

UNIVERSITY OF BRITISH COLUMBIA

DEPARTMENT OF CELLULAR & PHYSIOLOGICAL SCIENCES

Date approved: March 28, 2007

Policy on Peer Review of Teaching

Purpose

Peer Review of Teaching is a critically reflective, collaborative, and continuous activity focusing on developing instructional excellence among our faculty.

Peer evaluations of teaching should be detailed, should provide an analysis of a faculty member's instructional skills, and may include evaluations of instructional materials in addition to their performance in the classroom.

Peer evaluations should assess content as well as instructional skills.

Limitations

Peer review of teaching in this policy is limited to peer observation of a faculty member's lectures and/or laboratory classes. The peer reviewer observes how the instructor conducts the class, interacts with students, and presents material.

Whilst direct observation can provide valuable exchanges of ideas and approaches to a variety of teaching situations, it is unlikely to encompass all the skills which comprise the role of 'teacher'. Issues such as overall course design; quality of assignments in promoting student learning, assessment (both formative and summative), and student support are more readily reviewed by methods other than direct observation.

Process

- Faculty members, including Affiliate Members, are peer reviewed every 2-3 years.
- Additional reviews, if necessary, will also take place in the year prior to an anticipated review for promotion and/or tenure. In this case it will be the responsibility of the individual faculty member to request a peer review by informing the Chair of the Teaching Committee in writing.
- The Chair of the Teaching Committee shall ensure that an appropriate list of peer reviews is prepared and distributed to both the faculty being reviewed and those reviewing their peers. This list shall be distributed to

all faculty members the first week of classes in September of the academic year under review.

- It is the responsibility of the faculty to be reviewed to inform the reviewers of his/her teaching schedule in early September.
- New faculty members, lecturing for the first time, are strongly encouraged to review their instructional material with their assigned mentors and/or course coordinator, prior to presentation.
- If appropriate, new faculty, or faculty who will be delivering a lecture for the first time, should attend earlier lectures by other faculty members in the course in order to assess the expected level of instruction.
- Peer reviewers are expected to:
 1. Attend a minimum of two lectures.
 2. Notify the faculty to be reviewed as to which lectures are to be attended for the purpose of review.
 3. After the first lecture, discuss any concerns, with suggestions for modifications.
 4. Prepare a written report addressed to the Chair of the Teaching Committee with copies to the Head of the Department and the faculty reviewed. Please have your reports ready **no later than the end of April** of the winter session in review. If the faculty member being reviewed is the Chair of the Teaching Committee, please address your report to the Head of the Department and send a copy to the faculty member reviewed.

Below is a list of instructor behaviors that may occur within a given class or course. Some of these apply to lecture-based teaching and some to small group or lab teaching.

The list is intended **ONLY** as a guide that may help the peer reviewer with their teaching observations and with the writing of their report. **It is NOT intended to be a list or required characteristics** and not all of the components of the list will be relevant to any one particular observation.

A. Clarity and Organization

	<i>InEffective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very Effective</i>	<i>Out-standing</i>	<i>Not observed</i>
Clearly states purpose / objectives of the lesson	1	2	3	4	5	0
Presented overview of lesson	1	2	3	4	5	0
Relates lesson to previously covered material	1	2	3	4	5	0
Presents material in a logical sequence	1	2	3	4	5	0
Paces lesson appropriately	1	2	3	4	5	0
Summarizes major points of lesson	1	2	3	4	5	0

How did the instructor demonstrate organization of the subject matter?: _____

B. Effective Communication

	<i>InEffective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very Effective</i>	<i>Out-standing</i>	<i>Not observed</i>
Projects voice, with intonation; easily heard	1	2	3	4	5	0
Demonstrates and stimulates enthusiasm for subject	1	2	3	4	5	0
Varied explanations for complex and difficult material, using examples to clarify points	1	2	3	4	5	0
Defines unfamiliar terms, concepts and principles	1	2	3	4	5	0
Uses humor appropriately to maintain attention and strengthen retention	1	2	3	4	5	0
Listens to students' questions and comments	1	2	3	4	5	0

What were the most and least helpful things the instructor did to communicate effectively?: _____

C. Interaction with Students

	<i>InEffective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very Effective</i>	<i>Out-standing</i>	<i>Not observed</i>
Maintains student attention	1	2	3	4	5	0
Responds to nonverbal cues of confusion, boredom, and curiosity	1	2	3	4	5	0
Encourages student questions or discussion	1	2	3	4	5	0
Asks questions to monitor student progress	1	2	3	4	5	0
Listens to students' questions and comments	1	2	3	4	5	0
Gives satisfactory answers to student questions.	1	2	3	4	5	0

How did the instructor show interest in the students and their learning? _____

D. Instructional Materials and Environment

	<i>InEffective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very Effective</i>	<i>Out-standing</i>	<i>Not observed</i>
Prepares students for lesson with appropriate assigned reading	1	2	3	4	5	0
Presentation follows handout / syllabus	1	2	3	4	5	0
Present appropriate amount of material at appropriate level of complexity; material up-to-date	1	2	3	4	5	0
Presents helpful audiovisual materials to support lesson organization and major points	1	2	3	4	5	0
Presents helpful written materials (syllabi and objectives, handouts) to reinforce key points	1	2	3	4	5	0

To what extent did the instructor vary the instructional methods for the material presented? What other methods might have been appropriate?

E. Content Knowledge and Relevance

	<i>InEffective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very Effective</i>	<i>Out-standing</i>	<i>Not observed</i>
Material is relevant to educational objectives of the course	1	2	3	4	5	0
Material appropriate for student level	1	2	3	4	5	0
Demonstrates command of subject matter; information up-to-date	1	2	3	4	5	0

What content appeared to be the most suitable to the lesson? _____

F. Small Group / Lab

	<i>InEffective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very Effective</i>	<i>Out-standing</i>	<i>Not observed</i>
Explains purpose, goals of the session	1	2	3	4	5	0
Explains how session is organized, or will be conducted; student role is made clear	1	2	3	4	5	0
Keeps session well-paced & keeps group on target	1	2	3	4	5	0
Facilitates, rather than directs, discussion. Allows learners to solve problems	1	2	3	4	5	0
Accommodates different learning styles	1	2	3	4	5	0
Demonstrates new tasks, procedures	1	2	3	4	5	0
Checks to see that information is understood	1	2	3	4	5	0
Provides effective feedback	1	2	3	4	5	0
Encourages group interaction; ensures participation from all members of the group	1	2	3	4	5	0
Treats learners and colleagues, team members respectfully	1	2	3	4	5	0
Ensures summarization of content at end of session	1	2	3	4	5	0

H. OVERALL NARRATIVE SUMMARY

1. What were the instructor's major strengths as demonstrated in this observation?
2. What suggestions do you have for improving upon this instructor's skills?