

## 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 or ECPS Formative ONLINE Teaching Assessment form.
- All GTAs should be assessed the first time they are hired for each new course.
- Assessments are completed by one faculty member (the course coordinator whenever possible) and as early in the term as possible.
- GTAs should be given the results of their formative assessment as soon after the review 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.
- If serious concerns are raised during the formative assessment or through student complaints, the GTA should be given guidance on how to improve, and then a second assessment should be completed within the same term.
- Where possible, all GTAs should be assessed in subsequent TAs to help with growth over time.
- Copies of all assessment forms are sent to the ECPS Department Head and are held in the GTA's ECPS files.
- The GTA being reviewed has the opportunity to submit a written report to the Head. This report must be submitted within one month after the assessment is received from the reviewer and can include any concerns with the report and/or how the feedback can support future teaching.

### For Sessional Instructors:

- A formative assessment of teaching should be completed **for each new course** that an instructor teaches.
- The ECPS Formative Observational Teaching Assessment form or the ECPS Formative ONLINE Teaching Assessment form should be used for initial assessment (early in the course where possible).
- Assessments 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 assessment 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.
- If no concerns are raised in the assessment and student feedback is positive (as indicated by student evaluations), the instructor should be scheduled for another formative assessment after 5 years of successful teaching (or for any new course).
- If serious concerns are raised during the formative assessment, or through student complaints, the instructor should be given guidance on how to improve, and then a second formative peer teaching evaluation should be completed within the same term.

- Low student evaluations or student complaints would also indicate a need for earlier assessment (or possibly scheduling a more formal summative teaching review utilizing 2 assessors and the *ECPS Peer Summative Teaching Evaluation form* or the *Summative Online Peer Assessment form*, depending on the severity of the complaints/evaluations).
- Copies of all assessment forms are sent to the ECPS Department Head and are held in the Sessional's ECPS file.
- The instructor being reviewed has the opportunity to submit a written report to the Head. This report must be submitted within one month after the assessment is received from the reviewer and can include any concerns with the report and/or how the feedback can support future teaching.

**For limited term Lecturers:**

- In the first year of appointment, **two formative assessments** of teaching should take place. If possible, these assessments 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* or *ECPS Formative ONLINE Teaching Assessment form* should be used for these initial assessments.
- Assessments 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 assessments are shared with the Lecturer as soon after the assessment 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.
- If no concerns are raised in the formative assessments (or by student evaluations or student complaints), the lecturer should be scheduled for another 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 assessments (or by student evaluations or student complaints), the lecturer should be given guidance on how to improve, and then a second round of assessments should be completed.
- Copies of all assessment forms are sent to the ECPS Department Head and are held in the Instructor's ECPS file.
- The instructor being reviewed has the opportunity to submit a written report to the Head. This report must be submitted within one month after the assessment is received from the reviewer and can include any concerns with the report and/or how the feedback can support future teaching.

**For Faculty Members:**

Formative Peer Review of Teaching for Faculty

- Faculty members who are interested in having their teaching reviewed can request a formative assessment of their teaching. This is completed by one faculty member and the results of this assessment is shared with the faculty member but NOT submitted to the department (i.e., are not kept in the faculty member's file). Any of the assessment forms may be used for this optional review.

## Summative Peer Review of Teaching for Faculty

- More formal reviews (e.g., for new Faculty Members, for those who have not had a peer review in a number of years, etc.) require the use of the ECPS Summative Peer Teaching Evaluation form or the ONLINE Summative Teaching Peer Review form. The procedure for these reviews is as follows:
  - Two faculty members are assigned to conduct the review (normally chosen by the Area Coordinator and approved by the Head)
  - Reviewers meet in advance of the course with the instructor (where possible) to discuss the course outline, and other important information for understanding the course planning, design, etc.
  - At least one hour of class time should be assessed by each of the reviewers (who complete their review separately) using the ECPS Summative Peer Teaching Evaluation Form.
  - The assessments can take place in the same course or in different courses taught by the faculty member—this can be decided by the team conducting the review.
  - Time is given at the end of the assessment for an in-camera solicitation of student feedback. 10-15 minutes are generally allotted for student feedback (the ECPS Summative Student Written Feedback Form can be used for this feedback either in person or sent online).
    - Note that if the assessments are taking place during the same course but on different days, the students should be asked for feedback only once. If assessments take place in two different courses, student feedback can be sought from both courses.
  - Once the assessments are completed by each reviewer then a combined report is created that includes both reviewers' assessments along with the student input.
  - After the course/s are over and student grades are submitted, the reviewers send the combined report to the faculty member and set up a meeting time to discuss the results and provide feedback on your teaching.
  - The report is then submitted to the ECPS Department head. The Faculty member being reviewed has the opportunity to submit a written report to the Head. This report must be submitted within one month after received feedback from the reviewers and can include any concerns with the report and/or how the feedback can support future teaching.
- 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](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) for Promotion and Tenure—**

#### **Summary:**

- Peer Reviewer "Committee" consist of arms-length Faculty members (with at least 2 members).
- The faculty under review can nominate potential arms-length candidates for the Committee, other candidates are suggested by the Area Coordinator. The Head may choose one or more of these

nominations as well as any representative selected by the Head.

- Reviewers are normally expected to have some SPRoT experience and/or training
- The Head decides who will Chair the Peer Review Committee (normally suggested by the Area Coordinator)
- 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 from the Head
  - 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 assessments (for courses taught in face-to-face or blended formats) or the equivalent assessments made within online courses.
- A minimum of 2 class assessments (in 3 credit courses) and 1 assessment in courses of less than 3 credits—normally around the midpoint of the class
- Committee members should independently record their assessments and evidence of teaching effectiveness using the [ECPS Summative Peer Teaching Evaluation form](#) or the [ONLINE Summative Teaching Peer Review form](#) and follow the procedures as laid out for *Summative Peer Teaching Reviews for Faculty* above.
- 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.