

CPH PEER ASSESSMENT OF TEACHING AND LEARNING ENHANCEMENT

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CPH-PATLEC, Qatar University;

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ACKNOWLEDGEMENT

- Dr Ayman O. El-Kadi, Advisor to PATLEC
- PATLEC Members – Dr Husam Y. and Dr Ahmed A.
- Assessors



PRESENTATION OUTLINES

- Background – QU Policy, CPH past activity
- Faculty Teaching Assessment – 2013 and beyond: rationale for a major change
- Policy & Guidelines – Development, approval, and acceptance
- How do we function? – Meetings, observation, feedback, and documentation
- Faculty development – Self-improvement, training and role model
- What's next? – Future direction



BACKGROUND

- Current academic rank strength at CPH: (n=31)
 - Full Professor = 3
 - Associate Professor = 5
 - Assistant Professor = 15
 - Lecturer = 4
 - Teaching Assistant = 4



BACKGROUND...CONT

- QU Policy
 - Faculty Handbook Fall 2015
 - One of the focus is Quality Teaching
 - Faculty teaching and learning activities will be assessed individually and collectively
- CPH past activity
 - Prior to 2013
 - Policy
 - Assessors: Dean, Assoc. Dean (Acad), Assist. Dean (Faculty & Student), Section Chair, External assessor
 - Faculty was informed 5-10 mins before the lecture
 - Post-observation meeting with the faculty



FACULTY TEACHING ASSESSMENT PROCESS

- Complaints and dissatisfaction
- 2013 and beyond
 - New management and leadership: Dean, Assoc. Dean, Assist. Dean
 - Justification for a major change
 - Continuous improvement in the way we do things



POLICIES & GUIDELINES

Qatar University College of Pharmacy
Peer Assessment of Teaching and Learning Enhancement
Committee (PATLEC)

Committee Name:	Peer Assessment of Teaching and Learning Enhancement Committee (PATLEC)
Chair:	Dr. Mohamed Izzam Mohamed Ibrahim
Members:	Dr. Husam Younes, Dr. Ahmed Awaisu
Other Resources:	Office of Faculty and Instructional Development (OFID) and College of Education (CED) at Qatar University
Meetings:	Twice every semester and on ad hoc basis
Reports to:	Dean of the College

- New committee was established
 - PATLEC (Peer Assessment of Teaching and Learning Enhancement Committee)
 - Dean (Advisor), 3 members (Full Professor, Assoc. Professor, Assist. Professor)
- Development of new policy and guidelines
 - Benchmarked top notch universities: North America, Europe, Australia and NZ
 - Several forms were developed (adopt and adapt from other universities esp U of Alberta, Edmonton, Canada)
- Approval: Dean, circulated to Dean's Advisory Comm. & Faculty members
- Acceptance: PATLEC ensure high acceptability among faculty and staff



PATLEC...

- **Mandate**
 - The College of Pharmacy Peer Assessment of Teaching and Learning Enhancement Committee (CPH-PATLEC) will serve as a means for **enhancement to better development of teaching and learning** through the spirit of **collegiality, support, and mentorship**. The committee will benchmark other top universities in the world in this regard.
- **Aims**
 - CPH-PATLEC aims at creating within CPH, a **structured process for mentorship** and peer assessment of teaching to be used as a mechanism for **supporting faculty development, enhancing teaching and learning quality** and to provide one mechanism to satisfy College and University requirements for peer review of teaching for assessment.



WHY AND WHOM?

- PATLEC will assess faculty teaching for the following reasons:
 - **New college faculty/staff during the probation period**
 - PATLEC meets new faculty members during orientation week
 - Share college and university expectation
 - Provide the PATLE Policy and Guidelines
 - Share the PATLEC functions and assessment process
 - **Contract renewal**
 - All faculty and staff
 - **Annual performance appraisal**
 - All faculty and staff
 - **Academic promotion**



PATLEC TIMELINE FOR FACULTY TEACHING EVALUATION

- Assistant Professors, Lecturers & Teaching Assistants
 - Every year
- Associate Professors
 - Every 2 years
- Full Professors
 - Every 3 years



HOW DO WE OPERATE?

▪ Meetings

- Step 1 - Pre-Observation Meeting (at least 1 week prior to the assessment)
- Step 2 - Classroom Observation (but it can be beyond classroom)
- Step 3 - Post-Observation Meeting
- Step 4 - Post-Student Assessment Meeting (based on faculty and course evaluations)

▪ Observation

- Assessors: PATLEC, Professor/Assoc. Professor, external members (2-3 assessors per session)

▪ Feedback & Follow-up

- PATLEC prepare a summary and report
- Meet the faculty and plan for faculty development
- Meet the Dean and Section Chair and plan for faculty development
- Follow-up sessions e.g. on plan of action, 2nd assessment in the following semester

▪ Documentation

- Documents are shared with the faculty, Dean, Section Chair and kept by PATLEC





PEER ASSESSMENT OF TEACHING & LEARNING ENHANCEMENT COMMITTEE

STEPS FOR PEER ASSESSMENT OF TEACHING

1. Peer Assessment of Teaching and Learning Enhancement Committee (PATLEC) members plan and assign a date for an observation meeting with the



PEER ASSESSMENT OF TEACHING & LEARNING ENHANCEMENT

Pre-Observation

Faculty member: _____

Observer: ☐ Internal Observer ☐ External Observer

Date of observation: _____

Class: _____

Course: _____

Faculty: _____

Class of topic	Did students do what you said?	Did students do what you expected?	Further comments
1. Core material - objectives			
Teaching strategy (e.g., small group, lecture, case study, problem-based learning, etc.)			



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Lecture Observation

Faculty member: _____

Observer: ☐ Internal Observer ☐ External Observer

Date of observation: _____

Class: _____

Course: _____

Faculty: _____

Faculty	Observer	Comments
Faculty member	Observer	Comments
Faculty member	Observer	Comments
Faculty member	Observer	Comments



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POST-OBSERVATION QUESTIONS

Instructions: To be filled by faculty member after the observation session and to be discussed during the meeting with PATLEC members.

1. In general, how did you think the class went?

2. How did you feel about your teaching during the class/session?



PEER ASSESSMENT OF TEACHING & LEARNING ENHANCEMENT COMMITTEE

Faculty member/staff name: _____

Position: _____

Section: _____

SUMMARY OF EVALUATION OUTCOMES



PEER ASSESSMENT OF TEACHING & LEARNING ENHANCEMENT

Peer Review Action Plan

Faculty Member / Reviewer: _____

Type of review (lecture, tutorial etc.): _____

Date of review: ____/____/____

Reviewer: _____

Comments on feedback from reviewer(s): _____

Action(s) to be taken: _____



SO FAR.....

- PATLEC has 9 assessors
- PATLEC has assessed:
 - 11 faculty members
 - 3 lecturers
 - 1 TA
- This semester: PATLEC shall assess 8 members (new assessment: 3 faculty members & 2 TAs)



WHAT ARE THE AREAS OF FOCUS?

- Rapport, engagement with students
- Structure, pacing and variety of the lecture
- Use of supporting resources/visual aids
- General presentation skills



WHAT ARE THE AREAS OF FOCUS? (CONT.)

- Steps to monitor/check student learning
- Tag team teaching (usually in our case – NA)
- Generation of interest
- Management of the audience



SUGGESTIONS

- Check student attendance
- Quality of the slides – branding, fonts, spacing, formatting, etc.
- Use additional multimedia in the presentation, such as videos, props
- Test all audiovisual equipment e.g. video
- Use a clear, audible voice; use microphone for recording.
- Face the students most of the times.
- Avoid reading the slides or reading from the laptop
- Occasionally move from one spot to another; standing behind the podium?



SUGGESTIONS (CONT.)

- Repeat questions students pose to ensure that the entire class hears and understands them
- Request students to speak clearly and loud
- Encourage interactions; involve the students; ask question to specific student
- Go through the SLO and spend time
- Use diagram, picture, whiteboard – explanation
- Use cases, scenarios, examples, practical application
- Link to research; journal articles
- Summarize key points; recap the lecture; lessons learned



SUGGESTIONS (CONT.)

- Able to manage time: 50 mins vs 80 mins vs 110 mins; good pace
- Relate and link with previous lecture or basic knowledge
- If with MSc/PharmD students, need to go deeper; more critical; more challenging questions
- Content should well organize
- Should also target students at the back row
- Accent; clear and good command of English; good intonation; good communication skill
- Clear connectivity and transition



SUGGESTIONS (CONT.)

- Need to be more creative; get away from traditional style; be vibrant; make the lecture exciting
- Show evidence of excellent knowledge of the subject matter
- List of references
- Citations



FACULTY DEVELOPMENT

- **Self-improvement**
 - Clear message to faculty/staff – need continuous improvement as faculty/teacher
- **Training**
 - In-house e.g. CPH-FDS
 - OFID program or other programs outside QU
- **Role model**
 - PATLEC identifies excellent faculty and staff
- **Resources**
 - Sharing relevant scientific articles
 - Books and manual



American Journal of Pharmaceutical Education 2014; 78 (5) Article 99.

FACULTY DEVELOPMENT

Faculty Development Program Models to Advance Teaching and Learning Within Health Science Programs

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American Journal of Pharmaceutical Education 2004; 68 (4) Article 96.

VIEWPOINTS

The Scholarship of Teaching

Joseph T. DiPiro, PharmD

Editor, *The American Journal of Pharmaceutical Education*
College of Pharmacy, The University of Georgia

Most faculty members will recognize the title of this Viewpoint from the 1999 book by Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*.¹ Teaching has always been the primary mission of colleges and schools of pharmacy and scholarship is critical for pharmacy education to advance and address the pressing issues of today.

"Scholarship is defined as the creation, discovery, advancement, or transformation of knowledge. The

or evidence, and the work should undergo the scrutiny of peers through presentation and publication.

The scholarship of teaching must be recognized as a legitimate path to attain success in academia. As stated by Kennedy and associates, "the scholarship of teaching has not been an effective delivery of appropriate content for more in the development of creative and original means for delivery and assessment of outcomes." For many years, the Journal has been an outlet for scholarship of

**(active) learning
in higher education**

Editorial

Lynne P Baldwin

Brunel University, UK

Active Learning in Higher Education
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Like all organisations, whether in the private or public sector, universities are influenced by (and influence) what is happening in the wider country or cultural context in which we, academics, work and in which our students, our future graduates, will be working. However, when our undergraduates come into university, thinking, no doubt, not only of their studies over the next 3 or 4 years but

American Journal of Pharmaceutical Education 2014; 78 (5) Article 103.

FACULTY DEVELOPMENT

A Reflective Teaching Challenge to Motivate Educational Innovation

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Objective. To describe a teaching challenge intended to increase faculty use of evidence-based and student-centered instructional strategies in the demanding school of pharmacy context with technology-savvy students.

Design. A teaching challenge was created that required faculty members to incorporate a "new-to-you"

PATLEC FUTURE PLANS

- Increase number of PATLEC members
- Increase frequency of assessment
- Able to assess all faculty and staff in a specific cycle
- e-Forms and e-Reports
- Work more closely with the Section Chair and Dean for faculty development e.g. identifying specific training program e.g. under OFID for faculty/staff development – share with the particular faculty/staff during the annual appraisal period
- Assess new faculty/staff 2x in the Fall semester (if necessary); one early of the semester and the other by the end of the semester (if required)

TAKE-HOME MESSAGE

- Quality Faculty/Teacher ➤ Quality Teaching ➤ Quality Students ➤ Enhances Student Success
- Any suggestions?



THANK YOU !

