

SCARP Peer Evaluation of Teaching Principles and Procedures

February 9, 2009

General Principles:

1. Peer evaluation of classroom teaching provides a means for SCARP faculty members to **mutually reflect on pedagogical issues** inside and outside the classroom and thereby improve their performance as instructors.
2. Peer teaching evaluations are conducted in a **spirit of collegiality** and with a **goal of mutual feedback and learning**.
3. The evaluation process meets UBC's requirements for peer review to be included in teaching assessments as part of promotion and tenure decisions for permanent faculty, as well as the University's goal of continuous improvement in teaching.
4. All SCARP faculty members will be peer evaluated once every other year. Every new faculty appointee in any rank (i.e. adjunct, assistant, associate, etc.) will be evaluated in the first year of teaching. Pre-tenure faculty members may request more frequent peer evaluations as they develop their teaching portfolios.
5. The peer teaching evaluation will be conducted by a SCARP faculty member at least one rank above. Full professors will be evaluated by SCARP full professors. Adjunct professors will be assessed by a tenured faculty member. Graduate students teaching undergraduate SCARP courses will be covered by a separate set of guidelines.
6. Priorities for peer evaluation of teaching are faculty members up for tenure and/or promotion, and adjunct professors in their first year of teaching.
7. Faculty members will discuss with the Peer Evaluation Coordinator (see below), which colleague will be asked to conduct the peer evaluation and which of their classes should be observed.
8. The faculty member to be evaluated will provide information to the peer evaluator on the selected course and class session to be observed. Faculty members may also indicate any aspects of their teaching that they would particularly like the evaluator to consider during the classroom observation and in their assessment report.

Procedures:

1. The SCARP Director, with the advice of the Teaching, Learning and Curriculum (TLC) Committee, appoints a Peer Evaluation Coordinator on an annual basis. The Chair of the TLC Committee, may also serve as Peer Evaluation Coordinator in some years, provided there is no conflict of interest (e.g. if the Chair is up for tenure and promotion).
2. At the beginning of each year the SCARP Director informs all faculty members that regular evaluation of teaching will occur and that a Peer Evaluation Coordinator has been appointed.
3. The Peer Evaluation Coordinator, in consultation with the faculty member, identifies the course of the faculty member to be evaluated in a given term and assigns evaluation responsibility to a faculty member.

4. Early in the school year, the Peer Evaluation Coordinator will consult with the faculty members up for peer review the courses they want to be peer reviewed, while keeping in mind the unique timing and scheduling needs of field or studio courses.
5. The Coordinator is responsible for preparing and updating, in consultation with the Director and the TLC Committee, the 'Peer Evaluation of Teaching Form' (see attached), especially if there are any adjustments that need to be made.
6. The peer evaluator should immediately contact the instructor of the course to be evaluated, review the process, ask for the course outline and handouts for the class to be observed, and arrange for a mutually convenient date and time period for a classroom visit.
7. The peer evaluator is not expected to remain in the classroom for the entire one and a half or three-hour class but sufficient to observe periods of lecturing and interaction with students. Before visiting the classroom where the course is held, the evaluator will have read the course outlines and handouts.
8. Prior to the class visit, the faculty member and peer evaluator will discuss what aspects of their teaching the evaluator should focus on during the class observation and assessment.
9. Upon entering the classroom, the evaluator will introduce her/him self or be introduced by the instructor to the class.
10. The evaluator will address the issues identified in the 'Peer Evaluation of Teaching Form' and any others that appear necessary.
11. Informal feedback will be provided by the peer evaluator to the faculty member as soon as possible after the class concludes.
12. Careful thought must be given in filling out the form as the document could be used for hiring, tenure, promotion and other decisions.
13. The evaluator will provide to the instructor, within TWO WEEKS of the visit, the draft of the completed 'Peer Evaluation of Teaching Form' and appendices if any. The evaluation may be modified at this point to reflect further information. At the end of two weeks, whether there is agreement or not, the Form should then be submitted to the Chair of the TLC Committee and SCARP Director. The course instructor may include their own memo or written response to the assessment if they wish to do so.

SCARP Peer Evaluation of Teaching Form

Name of faculty member visited: _____ Rank/appointment status: _____

Course No. and Title: _____

Date of Visit: _____

Room: _____

Size of Class: _____

Number in Attendance: _____

Part I: Pedagogy/Communication

	Poor	Fair	Adequate	Good	Excellent	Explanation for this assessment
Audibility & delivery of lecture, seminar or instruction						
Evidence of preparation, planning & organization						
Student engagement and participation, including use of participatory learning strategies						
Evidence of faculty interaction and rapport with students						
Effective organization and management of time						

Part II: Overall Assessment:

Summary: (Choose one).

- Excellent
- Good
- Adequate
- Fair
- Poor

Written Assessment (Include here comments on course outline and/or handouts in the context of the classroom observation. The emphasis of the assessment should be on the instructor's approach to teaching, not the specific content. The observation and assessment of the instructor's style of teaching and course delivery should not be based on the expanded expectations of the peer evaluator, but rather judged on its own merits.)

Name of Assessor: _____ **Signature:**

Date:

Instructor's Acknowledgement of Report (within 2 weeks of classroom visit):

'I have read the Report on my teaching and I **intend/do not intend** (cross out one) to respond formally by providing a memorandum to the TLC Chair and SCARP Director.

Signature: _____ **Date:**