

Procedures for Teaching Assessments in ECPS

For GTAs:

- A formative evaluation of Graduate Teaching Assistants (GTAs) will be conducted using the *ECPS Formative Observational Teaching Assessment form*.
- All GTAs should be observed the first time they are hired for each new course.
- Observations are completed by one faculty member (the course coordinator whenever possible)
- GTAs should be given the results of their formative observation as soon after the observation as possible. Most often this is given before their next class so that they can implement the suggestions given.
- Note that student feedback is NOT solicited in the formative evaluation process as results are given before the term is over, thus, this procedure is entirely observational.
- If serious concerns are raised during the formative observation or through student complaints, the GTA should be given guidance on how to improve, and then a second observation (which includes two faculty members) should be completed within the same term.
- Where possible, all GTAs should be observed in subsequent TAships to help with growth over time.
- Copies of all observations (completed *ECPS Formative Observational Teaching Assessment forms*) are held in the GTA's ECPS files.

For Sessional Instructors:

- A formative observation of teaching should be completed for each new course that an instructor teaches.
- *The ECPS Formative Observational Teaching Assessment form* should be used for initial assessment (early in the course where possible).
- Observations are completed by one faculty member, knowledgeable of the course content.
- Instructors should be given the results of their formative teaching assessment as soon after the observation as possible. Most often this is given before their next class so that they can implement the suggestions given.
- Note that student feedback is NOT solicited in the formative evaluation process as results are given before the term is over, thus, this procedure is entirely observational.
- If no concerns are raised in the observational assessment and student feedback is positive (as indicated by student evaluations), the instructor should be scheduled for another formative observational assessment after 5 years of successful teaching (or for any new course). Low student evaluations or student complaints would indicate a need for earlier observational assessment (or possibly scheduling a more formal summative teaching review utilizing 2 observers and the *ECPS Peer Summative Teaching Evaluation form* depending on the severity of the complaints/evaluations). This earlier assessment would take place on the next teaching assignment.
- If serious concerns are raised during the formative observation, or through student complaints, the instructor should be given guidance on how to improve, and then a summative peer teaching evaluation should be completed within the same term.
- ECPS's Summative *Peer Teaching Evaluation form* is used for more formal teaching evaluations. These are completed by two faculty members and includes (*in camera*) consultation with students. For this reason, results of the summative peer teaching evaluation are not shared with the instructor

until after the term is complete and grades are submitted. If the summative evaluation is completed by two faculty members on the same course their assessment should be combined, if completed on different courses this can be combined or submitted separately.

- Copies of all peer teaching evaluations are kept in the instructor's files in the ECPS office.

For limited term Lecturers:

- In the first year of appointment, **two formative observations** of teaching should take place. If possible, these observations should take place in two different courses/classes and across two terms in this first year of teaching.
- The *ECPS Formative Observational Teaching Assessment form* should be used for these initial observations.
- Observations are completed by one faculty member, knowledgeable of the course content (with a different faculty member for each course/class where possible).
- Results of these observations are shared with the Lecturer as soon after the observation as possible, most often before their next class so that they can implement the suggestions provided.
- Note that student feedback is NOT solicited in the formative evaluation process as results are given before the term is over, thus, this procedure is entirely observational.
- If no concerns are raised in the observational assessments (or by student evaluations or student complaints), the lecturer should be scheduled for another observational assessment after 5 years of successful teaching or 6 months prior to a recommendation for initial re-appointment.
- If serious concerns are raised during the formative observations (or by student evaluations or student complaints), the lecturer should be given guidance on how to improve, and then a formal Summative Peer Review of Teaching (SPRoT) should be scheduled following the guidelines of the FoE. This must be completed by at least two arms-length two faculty members using the ECPS Summative *Peer Teaching Evaluation form* before the renewal of the term appointment. This also requires a larger review of all components of the Lecturer's teaching.
- Copies of the completed assessments are submitted to the department to be kept in the Lecturer's files.

For Faculty Members:

- Faculty members who are interested in having their teaching reviewed can request a formative observation of their teaching. This is completed by one faculty member and the results of this observation are shared with the faculty member but NOT submitted to the department (i.e., are not kept in the faculty member's file). Either form can be used for this optional review.
- Faculty members who are planning to go up for re-appointment, promotion or tenure must complete a full Summative Peer Review of Teaching (SPRoT) 12 months prior to submitting their file. The review must follow the guidelines set out by the FoE: http://resources-educ.sites.olt.ubc.ca/files/2019/05/Faculty_SPRoT_Procedures_May_2019.pdf. The results of this review are submitted by the Review Chair to the department and retained in the Faculty member's file.

FoE Procedures for Summative Peer Reviews of Teaching (SPRoT)—Summary:

- Peer Reviewer teams consist of arms-length Faculty members (with at least 2 members).
- The faculty under review can nominate potential arms-length candidates for the committee. The

Head may choose one or more of these nominations as well as a representative selected by the Head.

- Reviewers are normally expected to have some SPROT experience and/or training
- The Head decides who will Chair the committee
- The Chair requests from the person being reviewed:
 - a list of all courses taught during the period covered by the review
 - the outlines for those courses, and,
 - if any are taught online, permission to request committee member access to those courses in Canvas.
 - any teaching dossier or statement of teaching philosophy that has been prepared.
 - any information about teaching-related activities including curriculum development, pedagogical innovations, student supervision (undergraduate or graduate), practicum supervision, etc.
- The Chair requests a Teaching Evaluation Report
 - that summarizes SEoT/CoursEval results for any prior courses taught for in the home Department.
 - SPROT Committee members review the assembled print materials, then meet with the person being reviewed. This meeting should set the stage for the required classroom observations (for courses taught in face-to-face or blended formats) or the equivalent observations made within online courses.
- A minimum of 2 class observations (in 3 credit courses) and 1 observations in courses of less than 3 credits—normally around the midpoint of the class
- Committee members should independently record their observations and evidence of teaching effectiveness.
- For reviews involving advising and/or supervision responsibilities:
 - The Chair requests from the person being reviewed a list of recently completed and current students for whom they were/are advisor/supervisor.
 - The Chair sends an email message—via the Department’s Graduate Program Assistant—to each person identified explaining the Summative Peer Review of Teaching process
 - The Chair collects all responses received, removes identifying information, and distributes the comments to other committee members for their review.
- The committee meets to discuss and prepare the report.
- The SPROT report should conclude with one of the following recommendations:
 - The individual exceeds the standard of teaching expected of faculty members in this Department.
 - The individual meets the standard of teaching expected of faculty members in this Department.
 - The individual is below the standard of teaching expected of faculty members in this Department.