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Beyond traditional peer-to-peer teaching evaluation: Using pedagogical theory in conceptualizing a collaborative teaching development program

Renee Mazurek
University of Wisconsin, Wisconsin, mazurekr@uwm.edu

Monna Arvinen-Barrow
University of Wisconsin, Wisconsin, arvinenb@uwm.edu

Wendy Huddleston
University of Wisconsin, Wisconsin, huddlest@uwm.edu

Renee Reckelberg
University of Wisconsin, Wisconsin, manofsky@uwm.edu

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Beyond traditional peer-to-peer teaching evaluation: Using pedagogical theory in conceptualizing a collaborative teaching development program

Abstract

This paper discusses how pedagogical theory can be used in conceptualizing a collaborative teaching development program in higher education. A theoretically driven teaching development program can be of benefit to both the reviewer and the reviewee by providing (a) a foundation for the reviewee to examine their educational content being reviewed; and (b) a systematic framework for the reviewee for evaluating the content under review. Appropriately used pedagogical theory enables the constructive alignment of teaching, learning, and assessment. This collaborative, self-reflective, and bi-directional teaching development process facilitates a sense of self-determination, which facilitates motivation and achievement of goals.

Practitioner Notes

1. Peer-evaluation should be a collaborative process founded in pedagogical theory and research.
2. If the goal of peer-evaluation is to systematically facilitate faculty/academic staff teaching expertise, a collaborative process is recommended.
3. A well implemented, theoretically grounded collaborative process can also facilitate faculty and academic staff teaching-related self-determination, which can help increase autonomous (intrinsic and identified) motivation.

Keywords

Teaching evaluation, Peer-evaluation, Self-reflection, Pedagogical theory, Higher Education

Introduction

According to Ramsden (2003), teaching evaluation is "a way of understanding the effects of our teaching on students' learning" (p.209). Teaching evaluation, when done appropriately, is an essential part of professional practice across different disciplines and can form a foundation for a systematic development of teaching expertise. For teaching evaluation to be effective, it should include a range of activities (Bhandari, 2017). Some of the most commonly used strategies include student-evaluation, peer evaluation, and self-reflection (Biggs & Tang, 2007; Finkelstein et al., 2017; Hoyt & Perera, 2000; Keig & Waggoner, 1995).

Although student-evaluation is frequently used to evaluate teaching, its usefulness in the development of teaching expertise is equivocal (Bhandari, 2017). While a review by Wachtel (1998) provided support for use of student-evaluation as beneficial for teaching development, others have highlighted that student-evaluations alone are not an effective way to develop teaching excellence (D'Andrea & Gosling, 2005). Instead, student-evaluations should be coupled with peer-evaluation, which has been found to be an effective strategy for evaluating teaching in higher education (Blackmore 2005; Bradley & Bradley, 2010; Eather et al., 2017; Ross et al., 2002). Equally, D'Andrea and Gosling (2005) found that student-evaluations are effective only when they are coupled with self-reflection. While student-evaluations, peer-evaluations, and self-reflection have all been found to be beneficial for teaching development, one foundational piece missing from the evaluation process is pedagogical theory. The purpose of this paper to discuss how pedagogical theory and two teacher-focused teaching evaluation activities – peer-evaluation and self-reflection – were used in conceptualizing a collaborative teaching development program at a higher education institution in the United States.

Pedagogical Approaches to Teaching Evaluation

Brent and Felder (2004) suggested that teaching evaluation should be a process with two main objectives: to provide summative data to be used in personnel promotion/merit decisions, and to create a formative strategy to improve teaching. Consistent with other existing research, the proposed process was designed to be multi-factorial – meaning that for effective teaching evaluation to occur, the information gathered should come from multiple sources as part of a systematic process (Brent & Felder, 2004). Brent and Felder (2004) also highlighted the importance of having an agreement of what good teaching means, something that has commonly been a concern for peer-review processes.

Equally, for teaching evaluation to meet its dual-intended purpose (summative data and formative feedback), it should also contain elements that are designed to facilitate the development of a post-review plan aimed to change aspect(s) of teaching (Bhandari, 2017; Boice, 1991; Felder & Brent, 2004). Such approaches (e.g., peer/group work, self-reflection, and goal setting) are grounded in a range of psychological theories – including the self-determination theory, self-efficacy theory, self-regulation theory, and the theory of goal setting and task performance (Bandura, 1977; Baumeister et al., 2007; Desi & Ryan, 1985; Locke & Latham, 1990).

In addition to grounding the teaching evaluation process in appropriate pedagogical and/or psychological theory, the content of such process should also be pedagogically driven. If the goal of teaching evaluation is to improve teaching, then the content that is being evaluated should reflect the processes that are inherent in teaching and learning pedagogy. Using pedagogical theories of course design – such as constructive alignment, taxonomy of educational objectives,

taxonomy of significant learning, and the model of experiential learning can provide (a) a foundation for the reviewee to examine their educational content being reviewed; and (b) a systematic framework for the reviewee for evaluating the content under review (Biggs, 1996; Biggs & Tang, 2011, 2015; Bloom, 1956; Fink, 2003; Kolb, 2015). This also provides structure to the discussions that follow post-review, forcing all those involved to think critically about how to align learning objectives, teaching and learning strategies, and assessment, as well as current level of competency. Such discussion and self-reflection serves as a foundation for identifying areas in need of improvement, and the development of evidence-based teaching goals (Biggs, 1996; Biggs & Tang, 2011, 2015; Felder & Brent, 2004; Kaynardag, 2019). Most instructors in higher education are content experts who join the academy without formal training in pedagogy. Despite the lack of training, instructors are expected to be quality teachers. Teaching quality is complex, depending on the level of content knowledge, the ability to use pedagogical approaches to enhance learning, and other non-measurable variables (Esterhazy et al., 2021; Wood & Su, 2017). Using educational theories and pedagogy as the framework for teaching evaluations provides a baseline for assessment, reflection, and an opportunity for instructor growth and development in structuring, developing, and delivering course content (Esterhazy et al., 2021; Ghaicha, 2016; van Dijk et al., 2020; Wood & Su, 2017).

Using Pedagogical Theory in the Peer-Evaluation Process

Starting point

Traditionally, teaching evaluations in the United States have been strongly linked to tenure and promotion (Keig & Waggoner, 1995). Existing evidence suggests that when evaluations are developed for predominantly summative purposes, or perceived to be used when making personnel decisions, the evaluation outcomes risk to become mediocre at best (Keig & Waggoner, 1995). Many evaluation processes aim to assess teaching effectiveness and improving student learning outcomes, though they often lack suitable pedagogical and procedural frameworks to assess such outcomes, consequently being feared, debated, or absent (Blauvelt et al., 2012; Ghaicha, 2016; Teoh et al., 2016).

At the institution in question, the existing teaching evaluation process and the culture surrounding it was no different. One academic unit, housed within a larger department, was comprised of three disciples making up two professional graduate programs, and included six faculty and six teaching academic staff. Teaching evaluations were consistently not completed due to the perceived low value and high stress related to the process. Identified as a weakness within the academic unit, the executive committee appointed five people with varying academic titles, years at the University, and academic program homes to form a committee to develop a new collaborative teaching development program, the Development Committee. The committee was charged with the following: (a) to implement the existing peer-evaluation process for the following academic year; (b) to identify a process to evaluate teaching effectiveness; and (c) to implement and integrate a new faculty and academic staff teaching development (FAS-D) form as part of the process.

The FAS-D form is a tracking mechanism used by all members of the academic unit in question during the annual review process. The FAS-D includes three main sections for the faculty and academic staff to complete and update annually: (a) scholarship, (b) teaching, and (c) service and community engagement. Each section includes an area to list goals from the previous year and a status section to assess if the goals were met or not, an area to list new goals for the next academic year, and a list of planned activities intended to help the individual meet the new goals (see

Appendix A). A fourth section, administration, is included on the FAS-D for the faculty and academic staff who have administrative duties tied to their position's workload.

During the committee's initial brainstorming meetings, it was evident that the existing peer-evaluation process had been developed within the positivist paradigm for summative purposes (e.g., tenure and promotion; Coe & Fitz-Gibbon, 1998). The committee members who had previous experience with the existing peer-evaluation process identified it as easy to complete, a tick-box exercise, and as something requiring minimal time commitment from the reviewer. They also identified the process as unidirectional, focused predominantly on traditional face-to-face didactic lectures, and lacked focus on improving teaching or student outcomes. In short, the existing peer-evaluation process was highly undervalued, often associated with negative connotations, and failed to have direct influence on one's teaching development. The process was perceived to identify "faults" without follow-up action and lacked evidence of a plan for future teaching development.

Establishing the Philosophical/Pedagogical Stance

The Development Committee members initiated the development of a new teaching evaluation process by first discussing the pros and cons of the existing process. Next, the members engaged in several discussions about the desired outcomes from teaching evaluations, how to transform the process to be a positive experience for all involved, and how to make the process useful in improving teaching. Knowing that culture and climate of an organization plays a vital role in the success of a peer-evaluation program, the Development Committee reviewed existing and publicly available processes to serve as examples for a replacement process (Blackmore, 2005; Blauvelt et al., 2012; Corbo et al., 2016; Keig & Waggoner, 1995; Teoh et al., 2016; Wingrove et al., 2015). Based on both internal and external examples, the committee concluded that the new peer-evaluation process should be anchored in a collaborative evaluative system that serves as a foundation for developing both professional practice and teaching excellence, including a connection to annual teaching goals (Bhandari, 2017; Boice, 1991; MacPhail et al., 2019; Scriven, 1991; Wingrove et al., 2015).

The committee members agreed the new process should also have its foundations in appropriate strategies for course design and relevant pedagogical approaches to teaching. These included the constructive alignment, taxonomy of educational objectives, taxonomy of significant learning, and the model of experiential learning (Biggs, 1996; Biggs & Tang, 2011, 2015; Bloom, 1956; Fink, 2003; Kolb, 2015). Pedagogy provides a structure for course development and delivery. Using different pedagogical approaches provides instructors a platform to use that assures the content delivered matches the objectives and assessment, as well as promotes student engagement, in a manner that promotes instructor confidence (Ghaicha, 2016; Ödalen et al., 2019). More specifically, the committee members were determined that the new peer-evaluation process should focus on three objectives: (a) to develop teaching expertise including and beyond simply in-class lectures; (b) benefit the teaching practice for both the reviewer and the reviewee; and (c) to improve student learning outcomes.

During the development of the new program, several iterations of the forms used throughout the process were piloted. In the first pilot year, only one group of three faculty and academic staff completed the review process. By year two, all 12 faculty and academic staff participated in the process. In years three and four, the process and forms underwent minor changes to improve efficiency and clarity (see Appendix B).

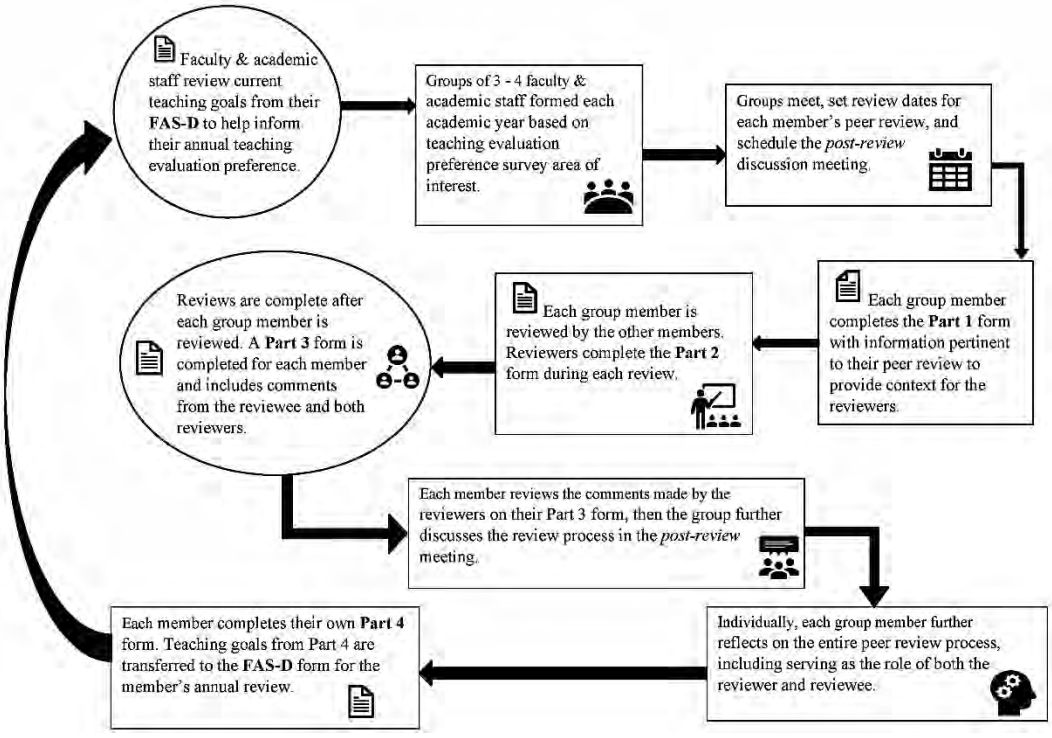
As part of the introduction of the new collaborative peer-review process to the academic unit, the Development Committee recommended that all faculty and academic staff who were not familiar with the educational theories and pedagogical approaches underpinning the process consider taking one of the *Course Design and Development* courses available through a campus department dedicated to improving teaching and learning. Additional resources for each pedagogical theory were made available for the entire unit in a shared folder for reference throughout the process. The folders also included all the required forms and instructions. All new faculty and academic staff are encouraged to participate in the campus courses in their first year of teaching to become familiar with the educational theories and pedagogical approaches to course design. When new instructors have the opportunity to complete courses in teaching pedagogy and course design, teaching confidence increases (Ödalen et al., 2019).

The Collaborative Teaching Development Program

Figure 1describes the steps in the new collaborative teaching development program's process.

Figure 1

Collaborative peer review process

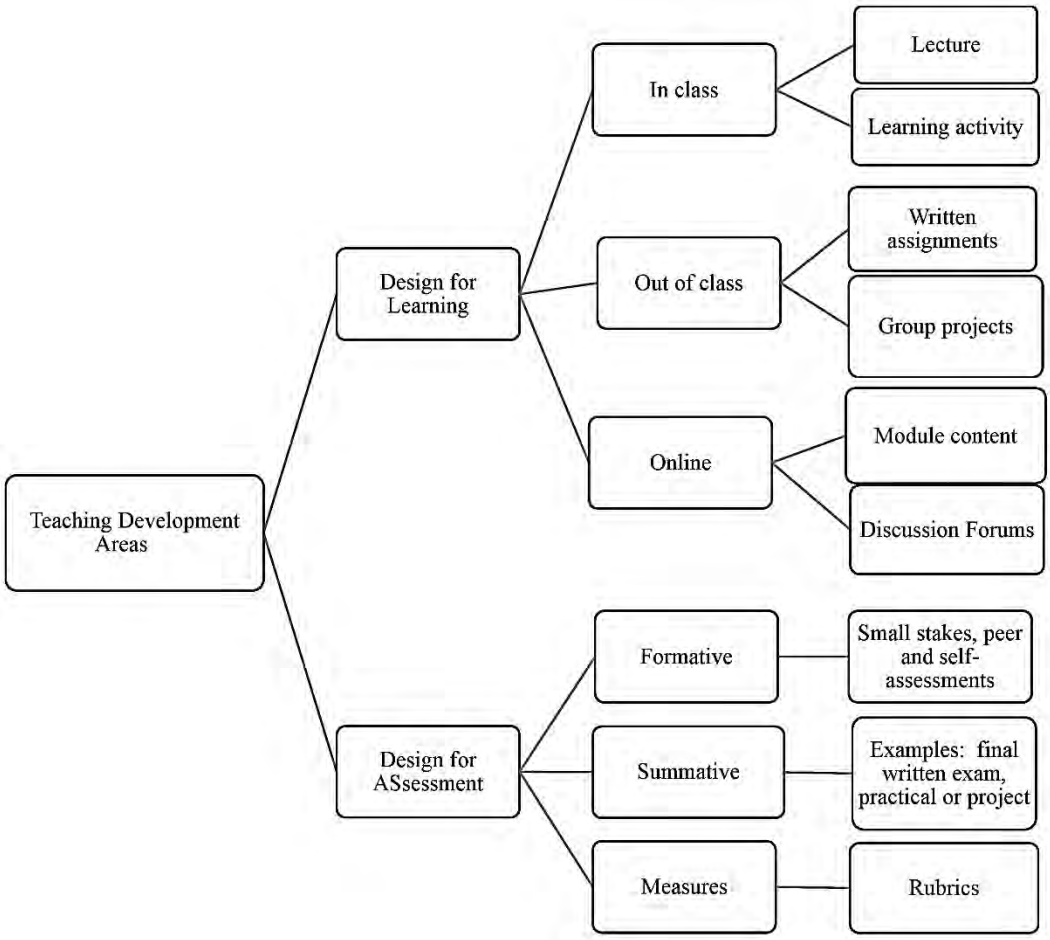


First, the Development Committee sends out an *annual teaching development area preference survey* to all faculty and academic staff in the department. The survey consists of questions related to: (a) preferred timing, (b) content of the peer-evaluation, and (c) perceived areas of strength in

the range of teaching related activities (e.g., in-class lectures and learning activities, out of class written assignments of group projects, online content and discussion forums, formative and summative assessments, and rubrics; see Figure 2 for details). The current forms include the Design for Learning forms as the Design for Assessment forms are currently being developed.

Figure 2

Teaching Activities



Based on the teaching development area preference-survey results, the Development Committee divides faculty and academic staff into *collaborative teaching development teams* consisting of 3-4 members. Individual teams determine the dates for their reviews and collaborate in evaluating each other throughout the academic year. Once the teams have been established, each team will hold a *start of year team-meeting*, where the teams meet to discuss logistics of the peer-evaluations. (Tentative) dates for peer-evaluation are set for each team member, including deadlines for submitting the preparation form (reviewee), peer-evaluation form (reviewers), reflection form (all), teaching development plan form (reviewee), and the date of the post-review

discussion meeting (all). In each team, a minimum of two members evaluate each faculty/academic staff, rotating until all individuals have been evaluated.

Prior to any peer-review, each faculty/academic staff member being reviewed completes the *Part 1:Preparation* form. The preparation form is an opportunity for the reviewee to provide the reviewers with pedagogical context of the planned activity under evaluation and to request specific feedback, if desired. The preparation form includes course details, selection of topic areas to be reviewed, and information about the existing constructive alignment, intended levels, and types of learning (Biggs, 1996; Biggs & Tang, 2011, 2015; Bloom, 1956; Fink, 2003; Kolb, 2015). Reviewers are expected to familiarize themselves with the materials prior to evaluation.

Each reviewer completes a *Part 2:Peer-Evaluation* form for the reviewees. The goal of this form is to provide the reviewers a structured approach to evaluating the teaching activity as it relates to both the intended and observed constructive alignment (Biggs, 1996; Biggs & Tang, 2011, 2015) and levels and types of learning (Bloom, 1956; Fink, 2003; Kolb, 2015) during the review. The peer-evaluation form also consists of questions related to student engagement, written and verbal instructions, transparency of the activity, types of interactions, and student behaviors/disengagement to further evaluate the effectiveness of the activity on student learning.

Following each peer-evaluation, all team members independently complete a portion of the *Part 3: Reflection* form for each member as either the reviewee or reviewer. The goals of this form are to allow each member to reflect on the strengths and areas for further discussion for the reviewee and allows all team members (reviewee and reviewers) to reflect on how the peer-evaluation process may facilitate a future change in their own teaching.

Upon completing all required peer-evaluations, the team members hold a *post-review discussion* meeting to have an informal conversation about the outcomes. The goal of this meeting is to provide the team members an opportunity to engage in a collaborative dialogue about the process, what they learned, and how engagement in the process might affect their future teaching. The meeting is intended to be an open, non-structured, constructive conversation. Often groups discuss the highlights from the reflection form in greater depth, including the areas of strength, areas of development, and lessons learned from the process.

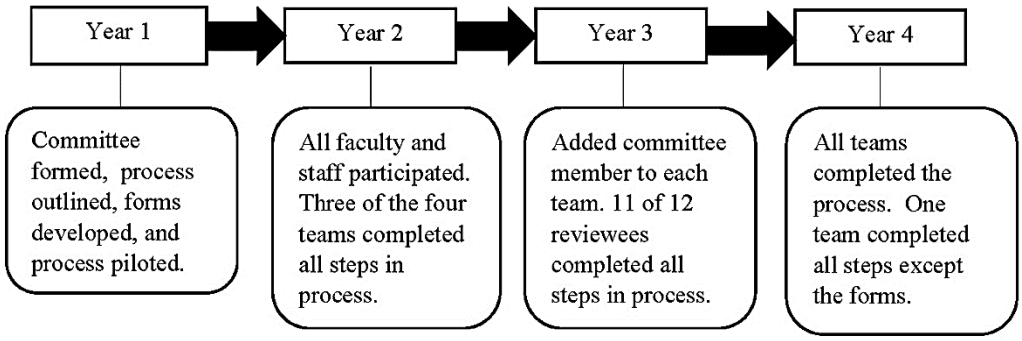
Lastly, following the post-review discussion meeting, and subsequent self-reflection, each member completes their own *Part 4: Teaching development plan* form. Team members are prompted to consider each step of the review, the preparation (as the reviewee), each review (as the reviewer), the reflection, and the post-review discussion, considering how the lessons learned could be integrated into their future course developments. The goal is to provide a concise summary of the outcomes of the review process, which they can then use as a framework for their FAS-D teaching goals and plan for the following academic year.

The members of the Development Committee track completion for each group and provide support, as needed, to facilitate each group through the process, fill in as a reviewer, as needed, and answers questions along the way. Each individual is ultimately responsible for completing the final element, developing teaching goals and the planned activities to help them meet their goals.

This collaborative teaching development program was implemented at a university department that consists of faculty and academic staff representing three different health care professions: athletic training, physical therapy, and sport & performance psychology. Figure 3 describes the completion rates and the chronological program progression.

Figure 3

Completion rates and program progression timeline.



Reflections and Lessons Learned

The purpose of this paper was to discuss how pedagogical theory and two teacher-focused teaching evaluation activities – peer-evaluation and self-reflection – were used in conceptualizing a collaborative teaching development program at a higher education institution in the United States. Adopting such an approach afforded an opportunity for inter-disciplinary, bi-directional peer- review focused on improving teaching development as an outcome of the process. The discussion that follows, which is based on the Development Committee members collective reflection and lessons learned, will focus on the following: (a) conceptualization of underpinning peer review with pedagogical theory, (b) interprofessional merits of the program, and (c) critically examining the program's needs for improvement.

The conceptualization process reflected the current recommendations in the literature (e.g., Bhandari, 2017; Boice, 1991; Felder & Brent, 2004; Scriven, 1991). The faculty and academic staff involved in the development of this process set a goal to create a program that would be collaborative in nature (as opposed to something that would be perceived as punitive) and would also serve as a foundation for improving pedagogical competence while developing both professional practice and teaching excellence (Kaynardag 2019). When peer review of teaching includes non-threatening, bi-directional conversations, opportunities to learn from colleagues, and time to reflect on one's own teaching practices, the process promotes a desire for instructors to engage in teaching development opportunities (MacPhail et al., 2019; Woodman & Parappilly, 2019). The conceptualization process implemented pertinent educational theories (Biggs, 1996; Biggs & Tang, 2011, 2015; Bloom, 1956; Fink, 2003; Kolb, 2015) with the goal to ensure the best possible framework for both the teaching development and improvement of student learning outcomes.

Theoretical contributions

Although not explicitly intended, the collaborative teaching development program also appeared to contain processes and strategies that may be beneficial in facilitating an individual's teaching-related self-determination (i.e., capacity to make choices and exercise control over own life) in the individual's participating in the peer-evaluation. According to the self-determination theory (SDT; Deci & Ryan, 1985) individuals are motivated by three innate needs: autonomy, competence, and

relatedness. The SDT is centered on a philosophy that when the above needs are satisfied, individuals are likely to feel self-determined thus allowing for optimal function and growth. The designed collaborative teaching development program appeared to facilitate the individual's autonomy and competence needs by allowing the individuals to: (a) choose the area and timing of the peer-evaluation (steps 1 and 4); (b) review others with similar pedagogical development interest (step 5); and (c) reflect on, and build upon, the outcomes of the review process without punitive consequences (steps 6 and 8). Each collaborative teaching development team-based activities (steps 2, 3, 7) appeared to facilitate a sense of relatedness in both the reviewees and reviewers, when conducted effectively.

The self-determination facilitating processes and strategies can be considered as one of the key strengths of the program. Recent data from a national US-based survey (n = 1691 from 19 universities) showed that faculty autonomy, competence, and relatedness positively predicted autonomous (intrinsic and identified) motivation (Stupnisky et al., 2018). Stupnisky et al. also found that the autonomous (intrinsic and identified) motivation was a predictor of faculty incorporating effective teaching strategies (i.e., instructional clarity, higher-order, reflective, integrative, and collaborative learning) in their work. To determine whether similar results can be obtained from the collaborative teaching development program, further research to evaluate the program effectiveness and outcomes is warranted.

The benefits of using pedagogical theory to underpin both the teaching evaluation *process* and the evaluative *content* provided both the reviewer and the reviewee a conceptually solid foundation to which to base the evaluation. While not intentional, the process created was very similar to the philosophy put forth by Brent and Felder (2004), by incorporating evaluative methods that would provide both summative and formative data to meet the dual-intended aims of the teaching evaluation process. More recent studies examining more collaborative models of peer review reported similar results (Esterhazy et al., 2021; MacPhail et al., 2019; Woodman & Parappilly, 2019).

Teaching development program comparisons

In comparison to other published innovative teaching development programs, the current program appeared to share some similarities. For example, the current program included a post-review meeting, with a goal to facilitate constructive verbal feedback and the use of self-reflection to identify areas of strengths and weaknesses (for details of similar program details, see Bennett et al., 2012; Crabtree & Scott, 2016; Hejri et al., 2018; Mager et al., 2014; Pierce et al., 2018; Thampy et al.2015; Vega-Garcia et al., 2017). The inclusion of the post-review meeting provided an environment of collaboration and an opportunity for all participants to learn from the review process (Finn et al., 2011; Joseph et al., 2018; Mager et al., 2014; Pierce et al., 2018; Thampy et al., 2015; Vega-Garcia et al., 2017).

Several piloted programs implemented specific forms and/or surveys in the evaluative process without making a clear connection to grounding the process in pedagogical theories (Bennett et al., 2012; Crabtree & Scott, 2016; Pierce et al., 2018; Thampy et al., 2015). However, Esterhazy et al. (2021) recently completed a review of 48 qualitative articles on peer-evaluation and found that including pedagogy as one of the factors in the peer review framework allowed for deeper changes to teaching and promoted discussions on pedagogical issues encountered in teaching during the review process. These findings support the underpinning of educational theories in this peer review program.

Another notable difference between our collaborative teaching development program and other published teaching development programs is the inclusion of all members tasked with the dual roles as reviewer and reviewee. Other published teaching development programs appeared to be focused on the peer-to-peer review, where each participant would be assigned to a specific role as either a reviewer or a reviewee. Equally, only one published teaching development program mentioned the importance of effective leadership in the success of the program (Pierce et al., 2018), a finding shared by our collaborative teaching development program.

Another strength of our collaborative teaching development program is its applicability to faculty and academic staff across different professions, suggested as an important part of a faculty development program by Esterhazy et al. (2020). In this case, the collaborative teaching development program was implemented at a university department that consists of faculty and academic staff representing three different health care professions: athletic training, physical therapy, and sport & performance psychology. Despite the unique demands of each profession, the collaborative teaching development program, by design, appeared to work well for all professions. By default, the program design also afforded for increased interprofessional collaboration. When faculty from different professions worked collaboratively in peer-evaluation, they also mimicked the real-life environment into which their students will graduate, working as part of an interprofessional team. According to McDaniel and Salas (2018); "Even in our individually oriented culture, teams are now ubiquitous in most areas of science, work, and art—teams predominate in aviation, the military, business, space exploration, academia, and health care." (McDaniel & Salas, 2018, p. 305).

Program limitations

The implementation phase of the program also revealed some important points to consider. Informal feedback received from the faculty and academic staff during the post-review discussion meeting revealed that while some embraced the new process and praised its bidirectional reciprocal nature, others felt that the process was cumbersome. From a practical perspective, many viewed the new forms as confusing and time consuming. The Development Committee's post-implementation evaluation and reflections also suggested that much of the success of each collaborative teaching development team was dependent on (a) each individual's readiness to embrace a cultural shift in the peer-evaluation process, (b) their readiness for personal behavior change, and (c) each peer-evaluation team having leadership, well versed in the design and process of the collaborative teaching development program, such as a member of the Development Committee.

Implementing a similar collaborative teaching development program, using a team approach to peer evaluation process, would require a small group of dedicated faculty and academic staff to train anyone participating in the process, organize the first step (i.e., sending out a survey), and facilitate the process. Without leadership guiding the process, some teams fail to complete all the steps. In this group's experience, the feedback from the rich discussion after all the reviews were complete, needed to occur to maximize the benefit of the collaboration. Knowledge and training in educational theories and pedagogical design should be promoted as foundational skills for instructors teaching in the academy (Ödalen et al., 2019).

These reflective and evaluative conclusions are not surprising. Shifting from an existing positivist paradigm-driven peer-evaluation process to a collaborative teaching development program requires an organizational culture shift. Culture, in any context (e.g., business, higher education, sport teams), can generally be defined as a "set of deeply held assumptions that guides behavior

and that these assumptions are developed over time" (Lloyd, 2013, p. 212). As such, adapting into the new collaborative teaching development program is likely to take time. Individual's readiness and willingness to participate, and their perceived usefulness of the program are likely to develop over time because of actions that individuals within that context take. Over the course of the four years of implementation, clear trends toward a culture shift were evident. Of the faculty and academic staff involved, the peer-evaluation process completion rates increased each year of implementation.

Conclusion

Upon reflection, it can be concluded that the Development Committee was successful in completing their assigned charge. The conceptualization and implementation of the collaborative teaching development program met its goals, while also identifying areas in need of further development. The Development Committee also determined that the program effectiveness should be evaluated in a systematic manner by conducting rigorous qualitative and quantitative research aimed to establish program effectiveness. Lastly, given that effective teaching evaluation should include a range of activities (Bhandari, 2017), it is recommended that student-evaluation be added to the process (Hoyt & Perera, 2000). This limitation will be addressed in future peer evaluations as the student-evaluation survey used in this unit was recently updated to gather more targeted details about the instructor and course.

When faculty and academic staff have the opportunity to interact in collaborative way, it enhances innovation and creativity (Joseph et al., 2018; Winks et al., 2019). Such interactions have the potential to facilitate faculty and academic staff teaching-related self-determination, which can help increase autonomous (intrinsic and identified) motivation (Stupnisky et al. 2018). Such increased motivation can lead to faculty and academic staff being more enthusiastic in incorporating innovative and effective teaching strategies (i.e., instructional clarity, higher-order, reflective, integrative, and collaborative learning) to their work, which has been found to impact student learning outcomes (Crabtree & Scott, 2016; D'Andrea & Gosling, 2005; Finn et al., 2011; Heiri et al., 2018; MacPhail et al., 2019; Mager et al., 2014; Trigwell & Prosser, 1991; Woodman & Parappilly, 2019). When done appropriately and effectively, a creative and collaborative teaching development program also has the potential to form a foundation for a systematic development of teaching expertise (Bhandari, 2017). In conclusion, shifting from a positivist paradigm driven peer-evaluation to a more collaborative teaching development process grounded in pedagogical theory, consisting of both peer-evaluation and self-reflection has the potential to be useful for faculty and academic staff working in higher education.

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Appendix A

FAS-D

SCHOLARSHIP

Faculty Name:	**Date Form Completed:**

Principal Topics of Scholarly Inquiry					
Specific Measurable Scholarship Goals which were Established for the Year at a Previous Evaluation Number each goal.	**Goal#**	**Goal Description**			**Status**
Specific Measurable Scholarship Goals for the Upcoming Year These goals should minimally reflect 2 accomplishments that will be disseminated in a peer review format overthe next 4 years. Number each goal.	**Goal#**	**Goal Description**			**Planned Timeline**
Ongoing/Planned Scholarly Activities Related To Above Goals For each of the above goals, list the related ongoing or planned scholarly activities including the project title, yourrole in the project, target dissemination source and estimated timeline for dissemination. Add rows as necessary.	**Related Goal#(s)**	**Project Title**	**Role in Project**	**Target Source**	**Timeline for Dissemination**
Narrative Provide any further required discussion regarding scholarship.					

TEACHING

*

Specific Measurable Teaching Goalswhich were Established for the Year at a Previous Evaluation Number each goal.	**Goal#**	**Goal Description**			**Status**
Specific Measurable Teaching Goals for the Upcoming Year These goals should minimally reflect 2 accomplishments that will be measurable over the next 3 years. Please include goals identified as partof the teaching development process and from course evaluations. Number each goal.	**Goal#**	**Goal Description**			**Planned Timeline**
	Generic Goals				
	Teaching development process goals				
	Course evaluation goals				
Ongoing/Planned Teaching Activities Related To Above Goals For each of the above goals, list the related ongoing or planned teaching activities including your role in the activities, anticipated outcomes, and estimated timeline for completion. Add rows as necessary.	**Related Goal#(s)**	**Description**	**Role in Activities**	**Anticipated Outcomes**	**Estimated timeline for completion**

Narrative Provide any further required discussion/explanations regarding teaching. Please make sure to include description of how your course evaluations inform your teaching goals.	Note – maintain an electronic copy of your teaching philosophy

SERVICE & COMMUNITY ENGAGEMENT

Specific Measurable Service Goals which were Established for the Year at a Previous Evaluation Number each goal.	**Goal#**	**Goal Description**			**Status**
Specific Measurable Service Goals for the Upcoming Year These goals should minimally reflect 2 accomplishments that will be measurable over the next 3 years. Number each goal.	**Goal#**	**Goal Description**			**Planned Timeline**
Ongoing/Planned Service ActivitiesRelated To Above Goals For each of the above goals, list the related ongoing or planned service activities including your role in the activities, anticipated outcomes, andestimated timeline for completion. Add rows as necessary.	**Related Goal#(s)**	**Description**	**Role in Activities**	**Anticipated Outcomes**	**Estimated timeline for completion**
Narrative Provide any further required discussion/explanations regarding service.					

ADMINISTRATION

Specific Measurable Administrative Goals which were Established for theYear at a Previous Evaluation Number each goal.	**Goal#**	**Goal Description**			**Status**
Specific Measurable AdministrativeGoals for the Upcoming Year These goals should minimally reflect 2 accomplishments that will be measurable over the next 3 years. Number each goal.	**Goal#**	**Goal Description**			**Planned Timeline**
Ongoing/Planned Administrative Activities Related To Above Goals For each of the above goals, list therelated ongoing or planned administrative activities including yourrole in the activities, anticipated outcomes, and estimated timeline for completion. Add rows as necessary.	**Related Goal#(s)**	**Description**	**Role in Activities**	**Anticipated Outcomes**	**Estimated timeline for completion**
Narrative Provide any further required discussion/explanations regarding administration					

Appendix A. FAS-D Form

Appendix B

Faculty and Academic Staff Collaborative Teaching Development Program
PART 1- Preparation - Design for Learning

The purpose of this form is to provide the peer review team an outline of the planned review activity by placing it to a wider pedagogical context. This form also provides the instructor an opportunity to highlight any additional areas of focus for the review. The preparation form is to be completed by the faculty/academic staff scheduled to be reviewed no later than 36 hours before the planned review activity. The completed form should be placed in the allocated J-Drive folder.

FACULTY AND ACADEMIC STAFF DEVELOPMENT (FAS-D) GOALS

Please list the Specific Measurable Teaching Goals as identified in your FAS-D form. Be sure to tick the box next to the goal(s) that relate to your planned review activity.

1. ☐Click or tap here to enter text.
2. ☐Click or tap here to enter text.
3. ☐Click or tap here to enter text.

Reflecting on previous student evaluations, annual review meeting, and the outcomes of your previous collaborative teaching development program participation, please provide a short rationale for your choice activity to be reviewed.
Click or tap here to enter text.

Please provide a short description of the desired outcomes of this review.
Click or tap here to enter text.

GENERAL COURSE DETAILS

Instructor: Click here to enter text.
Course title: Click here to enter text.
Date of review: Click here to enter a date. **Or N/A (tick box if out of class/online activity)** ☐
Time of review: Click here to enter text. **Location:** Click here to enter text. **Size of class:** Click here to enter text.
Reviewed activity: Click here to enter text.
Student population (minors, majors, pre-professional, etc.): Click here to enter text.
Physical space (strengths and weaknesses): Click here to enter text.
Potential impact of any of the above in context of learning: Click here to enter text.
Course objectives (copy/paste all from syllabus): Click here to enter text.

Appendix B. Peer Review Process Forms