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UNIVERSITY OF BRITISH COLUMBIA

DEPARTMENT OF PATHOLOGY AND LABORATORY MEDICINE

**Policy on Peer-Assisted Teaching Development**

**Department's Educational Goals**

- Our department is committed to developing a culture of educational excellence.
- Our Peer-Assisted Teaching Development (PATD) Committee is devoted to fostering and guiding contemporary teaching of the highest quality.
- It is expected that all department members engaged in teaching will commit to a sustained effort to evolve their teaching to the highest quality.

**Peer-Assisted Teaching Development Committee - Mission Statement**

- To create and implement a culture of educational excellence within our department.
- To develop and tend a carefully designed program to facilitate successful, productive formative education observations and create a clear path to a positive summative review processes.
- To create and implement a culture of peer mentorship and support in order to foster continuous improvement in all teaching domains and to achieve professional development goals.

**Purpose**

Peer-Assisted Teaching Development is a critically reflective, collaborative, and continuous activity focusing on developing educational excellence. Constructive discussions with teaching mentors and/or peer observers will provide dedicated time for those being reviewed to reflect on their teaching and professional development. Peer review of teaching should be detailed and may include any, or all of, an analysis of instructional skills and materials, and student assessments.

## Process

- Initially the new faculty member will be assigned a teaching mentor and will be expected to meet at regular intervals, mutually agreed upon by both parties; the *minimum* would be twice per annum. Once the faculty member's teaching commences, regular observations will take place.
- The new faculty member will be expected to observe what the PATD committee considers to be model teaching. Opportunities to observe good teaching will be enabled by the PATD committee.
- New faculty members are expected to review their instructional material(s) with their mentors and/or the course coordinator, well before presentation.
- New teachers who are delivering a class for the first time are encouraged to interact with other teachers in the course and/or the course coordinator in order to gain insight into the overall course goals, assess the expected level of instruction, and ensure that the lesson they have created falls within the expected learning goals required for the course. etc.
- Department members involved in teaching, irrespective of their rank or years of teaching experience, are also encouraged to participate in annual formative peer observation/review.
- Additional reviews, if necessary, will also take place in the years prior to an anticipated review for promotion and/or tenure.
- In addition to the teaching mentor, a minimum of one additional qualified peer observer should be involved to enhance the integrity of the process and to provide greater support.

## Teaching Mentors

- Mentors will establish regular meetings with the new faculty member.
- The mentoring relationship will be formative. Feedback and communications will be: confidential, respectful, constructive, helpful and focused on achievable goals.
- Mentors will be expected to participate in the observation of the new faculty member's teaching and to provide guidance and feedback to facilitate the new faculty member's progression to becoming a highly effective teacher.

## Peer Observers

- Will attend a *minimum* of two teaching sessions by the same faculty member.
- The peer observer will be contacted by the faculty member to be reviewed, and together they will determine teaching sessions that will be attended for the purpose of review.
- The peer observer will meet with the faculty member before the observation to help define goals, outline the teaching plan and to set out expectations.
- The peer observer will facilitate a post-observation discussion about what worked well and goals for improvements.
- The peer observer will complete a confidential teaching feedback form for the faculty member as a written record of the observation.
- The peer observer will simply inform the PATD Committee that the review has been completed (for administrative purposes) but no information pertaining to the review will be shared with the committee.