

**THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF APPLIED SCIENCE**

PEER REVIEW OF TEACHING (for ARPT PURPOSES)

Instructor: _____

Course: _____

Dates, Duration of Observation: _____

Teaching Format: _____

Reviewer Name(s) (PRINT): _____

Reviewer Signature(s): _____

Indicate whether you have provided the instructor with a copy of this report.

Yes No

All reports for ARPT purposes will be made available to the instructor.

INSTRUCTIONS: (For reference only. Please delete instructions highlighted in red font prior to submission)

This peer review is intended for use for ARPT purposes. It will be used as one of several indicators provided to departmental, faculty and university committees to assess the overall teaching capability of the instructor teaching the course. The reviewer is expected to highlight the strengths and weaknesses of the teaching skills of the candidate and the learning environment he/she creates and to make an overall determination of the extent to which the candidate demonstrates the level of teaching competence or excellence required for each level of review. This review is not intended to be used to provide detailed formative guidance to the instructor being assessed.

Indicate whether the instructor was informed in advance of the scheduled visit.

Yes No

Indicate whether the instructor was given an opportunity in advance of the observation session to provide background information about the course and the specific class(es) to be visited

Yes No

Teaching Dossier Assessment

Confirm that you have examined the teaching dossier prior to the in-class visit

Yes No

Comment on the teaching dossier provided by the candidate with respect to philosophy and approach to teaching, evidence of teaching innovation and leadership, contributions to curriculum development, course design, planning and implementation, situation within the overall program, appropriateness and clarity of aims, objectives and content.

In-Class Observation and Assessment

Please provide detailed and illustrative commentary on observed teaching effectiveness. The appended guidelines provide suggested areas with which you may structure your narrative comments (as appropriate). Ensure that you substantiate your conclusions on observed strengths and weaknesses with illustrative examples from the teaching session(s).

Strengths:

Weaknesses:

Overall Assessment:

Based on the assessment provided above, please provide an overall opinion as to the instructor's level of overall teaching effectiveness relative to the specific criteria for the rank under consideration. Note the terms underlined in Appendix B below.

Appendix A: Topics to be Considered in your Assessment

This list is provided to guide you in appropriate topics for your review. Feel free to select those that are relevant/applicable to your assessment in structuring your review comments above. Please delete both appendices prior to submission of your final report

Nature of the course. What is the nature of the course? (*e.g. Core? Elective?*) What is the course format? (*lecture based, Problem based learning?team-taught?*) What is the nature of the student body? (*From a single or multiple disciplines?*) Attendance (*well or poorly attended relative to enrolment and/or other sections of the same course?*) Timing of observations (*relative to midterms, finals or other events?*)

Objectives. Were the session objectives clear (implicitly or explicitly)? (*e.g. Were learning expectations communicated? Was there clear structure to the session in pursuit of the objectives? Fit with the program objectives? Fit with graduate attributes?*)

Organization. Did the session appear to be well planned and organized? (*e.g. Were topics clearly related to the course aims? Was there good flow? Did the instructor understand the material?*)

Interest. Did the instructor demonstrate commitment to teaching? Were they able to interest the students in the material? (*e.g. Level of enthusiasm. Engagement with the material?*)

Pace. Was the material delivered at an appropriate pace relative to the student body? (*e.g. Was the session rushed? Drawn out? Too much material?*)

Communication. Did the instructor communicate effectively? (*e.g. Speak clearly and audibly? Good presentation skills? Rapport with the students? Appropriate use of teaching technologies?*)

Learning Environment. Did the instructor create a positive learning environment? (*e.g. Respectful? Kept the session on track? Responsive to students?*)

Participation. Was student engagement facilitated? (*e.g. How was student participation encouraged? How was it manifest? Did the techniques seem effective? Did this contribute to the student's understanding of the subject?*)

Illustrative Material. Did the instructor illustrate concepts and ideas with examples where appropriate? (*e.g. Were complex ideas placed in context? Were examples from professional practice appropriately used?*)

Learning Resources: Were audiovisual, IT, or other teaching resources effectively used? (*Were they suitable and relevant to the students' learning objectives? Did they reflect sound pedagogy?*)

Appendix B: UBC Criteria with Respect to Teaching

excerpts from the *Agreement on Conditions of Appointment for Faculty – Articles 3 and 4*

Professor Path

Appointment or Promotion to Assistant Professor	Tenure	Appointment or Promotion to Associate Professor	Appointment or Promotion to Professor
<p>"judged principally on performance in...teaching" 4.01 (a); "evidence of ability in teaching"; "successful teacher, and is capable of providing instruction at the various levels in his or her discipline, but it is sufficient to show potential</p>	<p>"have maintained a <u>high standard</u> of performance in meeting the criteria [of teaching, scholarly activity and service] ... and show promise of continuing to do so" 4.01(a);</p>	<p>"evidence of <u>successful teaching</u>... beyond that expected of an Assistant Professor" 3.06 (a); "teaching as defined in Article 4.02"; "ability to direct graduate students" 3.06(a)</p>	<p>"contributions judged by the criteria set out in Article 4) are considered <u>outstanding</u>"; "appropriate standards of excellence"; "<u>high quality in teaching</u>" 3.07(a)(b)</p>

Professor of Teaching Path

Appointment to Instructor 1	Promotion to and Tenure as Senior Instructor (or Appointment to Senior Instructor)	Promotion to Professor of Teaching (or Appointment to Professor of Teaching with Tenure)
<ul style="list-style-type: none"> • "Normally requires completion of academic qualifications, evidence of ability and commitment to teaching" 3.02 • "Judged principally on performance in teaching" 4.01 (b) 	<ul style="list-style-type: none"> • "Requires evidence of <u>excellence</u> in teaching" 3.04 • Tenure: "Granted to individuals who have maintained a high standard of performance in meeting the criteria"... (of teaching, educational leadership, and service)... "and show promise of continuing to do so" 4.01 (a) 	<ul style="list-style-type: none"> • "Requires evidence of <u>outstanding</u> achievement in teaching" 3.05 • "Requires evidence of... <u>distinction</u> in field of teaching and learning" 3.05