be manageable in terms of resources, make feedback available to the individual, and incorporate information on student learning as well as the approaches and conduct of the individual’s teaching.³

With these goals and principles in mind, this document describes the guidelines for peer review of teaching practices in the Faculty of Land & Food Systems (LFS). Emphasis has been placed on describing evidence, criteria, ethical principles and engagement sequences for summative PRT. However, much or all of these same principles can also apply to formative PRT.

Critical Elements of a Summative PRT Report in LFS

As stated in Article 4.02 of the Collective Agreement:

“... 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”

A summative PRT report should therefore summarize all aspects of the candidate’s teaching, including information on the courses taught, supervision or mentoring of students, the candidate’s teaching practices and philosophy, student evaluations as well as peer review of the effectiveness and quality of the candidate’s teaching, the role of the candidate in course or curriculum design, awards received for teaching, and any other pertinent information.

Evidence and Data Used for Peer Review of Teaching

Examples of data sources used in PRT are described below; this list is not exhaustive and reviewers are encouraged to perform a holistic assessment and consider multiple components of an individual's teaching.

Information provided by the candidate

(included in the CV and/or teaching dossier or provided as separate documents)

- **Teaching philosophy:** reflection on teaching and personal practices to improve teaching and student learning through activities like professional development workshops and courses such as those offered by CTLT and through formative PRT
- **Courses taught** (e.g., undergraduate, graduate, required, elective) and **load of teaching** (# of credits, students)
 - There is variation in teaching assignments among faculty members; reviews should focus on the quality of contributions, not on the quantity.
- **Teaching practices** including, where applicable:
 - teaching approach (e.g., community service learning, experiential learning, problem-based learning)
 - course syllabi and other course materials (e.g., Canvas site, lecture slides, lecture recordings, readings, course website)
 - course design, use of educational technologies or different activities and approaches to encourage active learning and embrace diverse learning styles
 - tools used for assessment of student learning (e.g., projects, essays, reports, exams)
 - grading practices and assessment feedback to students
- **Students supervised by candidate^A** including, where applicable:
 - numbers of students (graduate, undergraduate) and evidence of quality of mentoring (e.g., years to completion; subsequent success in careers; co-authored publications; presentations at conferences; awards to students)
 - teaching assistant training and supervision including the frequency of meetings, teaching assistantship training
- **Teaching awards received**
- **Non-credit teaching and educational activities:** contributions to the profession or other communities through service related to teaching and education

Information gathered by peer reviewers

(including, where applicable):

- **Student Experience of Instruction** reports obtained from LFS Learning Centre for the period of review
- **Classroom observations** for courses taught including in-person, online, field based, problem-based learning, and community-service courses
- **Online learning resources**, for example Canvas, UBC Wiki, or other learning management systems.
- **Student feedback**, for example post-class chat with students

^A Please note that comments or opinions regarding the candidate's teaching or mentoring should not be actively solicited from students, particularly currently supervised students, by either the candidate or the reviewers.

Criteria for Assessment of Effective Teaching

The CTLT at UBC-V has documented “Effective Teaching Principles and Practices”:

http://wiki.ubc.ca/Documentation:CTLT_Resources/Selected_TL_Topics_Evaluation_Tools#Effective_Teaching_Principles_and_Practices

The seven principles and practices of effective teaching described in this documentation are as follows:

- Sets clear goals and intellectual challenges for student learning
- Employs appropriate teaching methods and strategies that actively involve learners
- Communicates and interacts effectively with students
- Attends to intellectual growth of students
- Respects diverse talents and learning styles of students
- Incorporates learning beyond the classroom
- Reflects on, monitors and improves teaching practices

Appendix 1 describes a framework, based upon these principles, that should be used in the final report.

Engagement sequence and meeting protocol for summative PRT

- Candidates are responsible for contacting the Chair of the PRT Committee one year in advance of the time that they require a summative PRT. Please see the LFS Policy – Peer Review of Teaching: Frequency and Timing document regarding timing and requirements for PRT (<https://lfs-my.sites.olt.ubc.ca/human-resources/teaching-in-lfs/>)
- The Chair will appoint at least two colleagues to the evaluation team.
- The candidate then schedules a meeting with the evaluation team, and provides them with the documents highlighted above (section ‘**Information provided by the candidate**’) and any other materials that the team requests or that the candidate considers relevant. At this meeting any class observations are also scheduled. During this meeting, or in a subsequent pre-observation meeting (at least 1 week prior to observations), the Candidate and PRT team will discuss:
 - the context, data/evidence, criteria, standards, observation forms, process for the peer review
 - the schedule for class observations (“class” includes lectures, group activities, PBL sessions, labs, student presentations)
 - the candidate can also share information on lesson plans, learning objectives, expected outcomes and other relevant information for the specific classes being observed
- At least 2 different classes per course should be observed by at least two reviewers from the PRT team; ideally, with at least one observation by both reviewers together. The classes and courses to be observed should be representative of the instructor’s breadth of teaching activities (e.g., distinct pedagogical approaches, student audience).
- Candidate and PRT team/individual reviewers may meet for a short de-briefing immediately after each observation.
- Candidate and PRT team have a post-observation meeting (preferably within ~ 1 week of the last observation) to share their observations and constructive feedback.
- PRT team jointly prepares a summative report summarizing the available evidence. The report should clearly indicate whether, in the opinion of the PRT team, the Candidate has demonstrated evidence of effective teaching. Please consult the Senior Appointment

Committee (SAC) guide Appendices 1 and 2
(<https://hr.ubc.ca/sites/default/files/documents/SAC%20Guide.pdf>).

- This report is then sent to the Dean, and a copy is sent to the Candidate and the Chair of the PRT Committee.

Engagement sequence and meeting protocol for formative PRT

Formative PRT is intended to provide instructors with feedback that will facilitate reflection of their teaching practices and/or course design, and professional development leading to higher quality of teaching and enhanced student learning. The Peer Review Program at UBC'S CTLT has useful information on formative PRT (see http://wiki.ubc.ca/Documentation:CTLT_programs/PRT).

Please see the LFS Policy regarding timing and requirements for PRT (<https://lfs-my.sites.olt.ubc.ca/human-resources/teaching-in-lfs/>) for suggestions for when formative PRT may be especially helpful. In brief, faculty are encouraged to request a formative PRT at least one year in advance of any required summative PRT. In addition, faculty may consider requesting formative PRT at any time.

Key points which differ in the engagement sequence for formative PRT versus summative PRT are:

- When formative PRT is initiated (requested) by the instructor ("reviewee"), the review may be focused on particular aspects of the instructor's teaching (e.g., only classroom observations, or only a review of course assignments). The report prepared by the PRT team is shared only with the reviewee.
- When formative PRT is initiated at the request of the Dean (or delegate) or Program Director, depending on the reasons for the review, the formative PRT may involve the full spectrum of teaching of the instructor, or may be focussed on particular aspects of teaching associated with specific concerns. The resulting formative PRT report is shared with the instructor and the requestor (Dean, Associate Dean Academic or Program Director).

References

¹ Report of the UBCV Working Group on Peer Review of Teaching. 2009.

<http://wiki.ubc.ca/images/c/c3/Ubcprtfinalreport.pdf> (last accessed May 30, 2022)

² Hubball, H and Clarke, A. 2011. Scholarly approaches to peer-review of teaching: Emergent frameworks and outcomes in a research-intensive university. *Transformative Dialogues Journal* volume 4, number 3.

³ UBC Centre for Teaching and Learning Technology.

http://wiki.ubc.ca/Documentation:CTLT_Resources/Selected_TL_Topics_Evaluation_Tools#Suggested_Principles_and_Guidelines_for_the_Peer_Review_of_Teaching (last accessed May 30, 2022)

Appendix 1 - Criteria Framework

LFS Criteria Framework for Peer Review of Teaching

(adapted from CTLT Seven Principles)

http://wiki.ubc.ca/Documentation:CTLT_Resources/Selected_TL_Topics_Evaluation_Tools#Effective_Teaching_Principles_and_Practices

This framework is intended to serve as a guide to assess various forms of teaching such as during classroom observations to course or curriculum design to student mentoring.

For each criterion, provide comments describing the evidence to justify the assessment. The Summative PRT report should end with a summary and conclusion statement which clearly states whether the candidate exceeds, meets or falls below expectations for teaching excellence in the Faculty of Land and Food Systems.

1. Sets Clear Goals and Intellectual Challenges for Student Learning

Examples of evidence of exemplary practices for this criterion:

- demonstrates and communicates a clear vision of intellectual goals and learning outcomes for the class(es)
- identifies key concepts or ideas in the field and helps students to understand and apply them
- integrates current research and conceptual approaches into learning activities
- identifies key steps in achieving learning goals
- actively helps students to accomplish goals and meet challenges as defined in the course outline
- sets high, yet reasonable, expectations of students' learning

2. Employs Appropriate Teaching Methods and Strategies that Actively Involve Learners

Examples of evidence of exemplary practices for this criterion:

- shows awareness in teaching activities that learning is a process which transforms and changes learners
- encourages appropriate student participation and organizes effective learning experiences to meet intellectual goals and learning outcomes, both in the classroom and (as possible) beyond
- evaluates and assesses learning in a manner consistent with established goals and learning outcomes
- integrates appropriate teaching methods and technologies, tailored to course goals and learning outcomes, and facilitates student participation
- encourages and assists students to participate in self-directed learning activities

3. Communicates and Interacts Effectively with Students

Examples of evidence of exemplary practices for this criterion:

- expresses goals, intended outcomes, and expectations clearly and effectively, and discusses these with students
- balances collaborative and individual student learning to reflect the course aims and outcomes
- attends to classroom dynamics that enhance or inhibit learning
- engenders enthusiasm and interest in subject matter
- uses fair and reasonable methods of evaluating learning

4. Attends to Intellectual Growth of Students

Examples of evidence of exemplary practices for this criterion:

- provides, and discusses with students, explicit criteria for assessing learning
- acquires regular and varied feedback on students' intellectual accomplishments
- reviews students' progress in achieving intellectual goals and learning outcomes
- provides advanced learning opportunities for those students who seek them

5. Respects Diverse Talents & Learning Styles of Students

Examples of evidence of exemplary practices for this criterion:

- promotes a stimulating learning environment
- recognizes and accommodates different learning styles
- demonstrates sensitivity to intellectual and cultural issues
- seeks up-to-date information on best practices for equity, diversity, and inclusion

6. Incorporates Learning Beyond the Classroom

Examples of evidence of exemplary practices for this criterion:

- encourages appropriate student-faculty interaction
- helps students connect their learning experience to the world outside the classroom (both within and outside of the University)
- helps students to apply their learning in a variety of ways

7. Reflects on, Monitors and Improves Teaching Practices

Examples of evidence of exemplary practices for this criterion:

- seeks regular student feedback on teaching effectiveness
- reflects on teaching practice through creation of a teaching dossier or other self-reflection activity
- seeks peer feedback to enhance teaching
- regularly revises and updates course content, format, teaching strategies, and assignments
- takes advantage of opportunities to enhance teaching by attending professional development activities

Faculty of Land and Food Systems

SAMPLE TEMPLATE FOR SUMMATIVE PRT REPORT

Date [XX]

Dr. [YY], Dean of the Faculty of Land & Food Systems

Dear Dean [YY],

We have conducted a summative review of [*Candidate Dr. A's*] teaching following the principles and guidelines for peer review of teaching in the Faculty of Land & Food Systems.

In conducting our review, we have kept in mind Article 4.02 of the Collective Agreement, which states that “... *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*”.

This review took place during XX terms of 20XX and included class observations for XX classes that Dr. A teaches. Dr. A teaches in the area of [*abcxyz*], including ... undergraduate courses in ... and graduate courses in ...

For the purposes of this review we focused on teaching effectiveness, as indicated by the instructor's command over subject matter, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. We also reviewed evidence of teaching contributions and effectiveness including:

- Teaching dossier
- Course outlines, syllabi and other materials available on Canvas
- Peer observations of teaching in the classroom:
 - o [dates of observations and peer reviewers who attended]
- Pre-observation discussions
- Student experience of instruction reports from time of appointment (20XX Term X) to recently completed academic term (20XX Term X).
- [*see Guidelines for Peer Review of Teaching in the Faculty of Land & Food Systems for additional evidence to include*]

Below are our comments aligned relative to the established LFS Criteria Framework for Peer Review of Teaching:

1. Sets Clear Goals and Intellectual Challenges for Student Learning

[Describe and comment on goals and intellectual challenges for student learning]

2. Employs Appropriate Teaching Methods and Strategies that Actively Involve Learners

[Describe and comment on teaching methods and strategies to actively involve learners]

3. Communicates and Interacts Effectively with Students

[Describe and comment on communication and interactions with students]

4. Attends to Intellectual Growth of Students

[Describe and comment on how intellectual growth of students is attended to]

5. Respects Diverse Talents and Learning Styles of Students

[Describe and comment on respect of diverse talents and learning styles of students]

6. Incorporates Learning Beyond the Classroom

[Describe and comment on the incorporation of learning beyond the classroom]

7. Reflects on, Monitors and Improves Teaching Practices

[Describe and comment on reflection, monitoring and improvement in teaching practices]

Below is a summary of Dr. A's Student Experience of Instruction Scores since their employment began in 20XX.

[Describe and comment on Student Experience of Instruction scores and student comments.]

In addition to teaching courses, since [20xx year], Dr. A has mentored [# of] graduate and undergraduate students.

Summary

We conclude that Dr. A is *[Provide overall evaluation of teaching]* This evidence supports our conclusion that Dr. A's teaching (is below/meets/exceeds) the standards of excellence expected for teaching within the Faculty of Land and Food Systems.

We [commend] Dr. A for his/her [exemplary] teaching practices and valuable contributions to the [APBI/FNH] undergraduate program and [name] graduate program in the Faculty of Land & Food Systems.

Respectfully submitted,

Name #1 _____ Signature _____ Date _____
[rank, program affiliation]

Name #2 _____ Signature _____ Date _____
[rank, program affiliation]

Cc: Candidate, Chair of the PRT Committee