Scholarly Approaches to Peer-Review of Teaching: Emergent Frameworks and Outcomes in a Research-Intensive University

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Abstract:

This article examines scholarly approaches to peer-review of teaching within and across disciplinary contexts in a Canadian research-intensive university. Qualitative methods were employed to investigate the processes and outcomes of innovative peer-review of teaching initiatives over a 10-year period at the University of British Columbia. Analysis suggests that as part of a larger context of higher education and programmatic (undergraduate and graduate) reforms, scholarly approaches to peer-review of teaching in research-intensive universities is key for successfully integrating formative and summative approaches to teaching; for providing reliable and valid evidence for administrative decision-making about the effectiveness of teaching practices for tenure, promotion and/or teaching award adjudications; and, is not only consistent with the research excellence and methodological rigor espoused by these institutions, it is responsive to their diverse needs and circumstances in multi-disciplinary contexts. The following insights are grounded in the Scholarship of Teaching and Learning literature and over 10 years of peer-review of teaching experiences within and across disciplinary contexts at the University of BC.

Key Words:

Scholarship of teaching and learning, peer-review of teaching, communities of practice, teaching development and institutional/program-level (undergraduate and graduate) reform.

Introduction

Fuelled by global concerns about the quality of student learning experiences and the effectiveness of university teaching, there has been increasing attention to the evaluation of teaching in a broad array of institutional and disciplinary contexts in higher education (Arroela, 2007; Harris, Farrell, Bell, Devlin, & James, 2008). Canadian universities have long recognized the importance of attending to the evaluation of teaching practices in their particular context; however, the enactment of localized scholarship directed at these practices remains very much in its infancy. Traditional approaches to the evaluation of university teaching have often resulted in the over-reliance on student evaluation of teaching data and/or ad-hoc peer-review of teaching practices with numerous accounts of methodological shortcomings that tend to yield less useful (and less authentic) data (Hammersley-Fletcher, & Orsmond, 2004). Contemporary approaches to the evaluation of teaching place emphasis on formative and summative peer-review of teaching practices. While, peer-review of teaching is not new to the higher education literature, there have been remarkably few studies that focus on peer-review of teaching practices in research-intensive universities. Research-intensive universities, for example, are characterized by relatively high levels of accountability and resourcing (in multi-disciplinary contexts including as Law, Medicine, and Graduate Studies) to pursue scholarly excellence and disseminate high levels of scholarship at the national and international level; as well as attract talent from all over the world for PhD and Master's programs (Arai, Cech, Chameau, Horn, Mattai, Potocnik, & Wiley, 2007; Ellen, Lindblom-Ylänne & Clement, 2007). In these contexts, a scholarly approach to peer-review of teaching is not only consistent with the research ethos in these settings, it should be driven by the needs and circumstances of discipline-specific communities of practice, relevant literature and conceptual frameworks, systematic methodology for authentic assessment and evaluation, ethical considerations, and dissemination (Glassick, Huber & Maefoff, 1997; Hubball & Clarke, 2010a). This article uses these challenges as its starting point to examine whether and how scholarly approaches to peer-review of teaching were employed at the University of British Columbia (UBC). These insights are grounded in the SoTL literature and over 10 years of peer-review of teaching experiences within and across disciplinary contexts in a research-intensive university.

Evaluation of teaching in higher education

The literature on evaluation of teaching in higher education has made several attempts to categorize teaching evaluation theories and frameworks; for example, politically oriented teaching evaluations, questions oriented teaching evaluation, and values/criteria oriented teaching evaluation (Bernstein, 2008; Kubler, 2004; Schon, 1987; Stake & Cisneros-Cohernour, 2000). Teaching evaluation perspectives in higher education differ in their conceptions as to what evaluation is, what the relationship should be between teaching evaluators, the faculty member being evaluated and other stakeholders, who should be making the relevant judgments regarding the teaching practice, and the criteria and processes for judging the teaching evaluation itself. Multiple perspectives on teaching evaluation have thus influenced various ways in which teaching evaluation has been defined and rationalised in the higher education

literature, as well as how it is conducted in practice (Bernstein, Burnett, Goodburn, and Savory, 2006; Chism, 2007; Seldin et al, 2006). For example:

- measurement of teaching performance,
- the use of the resulting information for the purposes of faculty development to meet the needs and circumstances at hand,
- the use of the resulting information in contributing to informed institutional policy and decision making;
- enhancing the effectiveness of undergraduate and graduate programming and the quality of student learning experiences; and
- and, empowering key stakeholders by engaging them in the teaching evaluation process.

Traditional practices to the evaluation of teaching in higher education have often been viewed as highly contentious processes (e.g., over-reliance on simplistic student evaluation of teaching data and/or ad-hoc peer-review of teaching practices with numerous accounts of methodological shortcomings that tend to yield less useful and less authentic data), and have often done little to foster genuine faculty engagement, development, accountability or change (Atwood, Taylor & Hutchings, 2000; Pratt, 1997). Traditional practices are often associated with the formal one-on-one "arms-length" evaluation provided by an experienced academic for the sole purpose of evaluating the teaching of a new/less experienced/tenure-track faculty member, and typically without adequate prior dialogue, preparation or feedback around critical issues such as a clear rationale and for what purposes the information will be used, and who decides, as well as the appropriateness of guiding (institutional, disciplinary, programmatic and teaching) frameworks, timelines and overall processes. Further, the practice often differs from recommendations in the literature.

Contemporary approaches to the evaluation of teaching in higher education

Contemporary approaches to the evaluation of teaching have been found to be effective in diverse professional settings, and are being increasingly employed in higher education contexts (Chism, 2007; Harris, Farrell, Bell, Devlin, & James, 2008). A recent report by four Australian Universities(http://www.adelaide.edu.au/clpd/peerreview), for example, recommended that peer-review of teaching should be tailored to specific institutional needs and circumstances rather than adopting generic peer-review of teaching protocols (Crisp et al, 2009). Further, contemporary approaches draw on a broad range of data and place emphasis on two integrated functions: formative and summative peer-review of teaching (Clarke & Erickson, 2004; Lomas & Kinchin, 2006). *Formative approaches* to peer-review of teaching place emphasis on providing periodic feedback for faculty members for the purpose of assisting with developmental increments and improvements in teaching practice. Formative approaches can occur from informal (e.g., drop-in or collaborative classroom observations with follow-up reflection and discussion with colleagues) to formal experiences (e.g., simulated evaluative peer-review conditions with rigorous methodology and criteria-driven feedback from external peers). Building on the former, *summative approaches* to peer-review of teaching place primary emphasis on providing judgmental and comparative

information for the faculty member about the status of his/her teaching practice, as well as for the purpose of institutional and program accountability, policy and decision-making purposes. Figure 1 provides a visual representation of the interrelationship and distinction between formative and summative approaches to peer-review of teaching.

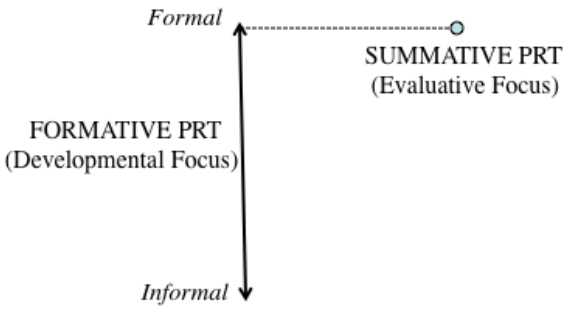

Figure 1. Visual representation of formative and summative approaches to peer-review of teaching

In a research-intensive university, similar parallels exist between formative and summative peer-review of teaching approaches with a wide range of academic activities. For example, a doctoral student defense and external examiners (summative) is distinct from, yet interconnected with doctoral student course work experiences and independent research projects that are mentored, peer-reviewed and supervised (formative) within an institutional/departmental community of practice. Further, in research-intensive universities, formative and summative peer-review processes typically occur with faculty case files for tenure and promotion considerations. It is important to note that contemporary approaches to formative and summative peer-review of teaching also recognize the reciprocal benefits gained by both the reviewer(s) and the reviewed (Bernstein, 2008). For example, peer-reviewers benefit through important leadership and scholarship experiences by reflecting on and refining their teaching knowledge base and their capabilities in the field of practice, and for continuing their professional development as educators in the field. Studies have cautioned, however, that peer-reviewers must be sensitive to their own agendas and frames of reference (i.e., their understanding of the institutional and teaching contexts, their personal beliefs and values about effective teaching, and their evaluative skills), as well as those that are held by the faculty member being reviewed (Courneya, Pratt, & Collins, 2008; Pratt, 1997). While recent literature has documented 'best practice' approaches to formative and summative peer-review of teaching, these can easily become ad hoc and/or lost within the complex (and often competing) priorities of research-intensive universities, especially if not carried out in a scholarly and systematic manner (Cochran-Smith & Lytle, 2004; Lomas & Kinchin, 2006). Scholarly approaches to peer-review of teaching thus build upon contemporary perspectives by extending the literature and practice implications, as well as providing unique opportunities to tailor peer-review of teaching initiatives to the diverse needs and circumstances of research-intensive universities.

Scholarly approaches to peer-review of teaching in research-intensive universities

Given the parallels between peer-review of teaching and traditional disciplinary forms of research in research-intensive universities, one might expect a greater congruence in practice between the two. Despite rich scholarly opportunities for peer-review of teaching in the current Canadian context of research-intensive universities and undergraduate and graduate degree program reform, theory-practice connections have rarely occurred in the same way as faculty typically approach disciplinary research investigations (Bresciani, 2006; Hubball & Gold, 2007; Hubball & Pearson, 2010). However, there are encouraging signs that many Faculties in research-intensive universities are increasingly taking up scholarly approaches to curriculum and pedagogy in order to enhance the quality of the educational experience for faculty and students alike (Gurung & Schwartz, 2009; Hubball & Clarke, 2010a).

As with all forms of research (including peer-review of teaching), there are underlying assumptions about knowledge and its generation. In particular, there are three such assumptions that are relevant for scholarly approaches to peer-review of teaching in research-intensive universities: knowledge is 1) personally constructed, 2) socially mediated, and 3) inherently situated (Cox, 2004; Hubball & Burt, 2007; Hubball & Albon, 2007; Hubball, Clarke & Poole, 2010; McKinney, 2007; Senge & Scharmer, 2008). These assumptions are intimately related and are regularly the subject of debate within the SoTL research community. All three have played a part in the way various universities and academic units have approached peer-review of teaching practices. For example, responsiveness to individual faculty members needs and circumstances recognizing that individuals personally construct knowledge about teaching experiences is essential for understanding the nature and substance of peer-review of teaching. Failure to attend to personal beliefs and conceptions of teaching severely curtails possibilities for teaching development from the very outset.

The socially mediated aspect of knowledge construction speaks to the notion of communities of practice, in particular the complex institutional, disciplinary and curriculum contexts (social, political, economic, organizational, cultural) in which peer-review of teaching takes place and the multiple negotiations (e.g., such as frames of reference and competing research interests) that occur in these settings. Scholarly approaches to peer-review of teaching in research-intensive universities can involve faculty members at various institutional levels (Davis & Sumara, 2006; Healey, 2000;). Engaging key stakeholders (collaborations with administrators, peers, colleagues in the field and students) in opportunities for discourse and peer-review activities that critique common teaching and learning issues and achievements, goes a long way to enhance critical issues of validity, reliability and practicality in the development of an authentic Community of Practice (Kreber, 2006; Senge & Scharmer, 2008; Wenger 1998; Wenger, McDermott & Snyder, 2002). The scholarly literature emphasizes two contrasting roles for peer-reviewers in order to construct and provide the best information (from multiple perspectives) that might bear on the value or judgments made on the faculty member's teaching practice: as an *external reviewer* to discourage co-optation and provide engaged but distant scholarly feedback that is immediately useful to institutional and program policy makers, and as an *internal mentor* to provide

feedback and to help faculty members being reviewed to engage in scholarly approaches to teaching in order to problematize their own complex teaching contexts, and to consider multiple perspectives and frameworks as well as consider potential scholarship opportunities to disseminate their pedagogical experiences (Boyer, 1990; Clarke & Erickson, 2008; Glassick, Huber, & Maeroff, 1997; Richlin & Cox, 2004; Schön, 1987). Thus the selection of and demonstration of exemplary abilities by peer-reviewers (especially summative) in research-intensive universities are critical to any peer-review of practice (Hubball, Clarke & Poole, 2010). It is from this starting point of a COP, therefore, that peer-reviewers are urged to consider and frame scholarly approaches to peer-review of teaching.

Finally, the principle that knowledge construction is inherently situated is key to understanding the uniqueness and rich contextually-bound cues (e.g., historic, social, economic, political, multidisciplinary "signature pedagogies", environmental) within research-intensive universities where scholarly approaches to peer-review of teaching occurs (Healey, 2000; Lave & Wenger, 1991). Acknowledgement of the underlying assumptions and a broad conceptual framework for scholarly approaches to peer-review of teaching in research-intensive universities are key foundations for attending to the art, science and politics of teaching development and evaluation in these contexts (Westerheijden, Stensaker, & Rosa, 2007). Thus, scholarly approaches to peer-review of teaching in research-intensive universities not only extend the existing literature on peer-review of teaching but also take the practice of peer-review of teaching to a higher level of scrutiny and benefit for those involved. Scholarly approaches to peer-review of teaching are not only consistent with the research excellence and methodological rigor espoused by these institutions, they are responsive to their diverse needs and circumstances in multi-disciplinary contexts. It is important to note, however, that judgments made from scholarly approaches to peer-review of teaching are not value-free since the institutional and social context influences the conception, planning, data collection and evaluation processes surrounding this process. Although peer-review of teaching is not new to the higher education literature, few studies have examined long-term insights from scholarly approaches to peer-review of teaching in a research-intensive university.

METHOD

Questions

For the purpose of this study, the following research questions were designed to examine whether and how scholarly approaches to peer-review of teaching were employed at the University of British Columbia:

1. What are the critical elements of a scholarly approach to peer-review of teaching in a research-intensive university? and,
2. In what ways are scholarly approaches to peer-review of teaching being used in a research-intensive university?

Context

This study draws upon: a) 10 years of formative peer-review of teaching experiences, findings, and reflections of faculty members engaged in the 8-month SoTL Leadership program at the University of British Columbia (UBC), Canada; and b) 5 years of summative peer-review of teaching experiences, findings, and reflections of two teaching evaluation committee members in the UBC Department of Curriculum and Pedagogy.

The UBC SoTL Leadership program, which is known at UBC as the Faculty Certificate Program (FCP), began in 1998, developed in response to the University's Academic Plan ('Trek 2010' at the time, now '*Place & Promise 2010*') and the increasing recognition of the need for university professors to develop scholarly approaches to curriculum and pedagogical practice (Hubball, Clarke & Poole, 2010). The UBC SoTL Leadership program was designed for faculty members of any rank and in any discipline from Canadian and international institutions involved in departmental curriculum and/or pedagogic leadership positions. Over 230 faculty members have graduated from this program, including national teaching fellows, Canadian Research Chairs, curriculum developers, tenured and untenured professors, and instructors. A key aim of this program is an attempt to develop across the institution SoTL leaders who not only engage in their own pedagogic scholarship but, when they return to their faculties and departments, will lead and support others in similar investigations. For example, yearly cohorts became their own communities of practice as a result of their participation in the SoTL Leadership program and the individual members drew on these experiences as they returned to their respective faculties and engaged their colleagues in similar ways (Friedman, 2008). In practice, the FCP required faculty to collaborate and engage with colleagues in scholarly approaches to formative peer-review of teaching. Respective peer-review of teaching reports were assessed at mid-program and on completion of the program by members of the FCP assessment team, a group of external peer reviewers selected from outstanding graduates from previous years of the program. A community of practice was also operationalized by the support and negotiations between program facilitators, departmental teaching evaluation and awards committee personnel, and the co-authors of this article pertaining to key processes and outcomes from scholarly approaches to peer-review of teaching in a research-intensive university (Hubball & Burt, 2006; Hubball & Clarke, 2010b; Hubball & Albon, 2007; Hubball & Pearson, 2009; Hubball & Poole, 2004; Hubball, Clarke & Poole, 2010).

The second context for this study draws on data collected from a 5-year period, between 2004-2009, during which two members of the Teaching Evaluation Committee were engaged in six summative peer-review of teaching cases for tenure-track faculty members in the UBC Department of Curriculum and Pedagogy. The reviews were conducted for faculty being considered for reappointment, tenure, and promotion. By drawing on the previous literature review and appropriate frameworks, respective faculty members involved in the peer-review process were engaged in systematic data collection and critical reflection pertaining to the teaching contributions of the faculty members under review. On completion of the consultations and observations of classroom teaching processes, summative reports of teaching were submitted with

recommendations made to the departmental personnel committee using the Departmental guidelines and procedures.

Data

To address the above research questions, data was collected over the period 2000 to 2010. Data collection methods included focus group interviews and documentation analysis (Bogdan & Biklen, 2006; Hubball & Clarke, 2010a; Mills, 2000). Representatives from four relevant stakeholder groups were consulted to obtain data to assess critical processes and outcomes of scholarly approaches to peer-review of teaching including: two program facilitators and program advisory board members, ten portfolio assessors from different disciplines, ten program graduates in the 8-month FCP, and two faculty members of a Teaching Evaluation Committee who are experienced with summative peer-review of teaching for faculty members being considered for tenure, promotion and teaching award cases in the Department of Curriculum and Pedagogy at the University of British Columbia (UBC). The co-authors of this paper include FCP program facilitators and members of the EDCP Departmental Teaching Evaluation Committee.

Data collection with respect to the first question was guided by a review of relevant SoTL literature and institutional and programmatic documentation pertaining to peer-review of teaching (PRT) practices at the UBC, as well as focus group interviews with the four key stakeholders indicated above. For example, documentation reviews included: UBC's visioning document *Place & Promise 2010*; UBC's Peer Review of Teaching Report, 2009; EDCP Departmental Guidelines for Colleague Review, 2005; FCP Guidelines for formative Peer Review of Teaching, 2000-2010; FCP Graduation Portfolios and formative peer-review of teaching reports (Assignment 5), 2000-2010. Focus group interviews were conducted with the following: FCP Assessors, FCP Instructors/Advisory Board, FCP Participants, EDCP Teaching Evaluation Committee, and UBC PRT Leaders from multidisciplinary settings. In particular, participants were required to discuss and critically assess peer-review of teaching documentation and the quality of faculty learning experiences in the FCP SoTL program. Portfolio examinations and individual interviews were also conducted by a program facilitator with ten program participants (n=10) pertaining to the peer-review of teaching assignments. Finally, reflections were compiled by Departmental teaching evaluation committee members with respect to critical scholarly elements within the summative peer-review of teaching experiences.

In order to address the second question about the ways in which scholarly approaches to peer-review of teaching were being used at UBC, data were obtained from focus groups interviews and documentation analysis pertaining to teaching development and evaluation experiences. Documentation reviews included the FCP peer-review of teaching assignment guidelines, FCP participant peer-review of teaching reports, and the EDCP summative peer-review of teaching reporting template. Focus group interviews were conducted with the following: FCP Assessors, FCP Instructors/Advisory Board, FCP Participants, EDCP Teaching Evaluation Committee, and UBC PRT leaders from multidisciplinary settings. For example, data were obtained from focus group interviews chaired by the program facilitator whereby a) ten FCP program participants were invited to discuss and critically assess their peer-review of

teaching experiences and documentation in the FCP SoTL program, b) ten portfolio assessment team members were invited to engage in a critical review of their assessment of participants' peer-review of teaching documentation and experiences. Follow-up interviews were also conducted with program facilitators that focused on alternative outcomes from the peer-review of teaching experiences. Finally, interview data were gathered from meetings with Departmental teaching evaluation and awards committee personnel in 2004-09 who shared their experiences regarding the use of scholarly approaches to peer-review of teaching in terms of the tenure, promotion and teaching award adjudication processes.

Data analysis

Throughout each phase of the research, there was a process of critical reflection on emerging data (and unanticipated outcomes) through discourse and commentary between the research investigators, program facilitators, and program advisory board members (Friedman, 2008; Senge & Scharmer, 2008). Mindful of interview bias (Desimone, 2009) and in particular social desirability bias, we went to considerable lengths to reassure the participants that we wanted critical and reflective feedback to our questions in order to help us better understand and improve peer review processes in UBC's research-intensive environment. In addition, interviews were conducted in the period of post-program graduation in order to limit social desirability bias toward the researcher-practitioners. Therefore, to the best of our ability we avoided perfunctory or embellished responses that would have degraded the data and limited the contribution of the study. The range of qualitative data thus obtained were analyzed using the constant comparative method (Lincoln & Guba, 1985) and drew upon Senge & Scharmer's (2008) community action research framework to internalize theory and practice. For example, through a systematic and cyclical process of inquiry involving hypothesis testing, planning, observing, analysis, and action, data were analyzed into 'categories of description' for common and isolated experiences and for major themes and propositions about scholarly approaches to peer review of teaching in a research intensive university (Merriam, 2002; Palys, 2003). Further, comparative analysis was conducted across data set groupings in order to examine the perspectives, assumptions, and resultant practices of scholarly approaches to peer-review of teaching (Cohen, Manion & Morrison, 2007; Cousin, 2009).

RESULTS

Results Objective 1) What are the critical elements of a scholarly approach to peer-review of teaching in a research-intensive university?

The analysis of the data from this study resulted in two similar but distinct frameworks: the first, from an institutional perspective; and the second, from a faculty member's perspective.. The similarity of the two frameworks reflects the congruence between the institution and the faculty members that was an important condition for the success of scholarly approaches to the peer review of teaching in research-intensive university.

1. An institutional perspective for conducting scholarly approaches to peer review of teaching in a research-intensive university.

Data in this study suggest there was no one single institutional approach to peer-review of teaching in a research-intensive university. Rather, institutional approaches to peer-review of teaching responded to the unique complexities of teaching contexts and centred on the following processes: communities of practice, a review of the relevant literature, ethical considerations, the selection of appropriate conceptual frameworks (e.g., criteria, standards), methodological rigor and systematic collection and analysis of data, and appropriate dissemination of findings. Building on PRT perspectives presented in the literature, data from this study at the University of BC were incorporated into the following organizational framework for conducting scholarly approaches to PRT in a research-intensive university.

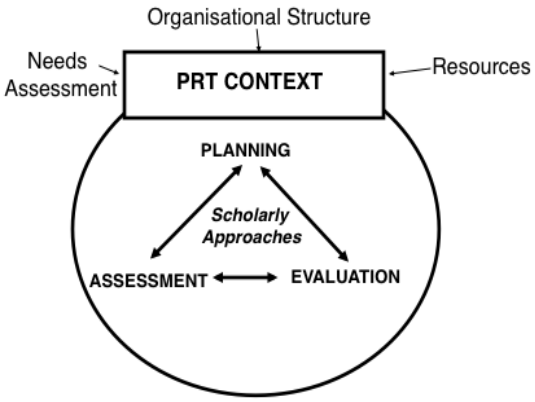

Figure 1. An institutional perspective on the peer review of teaching in a research-intensive university

Figure 1 provides a flexible and iterative framework that takes into account the PRT context, and integrates responsive institutional strategies for conducting scholarly approaches to PRT in a research-intensive university. Practical strategies for each component of the framework are drawn from a combination of literature sources and participant experiences at the University of BC.

PRT context strategies

PRT context strategies refer to the attention and sensitivity to the 'big picture' that shaped peer-review of teaching practices (e.g., familiarity with current PRT perspectives and effective teaching practices presented in the SoTL literature and institutional visioning documents on teaching and learning). This was achieved through appropriate leadership qualities, research and ethical considerations, consultation, dialogue, collaboration, as well as attention to adequate support and incentives to conduct PRT. These strategies ensured that the PRT experience was not only meaningful and relevant to the needs and circumstances of faculty members, but it was also manageable to administer, and above all, empower the PRT community to engage in scholarly approaches to PRT in a research-intensive university.

PRT planning strategies

PRT planning strategies refer to the preparation and development of short and long-term PRT goals including the scheduling of timely (e.g., pre-assessment, assessment

and post-assessment) meetings, deadlines and expectations with respective parties (e.g., department Head, reviewer(s) and reviewed faculty member when appropriate), which, in part, drove the PRT process. These meetings focused on discussions to clarify signature pedagogies (such as PBL in clinical settings or large class lectures in 2nd year Arts courses etc.), and appropriate forms of assessment and evaluation (Appendices A-C). Post-assessment meetings of the process provided a further opportunity for respective parties to discuss and reflect on data collection and evaluation procedures prior to the submission of final (formative or summative) written reports.

PRT assessment strategies

PRT assessment strategies refer to the range of investigations and data sources (e.g., teaching workload statistics, classroom observations of teaching, course syllabi, teaching dossier, student evaluations of teaching), in the form of various combinations of quantitative and qualitative evidence, that are deemed appropriate and acceptable for purposes of evaluation. Data suggest that assessment strategies in this study focused on a broad and long perspective of teaching practices including evidence about context, process, outcomes and impact within the institution (see section two below).

PRT evaluation strategies

PRT evaluation strategies refer to the selection of appropriate frameworks that provided guidance pertaining to criteria (e.g., command over subject matter and representation of recent developments in the field, preparedness, relationship between goals/objectives, student engagement strategies, and assessment of learning) and standards for effective teaching (e.g. descriptors pertaining to designated criteria for 1-10 or A, B, C, D, ratings; exceeds, meets and does not meet departmental standards; 'Strengths and weaknesses etc.) in order to place judgments about the quality of specific aspects of a faculty member's teaching practice within specific contexts (Appendix A and B). Evaluation strategies provided further opportunities to engage in critical self-reflection about strengths, weaknesses and further development of formative or summative practices within the institution.

2. A faculty member's perspective for conducting scholarly approaches to peer review of teaching in a research-intensive university.

Various types of investigations and data collection sources (e.g., classroom observations, teaching dossiers) for peer-review of teaching are documented in the literature (Bernstein et al, 2006; Chism, 2007; Harris et al, 2008; Hubball & Burt, 2006; Stake & Cisneros-Cohernour, 2000). Building on the earlier organizational framework for conducting scholarly approaches to PRT in a research-intensive university, emergent data in this study pertaining to PRT investigations were strategically categorized within the following conceptual framework. This framework responds to complex teaching contexts in a research-intensive university and takes a broad and long perspective of a faculty member's teaching practice at one or more of four levels: teaching context, teaching process, teaching outcome and teaching impact.

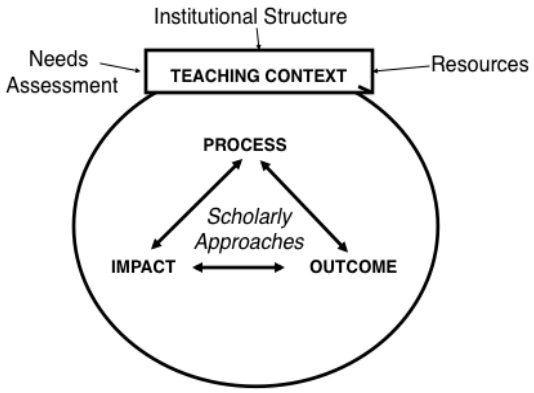

Figure 2. A faculty member's Perspective on the peer review of teaching in a research-intensive university

Teaching context investigations

Teaching context investigations focused on critical structures that shaped a faculty members teaching practice. Therefore, a comprehensive needs assessment involving consultations and collaborations between respective parties were required in order to situate a faculty member's teaching practice within the SoTL literature, institutional visioning documents for teaching and learning, signature pedagogies within their discipline, and an individual's academic workload (e.g., teaching workload as a function of an individual's full academic workload, as well as the number and range of individual courses taught by the faculty member, the types of courses taught, the numbers of students enrolled in particular courses taught, and the alignment of an individual's teaching practice with that of the larger program/curriculum goals). To what extent does the teaching practice meet, surpass, or fall short of expectations? What needs to be considered, improved, why, and how?

Teaching process investigations

Teaching process investigations focus on issues of importance that arise throughout a faculty member's teaching practice. For example, to what extent are learning outcomes made explicitly clear to students through course syllabi? To what extent are individual instructors incorporating learning-centred lecture plans which are responsive to the needs and circumstances of the students; To what extent is the instructor drawing on an appropriate selection and sequencing of active learning methodologies (including authentic student assessment and feedback practices), and developing a reflective teaching practice (including formative feedback from students, peers and/or use of technology video recordings as well as critical self-reflection) to guide further teaching development. To what extent does the teaching practice meet, surpass, or fall short of expectations? What needs to be improved, why, how?

Teaching outcome investigations

Teaching outcome investigations focus on issues of importance that occur as a result of the immediate outcomes of a faculty member's teaching practice. For example, what are key student learning outcomes from this teaching practice and how do students rate the quality of the educational experience? It might also encompass an

examination of the range in quality of students' work resulting from the faculty member's teaching practice, an examination of the faculty member's student grading practices, an examination of the faculty member's experiences with formative peer-review of teaching. To what extent does the teaching practice meet, surpass, or fall short of expectations? What needs to be improved, why, how?

Teaching impact investigations

Teaching impact investigations focus on issues of importance from the longer term (e.g., months, year) impact of a faculty member's teaching practice. For example, an examination of documentation (e.g., teaching dossier) pertaining to the faculty member's philosophy statement on teaching and learning, critical long-term impact/contributions on teaching and learning (e.g., numbers of graduates in leadership and/or employment positions within the community, unsolicited letters from students about what he/she remembers and value most about the faculty member's teaching practice, whether and how the faculty member's teaching practice contributed to students' development as citizens in a diverse world?). It might also encompass a longer term analysis of the range in quality of students' work resulting from the faculty member's teaching practice, an examination of the faculty member's student grading practices, an examination of the faculty member's responses to and subsequent changes from previous formative peer-review of teaching feedback/reports, as well as documenting longitudinal trends pertaining to formal student evaluations of teaching, teaching awards, grants, professional development, scholarly approaches to teaching, and/or teaching scholarship. To what extent does the teaching practice meet, surpass, or fall short of expectations? What needs to be improved? why? how?

Results: Objective 2) In what ways are scholarly approaches to peer-review of teaching being used in a research-intensive university?

Data from a representative sample of formative and summative evaluation of participants indicated that there were two key ways that scholarly approaches to peer-review of teaching were used in a research-intensive university – namely teaching development and teaching evaluation. Although not mutually exclusive or unexpected, formative PRT had a greater emphasis on teaching development, whereas summative PRT had a greater emphasis placed on teaching evaluation. It is important to note that both formative and summative peer-review of teaching experiences functioned within substantive communities of practice (i.e. UBC SoTL Leadership program and Departmental Teaching Awards/Evaluation committee). As such, faculty members were engaged in systematic collaborations and PRT deliberations with colleagues within and across disciplinary contexts.

PRT for Teaching Development

The majority of formative peer-review of teaching experiences tended to focus on *PRT process investigations* (Appendix C). For example, examinations of course syllabi, lecture plans, and classroom observations were reviewed using selected criteria from the SoTL literature (at times these were augmented by additional criteria selected by the individual faculty members being reviewed) and with judgments focused around the observer's perception about the strengths and weaknesses of learning-centred teaching

practices (as framed by criteria frameworks outlined in Appendices A and B). Essentially faculty members for formative PRT were required to take into account guiding PRT principles and engage in the following process: pre-classroom visit meeting, classroom observation, post-classroom visit meeting, and assignment report submission for teaching portfolio. The following 2009 feedback report provides an example (purposely edited) of a formative peer-review conducted by one cohort member on another in the context the UBC Faculty Certificate Program.

Formative Peer-review of Teaching: Feedback Report
Dr. XXXXX, Department of XXXXX

Introduction: Prior to the peer-review, Dr. XXXXX and I met to discuss the context of his/her teaching and the peer–review process. Criteria was established by Dr. XXXX. Furthermore, Dr. XXX requested that the feedback be balanced (strengths and suggestions). He requested feedback using the following criteria: quality of course syllabus, lecture plan, the learning environment, active learning behaviours, interest/relevance to students, opportunities for students to apply personal experiences, use of classroom assessment strategies (BC Ministry of Education 2005; Bandura, 1997; Hansman, 2001; Lave & Wenger,1991; Ramsden, 2004; Gardner, 1983; Kolb, 2006).

I observed Dr. XXXX teaching sixty students in a class related to "Applied XXXXX" Students were also invited to provide feedback about the strengths and weaknesses of this class. The limitations of a 'snap-shot' peer-review observational process were discussed.

(1) Quality of course syllabus

Dr. XXXX syllabus was neat and well organised. It conveyed useful information for students including contact details, learning objectives, schedule, content areas, project information, assessment methods and evaluation criteria. Suggestions: Consider higher order learning objectives and a greater connectedness between these and your assessment methods.

(2) Quality of lecture plan

Dr. XXX lecture plan was well organised with instructional objectives and a sequence of intended content themes and student learning activities such as think-pair-share, group work discussion and problem-sets, and a student presentations. Suggestions: Consider learning objectives versus instructional objectives, identify classroom assessment techniques including early prior-learning assessment, consider approximate timings for your lecture sequencing so that you can adapt easily yet still bring the lecture to a suitable summary/closure.

(3) The learning environment

Strengths

Dr. XXXX created a very positive learning environment. Students and instructor shared announcements and introductions were made. Dr. XXX provided opportunities for students to participate individually, with a partner, in a small group and with the class

as a whole. Students were guided to form randomised learning groups and were exposed to a diverse range of perspectives pertaining to the class topic. The physical space of the room was used to full advantage in order to engage students in effective group work. The teaching and learning climate was inclusive and there was a high degree of comfort for students to pose questions and discuss challenging topics. Dr. XXXX thanked students for their input. Suggestions: Consider smaller learning groups (3's or 4's) and assign roles for each group member (e.g., timer, Chair, recorder). Guide the question and answer period (when possible) by inviting voluntary responses from typically quiet, or reserved students. Leave the class outline on display to enhance learning and invite student responses.

(4) Active learning behaviours

Strengths

Dr. XXX provided multiple opportunities for active learning. Students were engaged in critical thinking through a wide range of interactive learning strategies (e.g., think-pair-share, co-operative learning, and in-class problem sets). Students remained focused and on-task throughout the class. Suggestions: Ask selected student groups to report back on their tasks.

(5) Interest/relevance to students

Strengths

With respect to the class topic, Dr. XXXX shared his own professional experiences with ZZZZZZZZZ settings and discussions focused on the realities of professional practice. In part, this helped to motivate and engage students in the learning process. Student input and on-task behaviour were clear indicators that the students were genuinely interested in this topic. Suggestions: Consider a case study example or video clip that could be used for analysis purposes. Students could apply criteria and develop professional strategies.

(6) Opportunities for students to apply personal experiences

Strengths

Dr. XXXX provided lots of opportunity for students to share insights and personal experiences. This was evident in the level of interaction and group processing, and provided a substantial knowledge base for this class.

(7) Use of classroom assessment strategies

Strengths

Dr. XXXX employed a variety of classroom assessment techniques (e.g., self-reflection, peer-feedback and instructor feedback). This was evident in the question and answer periods, feedback during group learning, and providing verbal summative feedback. Suggestion: Review lecture objectives/summary with students and invite issues for further learning.

The quality of the learning process was due in large part to the professional qualities of the instructor. Dr. XXX was articulate, well-spoken and appeared very comfortable in the instructor's role. She/He treated his students with a high degree of respect and

behaved in accordance with ethical and professional standards. Dr. XXX was organised, his/her time management skills were excellent, and the lesson was well paced with smooth transitions. She/he was mobile throughout the classroom and demonstrated excellent facilitation skills during group work. Dr. XXXX made reference to further resources and relevant journals. Essentially, he/she demonstrated a mastery of content knowledge and a genuine regard for student learning.

On completion of my observations, Dr. XXXX and I discussed the teaching and learning process and my observations. It was a great pleasure to work with Dr. XXXX. I found that I learned many useful strategies by observing her/his practice.

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Critical Self-reflection: What I learned

In particular, I liked the transitions from lecture to group work and can use these in my own class. I also liked how Dr. XXX introduced questions about the topic and gave different sections of the class various opportunities to respond. I also realized from the back of the class that there are students who are less engaged and this will remind me to give extra attention to different areas of my classroom space, with a similar number of students. It was interesting visiting another Faculty environment on campus. The interactions of instructor and students was similar but also quite different in the required 3rd year class. The students appeared to know each other very well and there was an informality about the class. It was interesting to observe the class using these criteria

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PRT for Teaching Evaluation

Summative peer-review of teaching investigations focused on a wide range of evidence selected from PRT context, process, outcome and longer-term impact investigations. The following excerpts (purposely edited) provide selected examples of a summative peer-review report conducted by members of the departmental teaching evaluation committee for submission to the Head, and that are not contained in the earlier formative PRT report.

Summative Peer-review of Teaching: Feedback Report
Dr. XXXXX, Department of XXXXX

Introduction

We have worked with XXXXXXX over the past six weeks to review his/her teaching practice. The departmental guidelines for the 'Colleague Review Process' define teaching practice to include post-Baccalaureate courses, graduate courses, and membership (including supervision) of graduate student thesis committees. Departmental guidelines identify three major areas when determining the standard (exceeds, meets, or does not meet the standard of teaching expected of faculty members in this department) upon which to evaluate teaching practices:

1. Planning/Courses (based on analysis and discussion of course outlines)

a) Based on current scholarship and literature.

b) Includes variety and challenge in assignments.
c) Contributes to departmental goals and renewal.
d) Articulates a rationale for pedagogical approaches.

2. Teaching (based on SET and class observations)

a) SET scores are at Faculty average
b) Other considerations, including;

i) Pedagogical repertoire has breadth and depth;

ii) Classroom discourse (explanations, questioning, examples) is clear and helpful;

iii) Engagement with and responsiveness to students; and

iv) Inclusiveness and fair treatment of student diversity is evident.

3. Supervision (based on meeting or correspondence with graduate students)

a) Is reasonably accessible.
b) Provides timely feedback.
c) Offers high quality guidance.
d) Knows procedures (FOGS and Department).

This report looks back over XXXXXXX's recent accomplishments and forward to professional development goals for future teaching practice. Prior to the peer-review, we met with XXXXXXX to discuss the context of his/her teaching, departmental criteria and standards for effective teaching, his/her teaching and course goals, the peer-review protocol and constructive feedback process. In compiling this report, therefore, we drew on the following data sources:

- our pre-instruction, post-instruction, and follow-up discussions with XXXXXXX
- his/her course syllabi and lecture plans
- her/his teaching philosophy statement (and teaching dossier if available)
- two peer classroom observations of XXXXXXX,
- comments elicited specifically for this evaluation from XXXX students (graduate and undergraduate) for whom XXXXXXX was a course instructor and/or supervisor
- her/his SEoT open-ended student comments,
- his/her SEoT numerical scores on teaching practice from UBC's 6 module Course Evaluation components,
- student grading practices (including distributions and justification, review of feedback on students' assignments)
- his/her 2-page reflection paper pertaining to XXXXXXX's interpretation of his/her previous formative PRT or SEoT data from XXXXX to XXXXX

XXXXXXX's teaching expertise is in the areas of XXXXX, with a scope that is interdisciplinary and international. XXXXXXX has a strong commitment to diversity, and innovation in his/her teaching practice, evident in his/her teaching philosophy statement and pedagogic goals. For example, XXXXXXX's teaching practice draws on, and uses a

wide range of learning and teaching strategies (such as, XXXXX) in order to recognize, acknowledge, and honour XXXXX in the student learning experience.

Major Teaching Contributions

XXXXXXX's contributions to teaching at UBC are significant and varied. For example, she/he is the XXXXX, she/he is a graduate student advisor, and teaches in both the graduate and undergraduate programs within the Faculty.

Since coming to UBC XXXXX has been involved in direct supervision, co-supervision, and committee work of several graduate students at the XXXXX and PhD level. In the four years that he/she has been at UBC, a total of XX graduate students (XXXXX) with whom she/he worked as Principal Supervisor, or Committee Member have successfully defended their research theses/dissertations. In addition to guiding his/her graduate students in their research inquiries, she/he has actively encouraged and successfully supported a number of them in developing conference proposals, presenting conference papers, and preparing articles for publication. One of her/his recent XXXXX graduates has since enrolled in the PhD Program in XXXX and she/he was successful in securing one of the prestigious 4-year XXX graduate scholarships.

The following two quotes from his SCETs demonstrate how his/her teaching (both graduate and undergraduate) has been perceived and interpreted by students at UBC. The first quote refers to his undergraduate teaching, and the second quote comes from a student who took one of his/her XXXXXX graduate courses.

XXXXX (graduate student XXXXX

Graduate Student Supervision

Since 2007, XXXXX has worked with several graduate students. We were able to contact XXX of these students to request feedback about XXXXX's graduate teaching practice and supervision. All responses consistently speak of a highly dedicated and talented teacher. A representative selection of their comments (and those from a selection of undergraduate students) include the following:

XXXXX l (XXXX May-June 2009).

Meetings with XXXXX: Reflective Practice and Professional Development

Our meetings with XXXXX proved to be valuable in that we were able to move beyond artifacts and observations to a conversation about the assumptions that underlie and give meaning to his/her teaching practice. We were impressed with the thoughtfulness, enthusiasm and care with which XXXXX talks about and reflects on his/her teaching, and the willingness to constantly seek ways of further developing her/his teaching repertoire.

SEoT Numerical Scores on Teaching Practice

The SCET office provided a summary report of the numerical scores for three undergraduate courses and four graduate courses XXXXX has taught while at UBC. The scores are based on student responses to a 30-item questionnaire. The report documents XXXXX's record of achievement beginning with courses she/he taught in 2007 as an AAAAA Professor. SEoT records document XXXXX courses which Dr.

XXXXX has taught since Fall XXXXX. Since XXXXX, the three-year faculty average for undergraduate courses was XXXXX, and the graduate average was XXXXX. Dr. XXXXX was above the faculty mean for one of the undergraduate courses and above the faculty mean for all XXXXX of the graduate courses listed. Dr. XXXXX's weighted overall average was XXXXX across XXXXX undergraduate courses, and XXXXX across all four graduate courses she/he has taught since XXXXX (SEoT Summary Report, October XXXXX). Taken overall, these results reflect a very high standard of teaching.

Summary

We commend XXXXX for her/his valuable contributions to the graduate and undergraduate (XXXXX) programs and for his/her commitment to embark on professional development initiatives to expand and improve his/her teaching practice. In our opinion, when taking into account all data sources, XXXXX meets the teaching standards of our department.

Major lessons learned from scholarly approaches to peer-review of teaching in a research-intensive university

Throughout the duration of this study there was no systematic campus-wide program that integrated formative and summative PRT initiatives within and across disciplines at the University of BC. The particular formative and summative PRT initiatives under investigation in this study were connected through the academic responsibilities and leadership roles held by the co-authors. Data from participant feedback surveys and focus groups were used each year (10 years for the SoTL Leadership program review and 5 years for the EDCP program review) to reflect and improve scholarly approaches to formative and summative peer-review of teaching in diverse teaching contexts. Each year, the objectives and guidelines for both formative and summative peer-review of teaching processes have been refined in order to provide greater clarity and ensure that the PRT procedures and expectations were conducted in a scholarly fashion. For the summative PRT process, for example, peer-reviewers became increasingly skilled and trained in PRT each year as a result of collaboration and reflection (communities of practice), SoTL research, workshops (e.g., PRT assessment, evaluation, reporting), and PRT leadership experiences within the UBC Faculty Certificate Program. For example, for the formative PRT initiative in the FCP, faculty participants from 2005 onwards were required to engage in a PRT with a teaching award winner in addition to that of a FCP cohort member as part of their program (Appendix C). This provided a unique opportunity to dialogue and observe teaching excellence while also focusing on the scholarly process and outcomes for conducting the PRT. Data suggested that scholarly approaches to peer-review of teaching in a research-intensive university enhanced teaching development. For example, the following individual quotes, taken from focus group meetings with multidisciplinary FCP cohort members and departmental teaching evaluation committee personnel, are a representative sample of the ways in which scholarly approaches to PRT influenced teaching development and evaluation respectively:

> …it was quite amazing to be invited to a colleague's classroom that was so different to mine yet I picked up many useful ideas from observing the students and colleague-student interactions in this setting...the workshops, on-site classroom methodology and reporting templates helped me to get a better understanding of the theory--practice connections for effective teaching…I got a much better [learner perspective] appreciation for the ebb and flow of the lecture, as well as the different things that students were up to and what the instructor was trying to achieve at various stages of the lecture…i found it really useful to see the different ways criteria for effective teaching can be applied in different classroom settings...I learned a lot from the opportunities to receive valuable feedback on various aspects of my classroom teaching practice including my syllabus and methods to engage my students.

and teaching evaluation

> …The authenticity, quality and detail of the summative PRT reports have been excellent in assisting members of the Departmental Personnel Committee with decision-making about faculty members' teaching contributions in cases for tenure and promotion…the summative reports are consistent with and closely align teaching as an important and valuable form scholarship within this institution…Being involved in a leadership role with scholarly approaches to teaching has certainly enabled me to help departmental colleagues [with excellent teaching abilities] to construct high quality documentation and teaching dossiers that capture their teaching abilities in a scholarly format, and which have further enhanced, but not substitute in anyway, their chances in the teaching award adjudication process. In my view, this has helped at least 8 consecutive Faculty-wide teaching award winners from 2005-2009.

As expected, intended outcomes did not always occur in practice with various positive and negative consequences. Two key challenges emerged from the data about PRT experiences in a research-intensive university, time constraints and evaluation. First, specific time commitments was a considerable challenge for many faculty members within and across disciplines to effectively collaborate (outside of program time commitments) with otherwise complex academic responsibilities and competing institutional priorities such as traditional scholarship. The following quote, for example, taken from a focus group meeting with departmental teaching evaluation committee personnel, is representative of the views held about conducting a scholarly approach to PRT:

> …the considerable time commitment to engage in scholarly approaches to multiple summative PRT goes well beyond traditional university service contributions, and therefore should be compensated with 3-credit release time and/or recognition of the significant educational leadership and scholarship contribution similar to that given to traditional forms of scholarship (e.g., journal publication).

Facilitators noted that formative peer-review of teaching participants who were inexperienced with classroom observations and peer-feedback (especially those conducted in different teaching contexts such as clinical settings, large classes,

laboratories, field practicum settings etc.), would have benefited from more insight about signature pedagogies, as well and additional one-on-one mentoring or workshop support. More attention should also be given to helping faculty members interpret formative PRT, and student evaluation of teaching data for purposes of goal setting and further teaching development. Further, scholarly approaches to peer-review of teaching in a research-intensive university very often required faculty members to move beyond disciplinary research boundaries, and embrace broader social science methodologies which for many was epistemologically, methodologically and ethically challenging (Davis & Sumara, 2006; Hubball & Clarke, 2010a; Huber, 2006, Hutchings, 2002). Given the magnitude and scope for potential PRT investigations and data collection, strategic decisions were always made and priorities set by reviewers so that the peer-review of teaching process was both scholarly and sustainable (i.e., often for multiple PRT assignments within the FCP program). Typically, this included making efficient use of time for appropriate research and preparation, meetings, frameworks for assessment and evaluation. The following quote, for example, taken from a focus group meeting with members of the FCP cohort, is representative of the views held about conducting a scholarly approach to formative PRT:

> The first time (to conduct a PRT) took much longer than I anticipated or wanted, mostly because of the newness of the challenge, complexity of faculty members' teaching environments and an over-burdening sense of responsibility to juggle the relevant literature and fulfill the evaluator's role for providing meaningful feedback and a quality report at the same time. However, it was much easier when I became more familiar with the format and potential reporting templates that could be used in different settings. I also learned to streamline the process with time management boundaries while also keeping the end-point in mind, submission of the final report!

Interestingly, increasing numbers of FCP participants over the years (from zero percent in the first few years to currently 40% of cases) reported that given significant time challenges and scheduling conflicts with colleagues within and across disciplines, the use of technology had provided greater flexibility, and in many cases, improved the quality of analysis of teaching practices. For example, colleagues reported the increasing use of e-mail communications and video conferencing tools (e.g., Skype) to facilitate pre and post-assessment meetings, as well as e-portfolios and digital recordings of "classroom" experiences which enabled unique and multiple opportunities to peer-review teaching practices in diverse learning environments such as clinical settings, seminar and laboratory rooms, large class settings, on-line and field-based teaching assignments, etc. In some instances, DVDs were generated using two cameras, one focused on the teacher and the other on the students where one view was inset in the screen of the other for viewing purposes. This provided unique and unparalleled reflective possibilities for the both the reviewer and the reviewed. In contrast, a small number of faculty members commented that the use of technology presented significant challenges. For example, concerns were raised about ethical issues pertaining to student consent and confidentiality of material; that technology did not adequately capture true classroom atmospheres, teacher-student dynamics and/or tensions in the classroom setting; and some reviewers expressed frustrations and difficulties with the technology itself, which in turn, distracted from the reflection that is

central to PRT. However, new media opportunities (emerging and innovative digital technologies) clearly offer exciting possibilities to further facilitate faculty members' engagement in scholarly approaches to peer-review of teaching in a research-intensive university.

Second, for the majority of participants in this study, placing judgments on aspects of a colleague's teaching practice (evaluation) was equally the most challenging aspect of formative and summative peer-review of teaching cases. Evaluation challenges often emerged due to inadequate attention to communities of practice, inappropriate criteria and non-explicit standards. For example, drawing on the summative PRT report, using the three major areas listed in the departmental guidelines, judgments tended to focus on the committee member's interpretations for "Exceeds", "Meets" and "Does not Meet" expected Departmental standards. Further, while judgments varied from Faculty to Faculty and Department to Department with respect to these judgments, it was felt that the category "Exceeds" departmental standards was best reserved for those faculty members who are nominated for teaching awards (Appendix B). Evaluation challenges also arose for reviewers, both external and internal to the discipline of reviewed faculty members. For example, in the case of external reviewers, campus-wide faculty members entered the peer-review of teaching process with different disciplinary understandings and expectations regarding effective teaching practices. While this provided broad campus-wide multidisciplinary perspectives of effective teaching, it did present problems for providing adequate feedback about signature pedagogies, which would have benefitted by additional (not replacement) and guided collaboration with an internal reviewer. In contrast, evaluation challenges experienced by some internal reviewers (and to a lesser extent external reviewers) centred around issues of power and authority, which were inconsistent with the reviewed faculty members' experience and/or the peer-reviewers' desired role. With or without a well-designed formative PRT process, this can have a disruptive and negative influence on the professional relationships between respective academics; can be highly political and problematic for subsequent day-to-day academic business within a Department; and is likely amplified when PRT is not conducted in a scholarly manner, or when evidence points to significant problems or unfavorable judgments about teaching practices which is declared in a formal report and subsequently read by other decision-makers within an institutional context. Data suggest that peer-reviewers, especially summative cases, should consist of a balance between external and internal reviewers working in close collaboration (community of practice). However, in the case of summative PRT, a highly regarded, experienced and appropriately trained external peer-reviewer should be responsible for submitting the final summative evaluation report to the Department Head, consistent with that of many forms of scholarship within the academy.

A scholarly approach to PRT in a research-intensive university is a complex and multifaceted process. The analysis suggests that it involves focused attention to the needs and circumstances of discipline-specific communities of practice (e.g., signature pedagogies), relevant literature and conceptual frameworks (e.g., appropriate SoTL literature, institutional documentation pertaining to teaching excellence and peer-review protocols), systematic methodology for authentic assessment and evaluation (e.g., appropriate data collection, explicit criteria and standards pertaining to a faculty member's teaching practice), ethical considerations (e.g., professionalism,

confidentiality), and dissemination (e.g., appropriate reporting and feedback methods) of outcomes. Further, the analysis suggests that to implement formative and summative scholarly approaches to PRT in a research-intensive university requires:

- appropriate resourcing, including recognition for a faculty reviewer's time, expertise and training costs
- explicit procedures including PRT rationale, objectives and guiding principles (e.g., scholarship, accuracy, integrity, transparency, diversity, credibility, usefulness), and,
- involves key strategies such as PRT context, PRT planning, PRT assessment and PRT evaluation.

To prevent the potential misuse, misunderstanding, tensions and conflation between formative and summative approaches to PRT in research-intensive universities, the analysis suggests that:

- each discipline should develop its own formative and summative PRT programs that are distinct, interconnected and reflective of signature pedagogies within the field, the SoTL literature, and university guidelines
- a summative PRT team (campus-wide pedagogical leaders representative of institutional Faculties) should consist of no fewer than two evaluators, at least one of whom is external to the faculty member's academic unit and whom has adequate training, knowledge and expertise relevant to summative PRT
- despite its trade-offs and resource intensity, summative PRT should take a broad and long perspective of a faculty member's teaching practice that includes appropriate data from the teaching context, teaching process, teaching impact and teaching outcomes

In this study, scholarly approaches to PRT at UBC have been closely monitored for challenges, progress, timelines for further improvements, and dissemination in academic contexts (Driscoll & Wood, 2007; Hubball & Clarke, 2010b). This dissemination of peer-review of teaching has taken all the usual scholarly forms, including journal publications (e.g., CJSoTL), conference presentations (e.g., STLHE), scholarly grant applications (e.g., SSHRC), and a scholarly position paper presented for review by the UBC academic community. While there are still many significant challenges and areas for improvement, at this research-intensive university, the growing institutional support and widespread attention to scholarly approaches to PRT within and across disciplines is testimony to the growing value placed on SoTL in research-intensive universities. However, there is no formal SEoT data (or about them) or long-term follow-up data to suggest whether or not peer-review of teaching impacted student learning. Mindful that the aims of SoTL must be to improve student learning (Guskey, 2000; Trigwell & Shale, 2004), further studies are required to investigate these key issues, as well the growth of scholarship pertaining to peer-review of teaching practices and its connection to undergraduate and graduate degree program reforms.

Conclusion

This paper examines long-term insights from scholarly approaches to peer-review of teaching from within and across a wide range of disciplines in a research-intensive

university. No one size fits all. Peer-review of teaching, therefore, should be tailored to the needs and circumstances of the institutional/disciplinary/curricula context. Further, our analysis suggest that scholarly approaches to peer-review of teaching programs are key for successfully integrating teaching development within a broader context of institutional and program-level (undergraduate and graduate) reform initiatives and for providing critical evidence for administrative decision-making about the effectiveness of teaching practices for tenure, promotion and/or teaching award adjudications. A scholarly approach to peer-review of teaching is viewed as both an individual and social contextual processes with the attendant issues outlined above.

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Appendix A

Various criteria frameworks for effective teaching have been documented in the higher education literature. These criteria can be drawn upon in both the formative and summative peer-review of teaching processes depending on the specific needs and circumstances of the teaching context. The following criteria frameworks are a starting point and have been employed in diverse teaching contexts at the University of UBC. For example:

1) Criteria that focus on faculty members practice to enhance student learning outcomes such as the ability of students to demonstrate:

- the acquisition, application and integration of knowledge
- research skills, including the ability to define problems and access, retrieve and evaluate information
- critical thinking and problem-solving
- proficient literacy and numeracy skills
- responsible use of ethical principles
- effective leadership, communication and interpersonal skills

(Bresciani, 2006; Hubball & Gold, 2007; UBC Place and Promise, 2010).

2) Criteria that focus on contemporary learning-centred teaching practices such as the faculty member's ability to demonstrate:

- Command over subject matter (how knowledgeable or authoritative)
- Representation of recent developments in the field (what's in; what's not)
- Preparedness (for individual sessions and for overall course/term)
- Relationship between goals/objectives and assessment of learning
- Appropriateness of course materials and requirements (given the topic and level)
- Articulation with other programmatic courses/elements

(Harris, Farrell, Bell, Devlin, & James, 2008; Chisolm, 2004, 2007; 3.2.3 UBC Collective Agreement Criteria for Teaching Excellence, 2009)

3) Criteria that focus on faculty member's teaching practice to address principles of learning:

- Learning requires high levels of student engagement/active participation (e.g., critical
- thinking, problem-solving)
- Learners learn in different ways, they have diverse backgrounds, they are at different stages and they progress at different rates
- Learning is an individual, social and contextual process
- Learning requires critical feedback (strengths and weaknesses)

(BC Ministry of Education 2005; Cousin, 2009; Lave & Wenger, 1991; Merriam & Caffarella, 1998; Ramsden, 2004; Gardner, 1983; Kolb, 2006)

4) Criteria that focus on faculty member's ability to demonstrate Seven Principles for Effective Teaching Practice in Undergraduate Education.

- Encourages student-instructor contact
- Encourages cooperation among students
- Encourages active learning
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of learning

(Chickering, AAHE, 1987)

5) Criteria that focus on faculty member's ability to demonstrate Ethical Principles in University Teaching.

- Content Competence
- Pedagogical Competence
- Dealing With Sensitive Topics
- Student Development
- Dual Relationships With Students
- Confidentiality
- Respect for Colleagues
- Valid Assessment of Students
- Respect for Institution

(Society for Teaching and Learning in Higher Education, 1990)

6) Criteria that focus on faculty member's ability to demonstrate effective teaching at the University of BC: University Module Items.

Based on a scale of 1 to 5, where 1= very poor, 2= poor, 3 = adequate, 4 = good and 5 = excellent, please rate your instructor on the following:

1. The clarity of the instructor's expectations of learning.
2. The fairness of the instructor's assessment of learning
3. Instructor's ability to communicate course objectives & content.
4. Instructor's ability to inspire interest in the course material.
5. Instructor's concern for students' learning.
6. Instructor's overall quality of teaching.

http://www.facultyassociation.ubc.ca/news&events/teachingevaluations.htm

Appendix B

Examples of Standards

Various standards for effective teaching have been documented in the higher education literature. These differential standards can be drawn upon in both the formative and summative peer-review of teaching processes depending on the specific needs and circumstances of the teaching context. The following examples of standards are a starting point for designated criteria and appropriate descriptors. They have been employed in diverse teaching contexts at the University of UBC:

- Exceeds, meets, does not meet expectations
- *Based on a letter (A, B, C, D) or numeric rating scale of 1 to 5, where 1= very poor, 2= poor, 3 = adequate, 4 = good and 5 = excellent*
- Strengths and weaknesses

  For example:

Exceeds Faculty/Departmental Expectations

Reserved for the (usually) few exceptional examples of teaching practice whom are nominated for UBC Killam/Faculty teaching awards. Both internal and external peer-reviewers need to be in agreement with the evidence presented.

Meets Faculty/Departmental Expectations

Evidence suggests there is generally a high quality throughout your teaching practice, no problems of any significance, and evidence of attention is afforded to the following: student engagement, effective teaching practices, and developing a scholarly approach to teaching and learning.

Does Not Meet Faculty/Departmental Expectations

Evidence suggests there is generally an inadequate quality in your teaching practice, there are serious flaws or deficits in your understanding about scholarly approaches to teaching and learning, there is inadequate attention afforded to the following: student engagement, effective teaching practices, and/or teaching development.

Appendix C

UBC Faculty Certificate on Teaching and Learning in Higher Education: Formative Peer Review of Teaching Guidelines

Following our workshop experiences on the theory and practice of scholarly approaches to peer-review of teaching, the following guidelines are intended to assist your formative peer-review of teaching experiences, as part of a community of practice in the UBC SoTL Leadership Program.

Guiding Principles:

- Take into account theory and practice guidelines for scholarly approaches to peer-review of teaching, including feedback principles for providing constructive feedback
- Two classroom visits required to a peer(s)'s class, two classroom visits required from a peer(s) to your class.
- 50% of visits with members of your cohort **(50% with a Teaching Award winner).**
- 50% of visits to units outside of your discipline.
- 50% of visits incorporate student feedback data.
- At least 1 visit conducted with video analysis.

For each classroom visit, select a cohort partner/colleague/teaching award winner to work with. The process of peer review of teaching can be conceptualized as having four steps. These are:

1. The pre-visit meeting
2. The visit itself
3. The post-visit meeting (ideally the day following your class or shortly after the event)
4. The Feedback report

The pre-visit meeting

1. Arrange a time to discuss expectations, context and protocol for the classroom visit. In so doing, you might want to consider the following:
    - Nature of the course
    - Instructor's general impressions
    - Instructor's approach to teaching the class
    - Course objectives
    - Where they are in the course
    - Specific teaching challenges
    - Observer's background / previous experience with the course
    - Topic for the class being visited (Look at the course outline)
    - Specific objectives for that particular class meeting
    - Organise camcorder/video equipment and a time for a debrief meeting

5. Determine the protocol for the visit

    - Will the observer(s) be introduced and/or involved in any way with the class?
    - Instructor selects an established framework (criteria) or observation
    - instrument for the analysis of her/his teaching
    - Instructor selects additional criteria (personal preference) and if appropriate, a
    - standards framework for the analysis of her/his teaching
    - Instructor provides her/his course syllabus and lecture plan for feedback using established criteria
    - Consider gathering a variety of feedback data sources (e.g., student 1-minute
    - paper feedback, video feedback, observer's feedback).

The classroom visit itself

1. Follow agreed upon protocol and structure data collection in terms of:

    - Areas identified in pre-visit meeting
    - Checklist criteria
    - Objectives for the course and class meeting
    - Specific teaching challenges
    - Other observations that you consider cogent
    - Triangulation of feedback sources (student input, video, observer)

The post-visit meeting

1. Compare impressions of the course syllabus, lecture plan and classroom observation experiences. It is often a good idea to start with the instructor's impressions. Observers, from your perspective, please provide balanced, constructive and specific feedback regarding strengths, areas of interest, suggestions for improvement, or alternative strategies.

The feedback report

- Observers should structure a 1-2 page feedback report (to the instructor) by using the topics that stemmed from the pre-visit meeting. In the report, move from inference to observation. For example, if you want to report that the instructor "involved the students well" or "obviously respects her students", provide examples of how this was done.
- Focus on the formative purpose of the process. If you have suggestions for change, frame them in terms of the objectives that the instructor is trying to achieve (or, perhaps, you think he/she should be trying to achieve) and/or the teaching challenges the instructor identified in the pre-visit interview. It is probably worth remembering that we entered into this entire exercise form the perspective of the reflective practitioner. Adopting this perspective in the report will cast the instructor and the process in a positive light. A copy of this feedback report is also placed in the observer's portfolio/binder.