DRAFT

UBC Integrated Evaluation of Teaching (IEoT)

Guiding Document

Office of the Provost and Vice-President Academic, Okanagan and Vancouver campus

Date
Review date – (3 years later)

UBC Integrated Evaluation of Teaching (IEoT) Guiding Document

Background/ Context

The purpose of the Integrated Evaluation of Teaching Policy (currently in draft form) is to shift away from the reliance on end-of-course student surveys and toward the evaluation of teaching in a holistic approach that integrates multiple sources of evidence. This work emerged from the Student Evaluations of Teaching Working Group recommendations in 2020:

1. "Units should be supported to adopt a scholarly and Integrated approach to evaluation of teaching."
2. "The Vancouver Senate should review the policy on Student Evaluations of Teaching and consider a broader policy on the evaluation of teaching writ large. The Okanagan Senate should develop a similar policy for the Okanagan campus." https://senate.ubc.ca/vancouver/policies/student-evaluation-teachinghttps://seoi.ubc.ca/files/2021/01/SEoT-Final-Memo-and-Report-for-Senate-20200527.pdf

The goal of this document is to support the implementation of the Integrated Evaluation of Teaching Policy and to foster a commitment to supporting teaching effectiveness across a variety of contexts and in a variety of locations; by gathering and integrating data from multiple sources using both formative and summative processes. In keeping with the requirements of the policy, all faculties must have processes in place that develop processes to evaluate teaching, both formative assessment and summative review, which integrate multiple sources of evidence – from self, students, and peers. However, it is imperative that academic units across the institution have the flexibility to develop and/or adapt these processes and procedures to the wide range of contexts and disciplines across both campuses. Hence, it was an intentional decision to keep the policy broad and high-level; outlining the minimum expectations of what is to be included within an Integrated Evaluation of Teaching. Optimally, this document will support the development, implementation, and assessment of practices that lead to the teaching excellence envisioned by current and future strategic plans at UBC.

Framework

Integrated evaluation of teaching should be based on a multisource model that is transparent about purpose and execution, fosters reflection, and works to nurture a culture of excellence in teaching and learning. An integrated approach to the evaluation of teaching moves beyond the collection of multiple sources of data. It involves synthesizing all the sources of evidence collected as part of the formative and summative assessment of one's teaching. It is also critical to recognize that while evaluation should remain neutral with respect to individual styles and beliefs, it must also acknowledge and respect diversity, accessibility, inclusivity, and equitability across faculty, disciplines and ways of knowing.

The Integrated Evaluation of Teaching (IEoT) Policy (currently in draft form) states that integrated evaluation of teaching includes, at a minimum, evidence from the following sources:
- Evidence from self
- Evidence from students
- Evidence from peers

The figure represents an overarching view of how the three sources can be integrated into a holistic system of evaluation. Once the sources of data have been decided, work is needed to determine how to integrate these sources in a meaningful and comprehensive manner. Self-reflection and student feedback are critical components to use as part of the peer review of teaching.

Guiding Principles for Effective Teaching

Effective Teaching supports and challenges the development of learners through a scholarly approach to teaching. It includes but is not limited to: inclusive and/or responsive pedagogies, command over subject matter, familiarity with recent developments in the field, preparedness, presentation, student engagement, responsiveness/ accessibility to students, influence on the intellectual and scholarly development of students, assessment and evaluation practices pertaining to student learning, and demonstration of a scholarly approach to teaching.

The principles of effective teaching, outlined below were developed based on work done by the Integrated Evaluation of Teaching working group, previous work at UBC through both the Provost offices and Centres for Teaching and Learning, as well as emerging work from North American institutions that are advancing initiatives related to the evaluation of teaching.

Principle 1: *Inclusive*
- Course instructors incorporate accessible, equitable, inclusive teaching principles and practices.

Principle 2: *Scholarly*
- Course content appropriately challenges students. Instructors engage in scholarly teaching, which may include investigating current practices in their discipline/field, and scholarship on teaching and learning.

Principle 3: *Supportive*
- Course instructors support student learning. Course curriculum, including learning outcomes and assessments align.

Principle 4: *Reflective and Responsive*
- Course instructors reflect on practice and respond to multiple sources of feedback.

Guide to the implementation of the IEoT Policy

As noted above, it was recognized that in implementing this policy it would be critical to provide Faculties flexibility to develop and/or adapt their processes and procedures for the Integrated Evaluation of Teaching
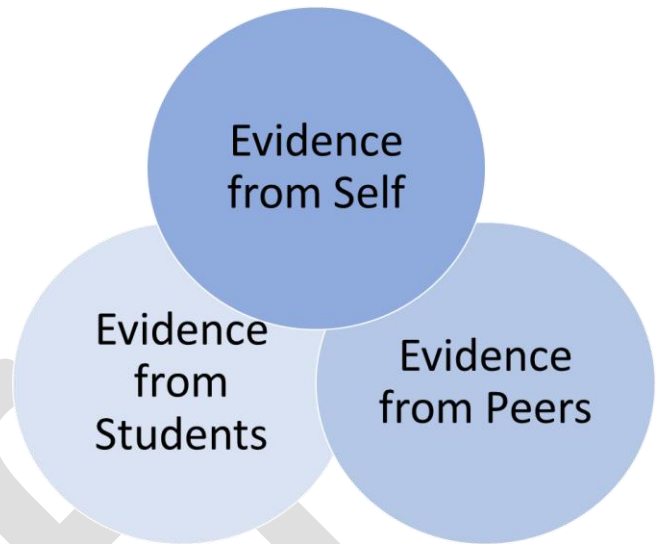
due to the wide range of contexts and disciplines across both campuses. Below outlines what has been proposed as best practices with regards to timelines for formative assessments and summative evaluations of course instructors that integrate the three different sources of evidence.

Formative assessment processes are designed to encourage growth and professional development around teaching. This does not have to be a formal process but should integrate the three sources of information. It is not expected for formative assessment to be organized, managed, or formalized. For example, an instructor could review student experience of instruction feedback, reflect (using formal or informal tools) on their teaching and the feedback, and then have a coffee and conversation with a colleague. Or they could request an informal observation of teaching from a colleague or CTLT/CTL.

Summative evaluation of teaching involves the more formal, organized processes integrating all of the sources of data: SEoI's across the relevant period of time as well as the reflective activities and an organized, formal peer review of teaching process.

Assistant Professor and Assistant Professor of Teaching
- Initial years of appointment – Focus on formative assessment. Prior to re-appointment instructors should be supported in formative assessment, on a yearly basis; they are encouraged to review their student evaluations, engage in a formative peer review activity and then to self-reflect in a way that integrates these sources of information.
- Year prior to re-appointment– A summative form of Integrated evaluation of teaching completed. This would involve developing a process by which the student feedback, previous formative peer review along with a summative peer review of teaching and self-reflective activity are brought together in a form of summative Integrated evaluation of teaching.
- After reappointment, faculty should be supported to continually engage in formative assessment using all three sources of evidence on a yearly basis as described above. These assessments should form the basis of a second summative form of Integrated evaluation of teaching prior to tenure.

Associate Professor and Associate Professor of Teaching
- Support for formative assessments should be provided to all tenured faculty members t using all three sources of evidence on a yearly basis along with one summative evaluation of teaching completed once every 3 years until promotion to full professor or full professor of teaching.

Professor and Professor of Teaching
- Supports should be in place to facilitate continued engagement in formative assessment activities with a summative review every 5 years.

Non-Tenure Track Instructors
- Supports should be in place to facilitate formative assessments using all three sources of evidence. Summative Integrated evaluation of teaching could also be completed as part of re-appointment processes as desired by the academic unit.

Integrated Evaluation of Teaching Tool

The following tool has been designed to help support Integrated evaluation of teaching practices. The tool incorporates each of the guiding principles for effective teaching described above. Under each principle in the tool, there are columns to note the various forms of evidence. This can be used for both formative assessment and summative evaluation purposes.

	Evidence from Self	Evidence from Students	Evidence from Peers
PRINCIPLE 1 – Inclusive • Course instructors adopt inclusive practices aligned with best practices in accessibility.			
PRINCIPLE 2 – Scholarly • Course instructors develop and deliver content that appropriately challenges students that has been informed by evidence, well-reasoned theory, and/or critical reflection to enhance learning.			
PRINCIPLE 3 - Supportive • Course instructors support student learning. Course curriculum, including learning outcomes and assessments align.			
PRINCIPLE 4 – Reflective and Responsive • Course instructors reflect on practice and respond to multiple sources of feedback.			

Note: Course instructors may wish to use this tool to map their evidence. Faculties may use this tool to create a rubric at their discretion.

In developing processes at a Faculty level consideration of the following descriptions of the individuals input to build their evidence across all three sources; self, peer and students.

Evidence from Self Guide

Introduction
Teaching is a complex practice that includes designing courses, delivering content, fostering values and dispositions, training skills, choosing assessments and readings, marking, communication with students outside lectures, etc. Teaching can involve small or large groups of students, teams of teachers or individuals, clinical, community, or university-based settings, at a distance or face-to-face. Developing evidence from self involves reflecting on and assessing one's teaching and how it may have changed, developed, and/or improved and this can be used as one source of evidence to make a judgment about teaching effectiveness.

Described below is guidance for how academic units can use to support course instructors prepare their *Evidence from Self* documentation, developing an *Evidence from Self Statement* as well as how to incorporate evidence from students and peer reviews. Staff at the Centre for Teaching and Learning or Centre for Teaching, Learning, and Technology can also provide instructors support in drafting their Evidence from Self documentation.

Preparing your documents
Preparing *Evidence from Self* takes time. You must first evaluate and review your teaching. Then you must collect and reference evidence about the effectiveness of your teaching. *Evidence from Self* also asks you to provide evidence about the development and sustained quality of your teaching. Your evidence from self is based on an iterative cycle of practice and reflection over time. You must plan to gather evidence as you teach, often every term you teach.

To prepare the *Evidence from Self Statement*, you will want to compile your supporting documents including schedule of teaching responsibilities, Student Experience of Instruction summaries, and Peer Review of Teaching documents.

Your collection of documents may become extensive and will need to be effectively managed and catalogued, but you do not need to include these in your package. You can refer to these documents within your Evidence from Self Statement to support and illustrate the claims you make about your teaching.

Evidence from Self Statement
In your statement, you make a case for the quality of your teaching, and for how your teaching has improved. It is not enough to merely describe or list what you have done. You must use your evidence to support your claims that you have sustained high-quality teaching, and that you have improved your teaching.

This statement should not exceed two sides of Letter paper (1.5 spacing, size 12 font). The content should complement or elaborate rather than duplicate other material submitted in your Integrated Evaluation of Teaching. Remember that the reader may not be familiar with your discipline, your courses, your students or

your style of teaching (lab, tutorial, clinical…). Make sure you explain the context and style of your teaching so the reader can understand your Evidence from Self Statement.

An *Evidence from Self Statement* will vary greatly between individuals and at various stages of an individual's career. However, any *Evidence from Self Statement* could include:

Student learning objectives
An effective instructor focuses on their students and their learning. Using evidence and examples, they explain what they want their students to learn, how they learn this, and why they focus on these learning objectives for their courses. *For example, you may explain that you mainly teach students intending to go on to a professional career, so you strive to encourage independent learners, or learning by doing, which is essential for being an independent professional.*

Planning teaching & methods of teaching and assessment
An effective instructor plans their teaching, so it is likely to be effective for student learning and uses effective methods and techniques for fostering and for assessing learning. Using evidence and examples, they explain how they have designed their courses, and why they designed them in this way, and they explain their methods, and show that they are effective in enabling their students to learn. An effective instructor also reflects on how their teaching and how this supports diverse lived experiences and perspectives across historically, persistently and systemically marginalized communities: Indigenous peoples, women, racialized people, disabled people, and members of 2SLGBTQIA+ communities.

In this section, also elaborate any innovative or significant method of teaching or assessment that you mention in your *Evidence from Self statement*. Show how these methods result in your student learning objectives. *For example, you may describe an innovative method you use to get students to ask questions in your lectures, and how this encourages independent thinking. Then, you might explain how well your students demonstrate independent thinking, and illustrate this with excerpts from student assignments, rating data from student feedback questionnaires, or student comments that show that they agree that your teaching methods encourage them to think for themselves.*

Examples of improvement (and/or aims for future improvement)
A good teacher develops, improves and enhances their teaching, and can explain how they noticed there was something to improve or enhance, how they made the improvement, and how this resulted in better student learning. In this section, use evidence and examples to show the reader how you have improved and enhanced your teaching in the past, and/or how you will improve or enhance your teaching in the future. *For example, you might describe how your students had difficulty completing an assignment in one year and show how you discovered this problem by including evidence from grade comparisons between cohorts of students, or from student comments. Then you might explain how and why you rewrote the assignment to remove this difficulty. Finally, you would explain how students now think the assignment is an excellent learning experience, and how the quality of their work has improved. Alternatively, you might describe how you intend to evaluate and enhance the clarity of your lectures by first going to a workshop on clear lecturing and reading some articles on lecturing, and then by asking another teacher (who is experienced in teaching your subject to*

this level of student), to go through your lecture slides with you to identify what your students will find clear and unclear, and then modifying your lecture slides based on their feedback.

Incorporating Evidence

You should refer to a range of evidence in your *Evidence from Self Statement*. Because teaching is a practice with different facets, you need to refer to evidence. You should pick out the evidence that you will include and then weave it together to make a case for the quality of your teaching. The evidence you include should meet the following criteria:

- **Sustained** You should include evidence across multiple years and multiple courses.
- **Triangulated** You should include and triangulate evidence from multiple sources and multiple types of evidence.
- **Improving** You should include evidence that indicates how you have improved and enhanced your teaching.
- **Convincing** You should use evidence to support, back-up and illustrate your claims about your teaching.

You can include any evidence that can explain, justify and illustrate your claims about your teaching. Some of your evidence would include quantifiable, documented evidence such as Student Experience of Instruction results, the number of students you teach, or the number of graduate students you have mentored. But equally important is more informal evidence such as your explanation of how you teach, or everyday student comments. In other words, find sources of evidence that support your conclusions about the quality of your teaching. *For example, results from a student questionnaire is not enough to show that you have taught well, but if a peer who observes you teach also says you clearly explain complex material, and the results of student assessments also shows that your students have mastered the material, and if you can also explain how your teaching methods foster student learning, and how you have improved your teaching so it is now effective, then we can conclude that you have done a good job at teaching.*

It is essential to include some evidence from students. You will want to include the results of student questionnaires such as student ratings of teacher effectiveness, or the extent to which they learned from your teaching. You might also include the results of conversations with students, informal class feedback, or unsolicited student comments from emails. It is also useful to include evidence about *student outcomes* including what knowledge or skills students report they have learned, how many students have progressed to postgraduate study or have obtained employment, or student assessment results.

It is useful to include feedback about your teaching from colleagues – formative *peer review of teaching* over time can be a valuable source of evidence to support your development as a teacher. You can report what you learned when a colleague reviewed your teaching, your course materials or resources, or your assessment practices. In order to ensure support for diverse ways of knowing and teaching (e.g., Indigenous ways of knowing, inclusive teaching practices), it is recognized that a colleague from outside the unit or department may provide appropriate support and development opportunities.

Lastly, you should also include evidence in the form of your self-reflection and analysis of your teaching. This includes your examples and anecdotes to illustrate your claims, your analysis of your teaching such as how

your teaching links to best practice or research or how your practice is innovative, and finally, your explanation of what you do and why you do it, such as how you provide leadership in teaching and learning, or how you contribute to the teaching and learning environment. Most importantly, include evidence of how you have evaluated your teaching and how you have enhanced and improved your teaching.

It is your responsibility to summarise the evidence you have, and to use it to explain and justify your claims and make a case for the quality of your teaching. In your Evidence from Self Statement, you should summarise the evidence you have about your teaching, and interpret it for the reader, then weave it all together to demonstrate the quality of your teaching. Do not expect the reader to understand the significance of your evidence.

Evidence from Students Guide

In May 2006, as part of a larger strategy to support and foster quality teaching and learning at UBC, the Vancouver Senate approved in principle recommendations related to student evaluations of teaching. Guiding principles were embedded into the policy and the first guiding principle highlights the importance of student evaluations and their consideration as part of an overall teaching evaluation system that includes regular peer review, faculty self-assessment, and other forms of assessment, as appropriate.

There have been recent changes in the SEI questions and approach in how UBC looks at the quantitative/numerical feedback from students. Included as part of this is the use of a set of metrics to summarize and interrogate SEI data in a more meaningful way that can reveal nuanced differences in student perspectives and is no longer reliant on a single number. Also, for consideration with student feedback is where the qualitative feedback/comments could provide important contextual data to help inform the interpretation of the quantitative/numerical responses. Reference points for further information include https://seoi.ubc.ca/resources/resources-for-instructors/

Starting in Winter Term 1 of the 2021-2022 academic year, both UBC Vancouver and UBC Okanagan moved to using the following common set of university module items (UMI) using a 5-pt Likert scale (Strongly Agree to Strongly Disagree.

1. Throughout the term, the instructor explained course requirements, so it was clear to me what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
3. The instructor presented the course material in a way that I could understand.
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
5. The instructor showed genuine interest in supporting my learning throughout this course.
6. Overall, I learned a great deal from this instructor.

In addition, students respond to the following three open-ended questions:

7. Do you have any suggestions for what the instructor could have done differently to further support your learning?

8. Please identify what you consider to be the strengths of this course.
9. Please provide suggestions on how this course might be improved.

Using the Student Experience of Instruction (SEI) Dashboard

Student Experience of Instruction (SEI) dashboard provides a one-stop shop for SEI reporting. Currently, various dashboards have been developed to support two user groups: individual instructors and Academic Unit leaders and administrators.

Academic Unit Dashboard

This dashboard is developed to assist academic unit leaders such as Associate Deans, Heads and Directors and their delegates for SEI reporting. The reports can be used for completing tenure and promotion files, etc.

There are 3 key reports in this dashboard:

1. **Scatter Plots** – provides a way to visualize their unit's SEI data. It also supports visualizing an individual instructor's SEI scores in context with their unit's. This visualization plots the percent favourable (PF) rating versus the interpolated median (IM). You may learn more about these metrics at: https://seoi.ubc.ca/metrics/reported-metrics/
2. **Data Summary** – this report provides a tabular view of an individual instructor's SEI results (IM and PF) along with the unit's aggregates.
3. **SAC Summary** – this report offers summary data tables for use when compiling SAC packages. It includes two parts: SEI data from before and after the University Questions revision in Winter 2021.
    - Before Winter 2021, results from University Module Item 6 (Vancouver) and Question 19 (Okanagan) are reported.
    - After Winter 2021, SEI data from all 6 University Questions are reported.

    These data tables also include unit-level and course-year-level aggregates as per SAC Guideline.

Instructor Dashboard

This dashboard supports individual instructors' reporting needs. It includes the instructor's SEI results from the last 5 years. There are two visualizations and a summary data table.

1. **Scatter Plots** – provides instructors a way to visualize their own SEI data. This visualization plots the percent favourable (PF) rating versus the interpolated median (IM) in context with the campus aggregates.
2. **Data Summary –** includes a summary of the instructor's SEI results by course section in a tabular format. The data table includes metrics such as response rates, IM, PF, Dispersion Index (DI), and the campus-level IM & PF.
3. **Trend Line** – visualizes the trend of the instructor's SEI results (IM and PF) per course section over time.

All the dashboards support exporting visualizations or data tables into different formats such as PDF, Excel, or CSV.

Although end-of-course student evaluations are the typical or more common forms of evidence used, there are various other ways in which instructors and/or academic units can gather valuable student feedback. This may include formative midpoint or midterm feedback, samples of student work, data from study surveys

regarding their learning experiences, exemplars of student work, student-nominated teaching recognitions or awards, student success or achievements related to teaching (E.g., postgraduate careers, programming) and/or letters of recognition or support from former students.

Once evidence from students is available the work to integrate this source of evidence typically begins with self-reflection activities. For example, encouraging course instructors to regularly complete a self-reflection worksheet or journal requires intentionally taking the time to reflect on and consolidate the feedback to inform future teaching practices.

Evidence from Peers Guide

Note: There are well-developed and effective Peer Review of Teaching resources available at UBC, such as through the CTL on the Okanagan campus and CTLT on the Vancouver campus and various academic units. This guide is a result of reviewing these resources and bringing them together and thus it should be recognized that the guide does not represent new material but rather a combination of already existing resources.

Introduction

As outlined in the *Evidence from Self* Guide, teaching is a complex practice that includes designing courses, delivering content, developing skills, fostering values and dispositions, choosing assessments and readings, marking, and communicating with students outside lectures, etc. Teaching can involve small or large groups of students, teams of teachers or individuals, clinical, community, or university-based settings, at a distance or face-to-face. The UBC Peer Review of Teaching Guide has been developed with the goal of fostering a culture of growth and development for course instructors that subsequently leads to excellence in teaching and learning at UBC.

In 2008, a working group was established at UBC Vancouver to formulate a set of principles and guidelines for peer review of teaching at UBC. The working group outlined several purposes and benefits of peer review of teaching (PRT) including:

- 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.)

As part of this process, peers are encouraged to provide feedback on multiple elements of teaching recognizing that teaching is a complex activity that is diverse in nature, particularly at a large institution such as UBC. These elements include but are not limited to teaching activities, whether that may be in a classroom, out in the community/field, or online, teaching materials (e.g., syllabi, assignments), feedback on student work, instructor's written statement of teaching philosophy, and/or self-assessment documentation such as a teaching portfolio. In order to ensure support for diverse ways of knowing and teaching (e.g., Indigenous ways of knowing, inclusive teaching practices) it is recognized that a reviewer from outside the unit with expertise

and equity-deserving groups are incorporated into a peer review an Indigenous peer or other member of an equity deserving group can be brought from another department if requested.

Best practices in peer review of teaching recommend that it is reflective and collaborative. It is also important that peer review processes consider how a course instructor supports diverse lived experiences and perspectives across historically, persistently and systemically marginalized communities: Indigenous peoples, women, racialized people, disabled people, and members of 2SLGBTQIA+ communities. The reviewee and reviewers should work closely together so that the reviewee can share their approach to teaching, that reviewee and reviewers engage in respectful dialogue related to the observations and feedback provided throughout the process. The final step in the process is for the reviewer and reviewee to engage in a reflective conversation about what was learned through the process and next steps in terms of actioning future goals and/or supports to enhance teaching and learning.

Types of Peer Review

There are two main types of peer review of teaching: formative and summative. It is well acknowledged that both formative and summative play an important role in ensuring a comprehensive evaluation of teaching. The definitions provided below are those outlined in CTLT's Peer Review of Teaching Resources.

Formative peer review - The primary goal of formative peer review of teaching is to develop and enhance teaching practice. Formative peer review provides instructors with information they can use to grow professionally in their teaching. The information is confidential, constructive, and intended for an instructor's personal use. The process is usually rich in detail, ongoing, and fosters self-reflection and insights into teaching (Byrne, Brown & Challen, 2010; Chism, 2007; Gosling, 2014).

Summative peer review – The primary goal of summative review is to gather informed, collegial judgment about teaching intended for evaluative purposes. Summative peer review is used to aid in making personnel decisions, such as hiring, promotion, and tenure. The primary goal is to assess instructor performance relative to criteria. The information is shared with the department head or dean, and by tenure and reappointment committees) and may be more comparative in nature than formative peer review (Cassidy & Lee, 2011; Chism, 2007; Cavanagh, 1996). For more information on the steps in the Summative Peer Review of Teaching Process see the IEoT Sample Documents.

Since 2008, the CTLT, CTL, and various academic units across both campuses have undertaken several initiatives to create, improve and/or refine peer review of teaching processes at UBC. The following sections present the core components and processes identified across these initiatives to ensure that units across both campuses can adopt best practices related to peer review of teaching within the content of an Integrated Evaluation of Teaching (IEoT) approach.

Implementing Peer Review of Teaching Processes

The goal of the Integrated Evaluation of Teaching (IEoT) policy at UBC is to support the use of multiple types of evidence (self, peer, and student) that are then integrated to support the use of consistent standards. Best practices for peer review of teaching outlined by the CTLT have also encouraged the use of additional forms of evidence such as one's teaching philosophy, self-reflections, and student feedback as part of the process and the use of consistent processes. However, it has also been recognized by the IEoT working group that the

uptake of peer review of teaching as part of the larger IEoT policy must be manageable and feasible in terms of resources and that such resources may vary from unit to unit across both campuses. The following section outlines baseline requirements and processes for units to use as they develop or refine their peer review of teaching processes to align with IEoT policy.

- Units must offer course instructors both formative and summative peer reviews of teaching recognizing that the timing and frequency of such reviews will vary depending on the type of appointment (e.g., tenure-track, lecturer, clinical instructor, sessional).
- The peer review of teaching, whether formative or summative in nature, needs to integrate both self-reflection and student feedback to support an IEoT approach.
- Formative and summative reviews of teaching may be initiated by an instructor or by the schedule determined by the unit. Summative reviews may also be conducted upon request by the Dean, Associate Dean, or Unit Head for various reasons (e.g., if concerns arise or as needed for teaching award nominations).
- Both formative and summative peer reviews of teaching use a collaborative approach that involves a multi-step process including at minimum three steps: (1) pre-meeting; (2) observation of teaching activity and examination of teaching materials; (3) post-meeting.
- Peer reviewers conducting summative peer reviews must have access to training and resources. Training may be developed within the academic unit but may also be offered by the CTLT and CTL. Few faculty members receive formal pedagogical training and even fewer have expertise in evaluating teaching. Online resources such as the CTLT website on teaching evaluation provide a start for units preparing their own processes for preparing reviewers and it is encouraged to consult with the CTLT and CTL to discuss the criteria to be used, practice applying them, envision and discuss the steps reviewers will follow in the process, and outline the expected pre- and post-review interactions.
- Units also need to prepare the instructor who is about to undergo peer review. The process should be clear, detailed, developmental, and scholarly. The faculty member being evaluated should know in advance what will happen and when. Course instructors are all at different points in their careers, so not all aspects of teaching must be included in a given review. For example, a review of an early career course instructor would be far different than one who has been teaching for 15 years.
- Finally, units should have a schedule or timeline for how often a course instructor should participate in a peer review of teaching. This is expected to vary based on type of appointment, stage of career and resources within the unit to facilitate peer review of teaching processes.

Formative Review of Teaching

Peer review of teaching is a process and/or form of evaluation designed to provide feedback to instructors about their teaching. Peers may provide feedback on the following elements of teaching:

- classroom teaching or online teaching.
- teaching materials (e.g., syllabi, assignments, exams)
- feedback on student work
- instructor's written statement of teaching philosophy
- self-assessment documentation such as a teaching portfolio

Ideally, the formative peer review of teaching activities are reflective and collaborative in which the instructor works closely with a colleague or group of colleagues to discuss teaching. Though the process outlined in this section is uni-directional (e.g., a reviewer giving feedback to an instructor), we highly encourage you to consider a reciprocal peer review process where instructors observe each other's teaching, reflect on what they learned through the observation, and share feedback as relevant.

Summative Peer Review of Teaching

The Peer Review of Teaching 2018 working group formed by the CTLT developed a number of principles that should guide summative peer review of teaching practices. These principles are accuracy, integrity, confidentiality, diversity, credibility and usefulness. Descriptions of these principles are below and underscore the importance of ensuring that peer review processes, whether formative or summative, be equitable and ethical. Again, these are best practices that could be helpful to inform the development of the unit's peer review of teaching processes and practices.

Accuracy
- Process and criteria for peer review are appropriately selected, clearly articulated, and consistently implemented.
- Criteria for peer review are consistent with other performance review requirements so that rigorous and credible peer reviews may serve multiple purposes.
- Peer review teams should include reviewers who are trained/or possess relevant expertise (disciplinary, in peer evaluation, and the modality of instruction) to offer reliable and valid assessments.
- Adequate attention is given to all relevant facets of teaching (including but not limited to observation of classroom, field or online instruction, development of curriculum materials, innovation in pedagogy, use of learning technologies as appropriate, etc.) and a representative sampling of the relevant evidence is ensured.
- Criteria are established to define what constitutes evidence of effective teaching and that evidence is adequately documented.

Integrity
- More than one reviewer is involved in peer review.
- Roles of formative mentor and summative reviewer are separated.
- Independent observation/assessments are conducted by the reviewers, but a team approach is adopted when writing the final peer review report.
- Sources of bias are identified and mitigated against, as much as possible (e.g., team approach)
- Integrity can be enhanced by the involvement of an external reviewer charged with drafting the peer review report based on the input of all assessors.
- The report is reviewed and ideally agreed on by all the reviewers; dissenting views are clearly recorded.
- Wherever possible, confidentiality of individual reviewers' specific comments are maintained. For example, one report with both reviewers' comments integrated.
- Reviewers are bound to ethical conduct while performing peer reviews.
- Consistency of peer review practice within the unit (Faculty/School/Department) is ensured.

Transparency

- Every academic unit should develop or adopt clearly articulated policies and procedures for peer review consistent with the Integrated Evaluation of Teaching Policy.
- Such policies and procedures should be readily available to faculty members in the unit.
- The process of peer review should be communicated to the faculty member at the onset of each summative peer review cycle.
- Faculty members should have access to the summary peer review report in the same way they would have access to external peer assessments of research.
- The evidence relied upon should be well documented.

Diversity and Equity

- These principles and implementation guidelines should be implemented with sensitivity to the unit (Faculty/School/Department) academic/disciplinary culture and teaching contexts (e.g. type of course, discipline-relevant pedagogy, modality of teaching, etc.).
- The review team will consider accessibility, equity, diversity and inclusion factors which might influence the review. If a faculty member has concerns about such factors, he or she should identify the concerns to the review team, the person responsible for overseeing peer review processes within their respective unit and/or the Equity and Inclusion Office.
- In order to ensure support for diverse ways of knowing and teaching (e.g., Indigenous ways of knowing, inclusive teaching practices) it is recognized that a colleague from outside the unit or department may provide appropriate support and development opportunities.

Credibility

- Accuracy, integrity, and respect for diversity contribute to the credibility of peer reviews.
- Peer reviews must be based on rigorous evidence and conclusions should follow logically from the evidence presented.
- Peer reviews should be conducted and completed in a timely manner.
- Consistency of implementation of peer reviews within academic units and adherence to the Integrated Evaluation of Teaching Policy will help ensure peer reviews' credibility.

Usefulness

- Every summative peer review should be reviewed by the Department/Unit Head and by the faculty member being reviewed and strategies devised, as appropriate, to support the faculty member's teaching development.
- Should the summative peer review trigger a concern, the faculty member and/or the Department/Unit Head should request a follow-up formative review(s).
- Consistent with related UBC policies, summative peer reviews of teaching should be considered in decision-making related to re-appointment, tenure, promotion, career progress, merit, PSA, and other opportunities for recognition within the unit (Faculty/School/Department) and/or the University.

Additional Resources to develop Peer Review of Teaching Processes

CTLT Formative Peer Review of Teaching Program

https://wiki.ubc.ca/Documentation:CTLT_programs/PRT/Peer_Review_of_Teaching

Examples of Faculty documents (shared with permission)
https://ctlt.ubc.ca/programs/all-our-programs/ubc-peer-review-of-teaching-initiative/faculty-representatives-and-faculty-documentation/
https://science.ubc.ca/faculty/peerreviewteaching
https://lfs-my.sites.olt.ubc.ca/files/2013/04/Principles-and-Guidelines-for-PRT-in-LFS-September-2016.pdf

Vanderbilt University Center for Teaching
https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/

University of Oregon, Office of the Provost - Teaching Support and Innovation
https://teaching.uoregon.edu/resources/peer-review-teaching

Dalhousie University, Centre for Learning and Teaching
https://www.dal.ca/dept/clt/holistic-evaluation-of-teaching/evidence-from-peers.html