

# CPH PEER ASSESSMENT FOR TEACHING AND LEARNING ENHANCEMENT

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CPH-PATLEC, Qatar University;

7<sup>th</sup> OFID Day; 19<sup>th</sup> January, 2016



## PRESENTATION OUTLINES

- Background – QU Policy, CPH past activity
- Faculty Teaching Assessment – 2013 and beyond; Rationale for major revamp
- 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

- CPH is the seventh college at Qatar University
  - Approved as college in June 2008 (program approved in 2006; started in 2007)
  - 2 sections: (i) Clinical Pharmacy & Practice; (ii) Pharmaceutical Sciences
  - Faculty and Staff
    - Full Professor = 3
    - Associate Professor = 5
    - Assistant Professor = 15
    - Lecturer = 4
    - Teaching Assistant = 4
- Bachelor degree in Pharmacy & Graduate Programs - MSc Program & PharmD Program



## 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

- Many complaints and dissatisfaction
  - Faculty felt intimidating & humiliating
  - Faculty felt - “Purposely to find fault”
  - Lack of plan for faculty development
- 2013 and beyond
  - New management and leadership: Dean, Assoc Dean, Assist Dean
  - Justification for major revamp



## POLICIES & GUIDELINES

- 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

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 Ismail 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



# 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 members 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
      - Provide with a complete list of forms
  - Contract renewal
    - All faculty and staff
  - Annual appraisal
    - All faculty and staff
  - Academic Promotion



# 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, 2<sup>nd</sup> 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: \_\_\_\_\_

Class	Faculty member	Observer	Date of observation	Class	Course
1. Peer observation	2. Peer observation	3. Peer observation	4. Peer observation	5. Peer observation	6. Peer observation

Teaching strategies (e.g., small group, whole class, individual, problem-based, inquiry, etc.)



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### Lecture Observation

Faculty member: \_\_\_\_\_

Observer: ☐ Internal Observer ☐ External Observer

Date of observation: \_\_\_\_\_

Class: \_\_\_\_\_

Course: \_\_\_\_\_

Faculty member	Observer	Date of observation	Class	Course
1. Peer observation	2. Peer observation	3. Peer observation	4. Peer observation	5. Peer observation

Teaching strategies (e.g., small group, whole class, individual, problem-based, inquiry, etc.)

Use of teaching resources (e.g., textbooks, handouts, etc.)



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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: \_\_\_\_\_



# FACULTY DEVELOPMENT

- **Self-improvement**
  - Clear message to faculty/staff – need continuous improvement in our career as faculty/teacher
- **Training**
  - In-house e.g. CPH-FDS
  - OFID program
- **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

Jason W. Lancaster, PharmD, MEd,<sup>a</sup> Susan M. Stein, MS,<sup>b</sup> Linda Garrett MacLean, BPharm,<sup>c</sup> Jenny Van Amburgh, PharmD,<sup>d</sup> and Adam M. Persky, PhD<sup>e</sup>

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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 1990 book by Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professions*.<sup>1</sup> 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 lies not in effective delivery of appropriate content but more in the development of creative and original means for delivery and assessing of outcomes." For many years, the Journal has been an outlet for scholarship of

**(active) learning**  
in higher education

Active Learning in Higher Education  
2014, Vol. 15(3) 189-197  
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## Editorial

Lynne P Baldwin  
Brunel University, UK

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

Roger A. Edwards, ScD,<sup>a,b</sup> Jennifer Kirwin, PharmD,<sup>a</sup> Michael Gonyea, PharmD, MEd,<sup>a</sup> S. James Matthews, PharmD,<sup>c</sup> Jason Lancaster, PharmD, MEd,<sup>a</sup> and Margarita DiValle, PharmD, MEd<sup>d</sup>

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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 "how-to-you"



## WHAT'S NEXT?/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



- Quality Faculty/Teacher ➤ Quality Teaching ➤ Quality Students ➤ Enhance Student Success

- Any suggestions?



**THANK YOU !**

