



## FRAMEWORK FOR PEER EVALUATION OF TEACHING

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### RELATED DOCUMENTS

<b>UJ Documents</b>	<b>Other</b>
<ul style="list-style-type: none"> <li>• UJ Teaching and Learning Policy</li> <li>• Teaching and Module Evaluation Policy</li> <li>• Framework for the Professional Development of Academic Staff</li> <li>• Faculty and college specific policies</li> </ul>	<ul style="list-style-type: none"> <li>• CHE: Institutional Audit Framework 2004</li> <li>• CHE: Criteria for Institutional Audits 2004</li> <li>• CHE: Criteria for Programme Accreditation</li> <li>• DHET: Higher Education Act (Act 101 of 1997);</li> <li>• Ministry of Education: National Plan for Higher Education in South Africa: February 2001;</li> <li>• Protection of Personal Information Act 4 of 2013 (2013).</li> <li>• DHET: Framework for Enhancing Academics as University Teachers (2018)</li> </ul>
Stakeholders affected by this document (units and Divisions who should be familiar with it):	<ul style="list-style-type: none"> <li>• Executive Deans</li> <li>• Head of Departments</li> <li>• Academic Staff</li> </ul>
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## 1. INTRODUCTION

The University of Johannesburg regards teaching as one of the core functions of its academic staff as set out in the UJ Strategic Plan. The University is committed to offering quality education to the students. Peer evaluation of teaching will assist staff in achieving this goal of teaching excellence.

This Framework for Peer Evaluation of Teaching (PET) should be read within the context of the Teaching and Module Evaluation Policy that was approved by Senate on 6 June 2019. It is intended to complement the use of student feedback on teaching and to contribute to the development of a broader, more integrated, holistic and criterion-based approach to teaching evaluation (Teaching and Module Evaluation Policy: par 5, pp. 2-3).

Peer evaluation of teaching is used for professional academic staff development generally, and, more specifically, for the purposes of promotion and teaching awards. Its potential benefits extend beyond classroom teaching and presentation and accommodate the full spectrum of university teaching and learning contexts. In addition, peer evaluation recognises the influence of the disciplines on teaching and learning practices strengthens the teaching culture of the institution and increases a sense of collaboration and enhanced trust, to the benefit of each of the parties involved.

### 1 PURPOSE

The purpose of this framework is to:

- 1.1 Establish regular peer evaluation of teaching at undergraduate and postgraduate level;
- 1.2 Assist in the monitoring and reviewing of the quality of teaching; and
- 1.3 Assist academic staff to continuously develop and improve their teaching practice.

### 2 SCOPE

Peer evaluation of teaching of all permanent academic staff and those on fixed term contracts of three years or more who teach a module or part of a module in an accredited undergraduate and/or postgraduate academic programme.

### 3 CONCEPT CLARIFICATION

The following peer evaluation concepts included in this framework are:

#### 3.1 Peer evaluation of teaching

Peer evaluation of teaching is a mechanism whereby peers (academic colleagues) can give and receive feedback on teaching practice and its effectiveness in promoting student learning. It can be conducted in multiple ways and for a variety of purposes and is usually divided into two categories: evaluation used for developmental or 'formative' purposes; and evaluation used to make judgements about teaching for 'summative' purposes such as promotions, awards and grants.

#### 3.2 Who is a 'peer'?

The definition of a peer in this context is dependent on the kind of peer evaluation activity and the purpose for which it is undertaken. A peer could be:

- an academic colleague teaching in the same department/faculty/college;
- a senior academic in the same department/faculty (inclusive of the Dean and HoD);
- an expert from a clinical or industrial background;
- an academic from a different faculty/college;

- an academic from another university.

#### **4 PRINCIPLES OF PEER EVALUATION OF TEACHING**

- 4.1 The primary purpose of peer evaluation is the enhancement and development of teaching and learning.
- 4.2 Peer evaluation is a fundamental mechanism for the evaluation and development of teaching, and complements UJ's student evaluation of teaching.
- 4.3 In peer evaluation, academics draw on the expertise and strengths of peers in order to improve and enhance their teaching practice.
- 4.4 Peer evaluation follows a criterion-based approach on mutually agreed criteria for good university teaching.
- 4.5 Reporting on peer evaluation will be used for developmental purposes.
- 4.6 All peer evaluation reports are handled confidentially unless submitted by the relevant academic for consideration for promotion.

#### **5 EFFECTIVE PEER EVALUATION**

Effective implementation of peer evaluation of teaching depends on:

- 5.1 Collegiality, trust and respect;
- 5.2 Voluntary participation for developmental purposes;
- 5.3 Selection of peers by the academic staff member to be evaluated;
- 5.4 The provision of supporting guidelines, resources and advice;
- 5.5 Strong encouragement of academic staff and especially new academics to undertake peer evaluation;
- 5.6 Usage of institutionally approved formats for report presentation which include the evaluation instrument and report templates;
- 5.7 Training in peer evaluation as necessary.

#### **6 DIMENSIONS OF TEACHING COVERED BY PEER EVALUATION**

Peer evaluation of teaching has the potential to provide feedback on a broad range of teaching activities. Any dimension of teaching practice from design, to actual teaching in class, to assessment can be the focus of peer evaluation.

Teaching takes place in the context of the institution, a department, a discipline and, on occasion in inter-department programmes. There will be wide variation of practices and these are to be expected and encouraged. Evaluators need to take account of the context and the discipline when involved in evaluating their colleagues.

Dimensions of teaching practice that could be considered for evaluation by peers include:

- Observation of classroom practice: lecture preparation, presentation, interaction with students and learning activities;
- Programme and module content ;
- Teaching and learning strategies: clinical teaching, laboratory practical, fieldwork, online teaching, practical session;
- Learning materials and resources: learning guides, programme and module curricula, learning tasks and resources;
- Assessment practices: all formative and summative assessment activities such as examination/test papers, practical examinations, assignments, projects etc;
- Academic development and support of learning;

- Leadership roles in teaching and learning;
- Student evaluations of teaching/modules;
- Scholarly teaching;
- Scholarship of teaching and learning;
- Research supervision.

These dimensions are not mutually exclusive and some overlap is expected. The dimensions and the aspects under each are indicative rather than exhaustive.

## **7 IMPLEMENTATION OF PEER EVALUATION OF TEACHING**

- 7.1 Faculties/college and departments are responsible for the management, recording and promotion of peer evaluation of teaching in accordance with this framework and faculty/college policies and structures.
- 7.2 Records should be kept by the individual academic staff and within appropriate structures.
- 7.3 Academics evaluated should receive constructive feedback from the peer evaluation exercise. The feedback informs the academic's practice and development plan, and assists in framing follow-up actions.
- 7.4 The Centre for Academic Staff Development is responsible for the development of the role of peers, guidelines, procedures, evaluation templates and report templates for peer evaluation on all agreed teaching dimensions. The Centre for Academic Staff Development is responsible for providing training workshops and advice to academic staff.
- 7.5 Peer evaluation guidelines, procedures and templates will be available on the intranet and CASD website.