



*A POLYTECHNIC INSTITUTION*

---

# **Performance Development System**

**for members of the  
BCIT Faculty and Staff Association**

---

May, 2006



© 2006 by

British Columbia Institute of Technology

Burnaby, British Columbia

All rights reserved. No part of this document may be  
reproduced in any form, without permission in writing  
from BCIT.



# Table of Contents

A. Introduction .....	1
B. Synopsis .....	1
C. System Description.....	2
➤ Introduction .....	2
➤ Applicability .....	2
➤ System Components.....	2
• Student Opinion of Instructional Quality .....	3
• Peer Review of Teaching .....	4
• Review of Department-Assigned Tasks & Other Non-Teaching Activities .....	4
• Performance Development Review Meeting .....	5
➤ New Post-Probationary Instructors .....	5
➤ Employee Rights.....	6
D. System Overview.....	7
• System Overview: Standard Four-Year Cycle .....	8
• System Overview: First Post-Probationary Year .....	9
➤ Appendix 1: Student Survey – Classroom/Lecture Instructor .....	13
• Item Breakdown by Cluster .....	17
➤ Appendix 2: Student Survey – Lab Instructor.....	19
• Item Breakdown by Cluster .....	23
➤ Appendix 3: Student Survey – Clinical Instructor.....	25
• Item Breakdown by Cluster .....	29
➤ Appendix 4: Peer Review of Teaching.....	31
➤ Appendix 5: Review of Department-Assigned Tasks.....	39
➤ Appendix 6: Performance Development Review Report.....	45
➤ Appendix 7: Statistics Summaries .....	51
• Report to the Instructor.....	53
• Report to the Manager.....	55
➤ Appendix 8: Proctor Instructions .....	57



## A. Introduction

This booklet presents the elements of BCIT's Performance Development System (PDS). The system is the result of a long collaboration among members of a joint labour-management working group. The system uses students and peers as sources of information on instructor performance in classroom, laboratory or clinical settings. In effect, the system seeks to provide answers to the instructor's question: "How am I doing?" Such feedback provides the insights that drive each instructor's pursuit of improved instructional performance. Thus, a continuum of improving performance emerges over an instructor's time at BCIT. The system also addresses the need for feedback on the performance of non-instructional duties. Note that the system is in no way intended as a course evaluation.

Although this booklet deals with the PDS as used by instructors in BCIT's day-school programs, the PDS is also used by part-time studies (PTS) instructors. They use the same survey forms but with differing frequencies. The PTS system has some modifications that are appropriate to part-time instruction. Faculty and Staff Association (FSA) members engaged in non-instructional duties also use the PDS. Most of their systems' survey instruments are tailored to reflect the duties performed in BCIT's diverse non-instructional settings.

While the overview documents contained within provide the essence of the system, there is much to be gained by a careful reading of the complete system description in Section C, below. Also provided are samples of the system's standard forms.

## B. Synopsis

1. The system is intended to guide an employee's development by providing feedback on overall performance. It does *not* deal with *course* evaluation.
2. The system operates on a four-year cycle that starts the year after the employee's "probation" year.
3. Student feedback is gathered each term using standardized surveys. Input from colleagues is based on classroom and other observations.
4. Instructors *may* ask colleagues for feedback on non-instructional activities: duties related to departmental affairs, industry-liaison, curriculum development etc.
5. Instructor and manager meet every four years to discuss system outputs and to agree on future developmental activities. A standard report form verifies the meeting's outcomes. All raw feedback data is retained by the instructor. A copy of the report is filed with human resources.

## C. System Description

### Introduction

BCIT's Performance Development System (PDS) provides instructors with a means of monitoring their instructional performance. The system is intended to operate in a context of continuing professional growth during an instructor's time at BCIT. In essence, the system uses systematically scheduled surveys that provide feedback from students and colleagues. On the basis of this information, an instructor is able to better identify areas where the development of instructional skills might best be pursued.

### Applicability

The Performance Development System is to be used by all post-probationary, regular Instructors in departments which do not have a previously approved assessment system. The previously approved systems are used in the following departments as of January, 2006: Chemistry, Communications, Mathematics, Physics, Financial Management, Operations Management and Computer Resources. These departments may choose to adopt the new PDS by decision of the department and formal notification to the FSA and the human resources Department. Note that the Performance Development System establishes minimum levels of usage for its various components. Instructors may opt for more frequent use at their discretion. The system operates on a four-year cycle and is modified for use by new instructors in their first post-probationary year.

### System Components

The Performance Development System has four components, each of which is described on the indicated page.

1. Student Opinion of Instructional Quality ..... p. 3
2. Peer Review of Teaching ..... p. 4
3. Review of Department-Assigned Tasks & Other Non-Teaching Activities ..... p. 4
4. Performance Development Review Meeting ..... p. 5



## **Student Opinion of Instructional Quality**

This component gathers student feedback on instructional quality using a standardized form. At their discretion, instructors may request additional comments from students on aspects of instruction which the form does not address. These additional comments provide an opportunity to determine student attitudes toward unique or specialized instructional techniques or activities, for example, computer simulations, group discussions, field trips, etc.

Procedure for use of the student survey is as follows: Each term an instructor selects a group of students to be surveyed.\* Ideally the survey will be done later in the term after students have had adequate time to develop informed opinions. The instructor leaves the room and a designated student proctor (usually the class representative) distributes the forms and reads formal instructions to the class. The proctor emphasizes that student anonymity will be maintained and that survey results will be withheld from the instructor until after the completion of Institutional Marks Meetings at the end of the term. When the surveys are complete the proctor places them into an envelope and dates, signs and seals it prior to leaving the classroom. The proctor's duties are completed with the delivery of the sealed envelopes to a specified site for processing.

The sealed envelopes are delivered to Institute Research and Planning (IRP) and after optical scanning, IRP produces summaries of the data. These include: mean and median responses to each survey item, mean and median responses to specified item clusters and histograms showing the response distribution for each cluster. The original survey forms, plus the summaries, are returned to the instructor as soon as possible after the completion of Marks Meetings at the end of the term. Written student comments are not processed and are intended only for use by the Instructor. At the same time, the relevant Associate Dean is provided with a copy of the statistical summary of the item clusters. Questions added to the survey by the instructor are not included in the statistical summaries.

Instructors are required to retain the originals of the survey forms for a minimum of 48 months. The purpose of this requirement is to allow the manager to request a review of these forms per Article 13.2.2.

---

\* Specialized student survey forms are available for use in classroom, laboratory or clinical settings.

## Peer Review of Teaching

In this component, instructors select at least one departmental peer for an in-class observation. If no departmental peer is available, a peer is to be drawn from some other BCIT teaching department. If additional peer review is desired, peers may be selected from an instructor's department, or from some other BCIT department. Industry contacts and the instructor's manager are also eligible to participate as reviewers at the instructor's request. The instructor and reviewers arrange a mutually agreeable schedule for the observations. Prior to the in-class observation, the Instructor provides the reviewer with a portfolio of the following materials:

- The course outline, as circulated to students.
- A copy of the final exam and other evaluation materials (if the final exam is not available at the time of the review, the previous final exam may be used).
- Where applicable, anonymous, representative examples of marked assignments demonstrating the range of performance levels of students in the class and a copy of the textbook, if requested by the observer.

The Peer Review of Teaching form focuses on in-class observations and the assessment of the Instructor's portfolio of course outlines and instructional materials. Assessments are made using ratings of "Satisfactory," "Satisfactory with Reservations" or "Unsatisfactory." The form provides space in which a reviewer may include explanatory marks in respect to a rating of "Satisfactory." Any rating other than "Satisfactory" must be accompanied by a brief statement that explains the reason for the rating. In the event that a peer review identifies areas as "Unsatisfactory" or "Satisfactory with Reservations," a follow-up observation is required. It should be scheduled to allow sufficient time for the instructor to consider the feedback and make appropriate adjustments to improve performance.

After completion of the Peer Review the completed forms are retained by the instructor for the Performance Development Review Meeting. The Peer Review of Teaching is scheduled at least once in each four year PDS cycle.

## Review of Department-Assigned Tasks & Other Non-Teaching Activities

This component of the Performance Development System is optional at the discretion of the instructor. It provides feedback from a group of reviewers familiar with the instructor's non-teaching work. A minimum of one departmental peer and up to four additional peers are selected by the instructor. Additional reviewers may be selected from the instructor's department, from other areas of the Institute, from among colleagues in clinical and other field settings, or from among peers familiar with the instructor's non-teaching activities. An instructor's manager may also be chosen as a reviewer.

To clearly identify the activities to be assessed, the instructor completes the "Assigned Tasks and Other Activities" section of this component's survey. The form is then distributed to reviewers who use it to guide their review. Reviewers return the completed forms to the instructor who retains them for use at the Performance Development Review Meeting.

## **Performance Development Review Meeting**

Once in each four-year cycle, an instructor and manager meet for a Performance Development Review. The meeting provides an opportunity to review feedback from previous terms and to discuss the instructor's performance development plans for the next four years.

Prior to the meeting, the instructor provides the manager with copies of the outputs from the various system components for the preceding four years. As well, the instructor may choose to complete the informational sections of the performance development review meeting form, to ensure that the manager is fully aware of the instructor's activities and accomplishments during the period under review. This information may include a summary of teaching assignments, special responsibilities for course development and review, curricular work, development of instructional programs, work associated with Institute governance, contributions to departmental and student life, work with industry groups, textbook and other technology-related writing, research, and any other achievements related to the instructor's work at BCIT.

At the performance development review meeting the instructor and manager complete the Review Report which outlines the instructor's development objectives for the following cycle. At the completion of the meeting, the manager initials the report, indicating agreement with the development plan and support for the stated development activities, such as applications for leave or funding. Support for a development plan may be subject to the decisions of Institute leave committees, departmental decisions concerning work load, assignment of duties and funding availability. The instructor may make comments in the appropriate space on the form.

Completion of the Review Report, signed by both the instructor and the manager, signifies the conclusion of the system's four year cycle.

A copy of the completed and signed Review Report is sent to human resources for retention in the instructor's personnel file. A copy may be retained in the manager's files. The original Review Report, together with all other output material, is returned to the instructor.

## **New Post-Probationary Instructors**

In the first year of regular employment, instructors are assessed according to a department's normal probationary system. To assist a new instructor's development, in the year following the probationary period, use of the PDS components is modified. During that year, students are surveyed in every course in every term. A peer review is done and a performance development review meeting is held with the manager. A review of non-teaching activities may be done at the instructor's discretion. Following the first post-probationary year, the new instructor shifts to the four-year cycle of the standard system.

## **Employee Rights**

All BCIT staff involved in the handling or processing of student survey forms and related documentation are under a positive duty to maintain student and instructor confidentiality. This is a paramount issue in the BCIT Performance Development System. Should any breach of confidentiality occur, use of any material involved is nullified unless specifically authorized by the Instructor.

BCIT and the Faculty and Staff Association agree that the data and outputs from any component of the Performance Development System may not be used in either discipline (Article 19) or non-regular performance appraisal (Article 13.4). BCIT and the FSA further agree that the original SOIQS questionnaires may be made available to the manager only in conjunction with a formally constituted performance appraisal when instituted by the manager as specified in Articles 13.2.2 and 13.3. A Memorandum of Agreement (#04FSA06) governs use of the PDS for part-time studies instructors.

Except for the manager's summaries and the Performance Development Review Report, all of the data and outputs of the PDS remain the confidential property of the instructor.

## D. System Overview

The following two pages present “snap-shot” overviews of the Performance Development System. For each component of the system, one can quickly identify its principal features: what is involved, timing and frequency of use, the process followed, the people involved and the basic outcome. Note that the first page presents the standard system that applies to most instructors. The second page reflects the system used by instructors in their first, post-probationary year. The key difference between the two is the increased frequency of use in the first post-probationary year, when it is hoped more feedback can help to reduce the steepness of the new instructor’s “learning curve.”

## System Overview: Standard Four-Year Cycle

	<b>Student Opinion of Instructional Quality</b>	<b>Peer Review of Teaching</b>	<b>Review of Non-Instructional Activities</b>	<b>Instructor/ Manager Meeting</b>
<b>CONTENT</b>	Standard form with opportunity for instructor to add questions.	Standard form with opportunity for instructor being reviewed to add questions.	Standard form relating to department activities other than instruction.	Standard form that summarizes component outputs. Additional relevant data included at instructor's discretion.
<b>FREQUENCY</b>	At least one student group each term; two different groups annually; more groups at instructor's discretion.	At least once during each four year cycle.	Optional at instructor's discretion.	Once in each four year cycle.
<b>PROCESS</b>	A proctor (typically the set rep) distributes the survey forms. Students complete forms. Proctor collects completed forms and delivers them for scanning.	Colleague(s) observes a classroom session.	Selected colleague(s) complete the form and return it to the instructor.	Instructor assembles and submits relevant system outputs to manager. At meeting, instructor and manager discuss, finalize and sign the report.
<b>THOSE INVOLVED</b>	Students in each selected course.	Colleague(s) selected by instructor.	At least one department colleague and up to four additional departmental or non-departmental respondents selected by instructor.	Instructor and Manager.
<b>OUTPUT</b>	Raw data, mean, and median for items and clusters, with cluster histograms.	One report for each in-class visit is submitted to instructor being reviewed.	Completed reports from each respondent are submitted to instructor being reviewed.	Review Report goes to Personnel File in HR; instructor retains all feedback documentation and original report. Manager may retain a copy of the report.

## System Overview: First Post-Probationary Year

	<b>Student Opinion of Instructional Quality</b>	<b>Peer Review of Teaching</b>	<b>Review of Non-Instructional Activities</b>	<b>Instructor/Manager Meeting</b>
<b>CONTENT</b>	Standard form with opportunity for instructor to add questions.	Standard form with opportunity for instructor to add questions.	Standard form relating to department activities other than instruction.	Standard form that summarizes component outputs. Additional relevant data included at instructor's discretion.
<b>FREQUENCY</b>	Every course, every term of the first post-probationary year.	At least once during the first post-probationary year.	Optional at instructor's discretion.	Once in the first post-probationary year.
<b>PROCESS</b>	A proctor (typically the set rep) distributes the survey forms. Students complete forms. Proctor collects completed forms and delivers them for scanning.	Colleague(s) observes a classroom session.	Colleague(s) completes the form and returns it to the instructor.	Instructor assembles and submits relevant system outputs to manager. At meeting, instructor and manager discuss, finalize and sign the report.
<b>THOSE INVOLVED</b>	Students in each selected course.	Colleague(s) observes a classroom session.	Colleague(s) selected by instructor.	Instructor and Manager.
<b>OUTPUT</b>	Raw data, mean, and median for items and clusters, with cluster histograms.	One report for each in-class visit is submitted to instructor being reviewed.	Completed reports from each respondent are submitted to instructor being reviewed.	Review Report goes to Personnel File in HR; instructor retains all feedback documentation and original report. Manager may retain a copy of the report.

*\* This overview presents the one year cycle that applies to instructors in their first post-probationary year.*





## Appendices: Standard Forms

This section presents the standard forms used by students and peers to provide feedback on instructor performance. There are three student forms tailored to different instructional settings. One is for use in the typical classroom or lecture. Another is designed for use by students involved in laboratory activity. The third form is for use in clinical settings. Each form is accompanied by a list that presents survey items clustered according to the instructional behaviour they address in the survey.

This section also provides an example of the student response summaries that facilitate analysis of student feedback. The *Report to the Instructor* is a fully detailed report while the *Report to the Manager* contains cluster averages and histograms.

The forms and reports are presented in the following order:

➤ Appendix 1	Student Survey: Classroom/Lecture Instructor .....	13
	• Item breakdown by cluster .....	17
➤ Appendix 2	Student Survey: Lab Instructor .....	19
	• Item breakdown by cluster .....	23
➤ Appendix 3	Student Survey: Clinical Instructor.....	25
	• Item breakdown by cluster .....	29
➤ Appendix 4	Peer Review of Teaching.....	31
➤ Appendix 5	Review of Department-Assigned Tasks.....	39
➤ Appendix 6	Performance Development Review Report.....	45
➤ Appendix 7	Statistics Summaries .....	51
	• Report to the Instructor .....	53
	• Report to the Manager .....	55
➤ Appendix 8	Proctor Instructions .....	57



## **Appendix 1: Student Survey – Classroom/Lecture Instructor**



INSTRUCTOR NAME:

COURSE NUMBER:

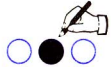
**SET:**

DATE:

BCIT is committed to providing high quality instruction. You can help by providing thoughtful and honest responses to each of the statements below. The information you provide will be used by instructors to improve instruction. This form is to be returned to the proctor. The instructor will not have access to this data until after marks committee meetings have been completed. Thank you for taking the time to provide your feedback.

## SECTION ONE:

Please fill in circle completely; using dark pencil and pressing firmly.



**Correct**



**Incorrect**

	No Opinion	Strongly Disagree	Disagree	Agree	Strongly Agree
Applications of the course content.	4	3	2	1	N-O
Appropriate.					
Student questions and comments.					
Line or explained why changes were necessary.					
Thought.					
Material in a well-organized manner.					
Views and suggestions.					
Opportunities to evaluate learning.					
Effective.					
Of class time (office hours, e-mail, etc.).					
Presenting course material.					
(video tapes, computers, etc.) effectively.					
Course requirements.					
Course material.					
Assistance.					
Course material.					
Were clear and easy to read.					
and returned in a reasonable time.					



## Student Opinion of Instructional Quality Survey

### SECTION TWO: These comments are intended for your instructor.

What did you like best about the instructor's teaching?

---

---

---

---

---

---

---

---

---

---

What suggestions do you have to help improve the instructor's effectiveness?

---

---

---

---

---

---

---

---

---

---

Additional questions as supplied by the instructor:

---

---

---

---

---

---

---

---

---

---

## Student Survey – Classroom/Lecture Instructor

### Item Breakdown by Cluster

Cluster	Item #
Communication Skills	2 6 24
Instructional Organization	4 7 10 14 19
Evaluation and Assessment	5 9 11
Timeliness	21 26 28
Interpersonal Skills	3 8 16
Instructional Skills	1 12 13 15 17 18 20 22 23 25 27





## **Appendix 2: Student Survey – Lab Instructor**



## Student Opinion of Instructional Quality Survey

**LAB INSTRUCTOR**

INSTRUCTOR NAME:

COURSE NUMBER:

SET:

**LAB:**

DATE:

*BCIT is committed to providing high quality instruction. You can help by providing thoughtful and honest responses to each of the statements below. The information you provide will be used by instructors to improve instruction. This form is to be returned to the proctor. The instructor will not have access to this data until after marks committee meetings have been completed. Thank you for taking the time to provide your feedback.*

## SECTION ONE:

**Please fill in circle completely: using dark pencil and pressing firmly.**



Correct



Incorrect

	4	3	2	1	N-O
are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y to student questions and comments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ment of problem-solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
arly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ate level of supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ent views and suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ss.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vant safety procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vere effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
de of class time (office hours, e-mail, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ctions for lab activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
en presenting course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oment operation was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
edia (video tapes, computers, etc.) effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
edback on my progress in the lab.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ortant course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ed in a reasonable time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g equipment-related problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ropriate uses of laboratory equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eeded assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reas in which I needed to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



002036



# Student Opinion of Instructional Quality Survey

## LAB INSTRUCTOR

**SECTION TWO:** These comments are intended for your lab instructor.

What did you like best about the lab instructor's teaching?

---

---

---

---

---

---

---

---

---

---

What suggestions do you have to help improve the lab instructor's effectiveness?

---

---

---

---

---

---

---

---

---

---

Additional questions as supplied by the lab instructor:

---

---

---

---

---

---

---

---

---

---

## Student Survey – Lab Instructor

### Item Breakdown by Cluster

Category	Item #
Communication Skills	2 6 24
Instructional Organization	7 10 11 14
Evaluation and Assessment	5 19 22 29
Timeliness	21 26
Interpersonal Skills	3 8 9 16
Instructional Skills	1 4 12 13 15 17 18 20 23 25 27 28



## **Appendix 3: Student Survey – Clinical Instructor**









## Student Opinion of Instructional Quality Survey

### CLINICAL INSTRUCTOR

**SECTION TWO:** These comments are intended for your clinical instructor.

What did you like best about the clinical instructor's teaching?

---

---

---

---

---

---

---

---

---

---

What suggestions do you have to help improve the clinical instructor's effectiveness?

---

---

---

---

---

---

---

---

---

---

Additional questions as supplied by the clinical instructor:

---

---

---

---

---

---

---

---

---

---

## Student Survey – Clinical Instructor

### Item Breakdown by Cluster

Category	Item #
Communication Skills	3 7 17
Instructional Organization	6 10 14 24
Evaluation and Assessment	5 9 11 15 23 28
Timeliness	2 20 26
Interpersonal Skills	8 16 19 21 25
Instructional Skills	14 12 13 18 22 27



## **Appendix 4: Peer Review of Teaching**





## Peer Review of Teaching

Instructor: \_\_\_\_\_

Peer Name: \_\_\_\_\_

### Peer's Relationship to Instructor:

☐ Institute Peer

☐ External Peer

Department/Position \_\_\_\_\_

Position \_\_\_\_\_

### Instructional Setting of Observation:

☐ Lecture

☐ Laboratory

☐ Discussion/Tutorial/Seminar

☐ Field Trip

☐ Clinical Setting

☐ Other (describe) \_\_\_\_\_

Portfolio attached (see page 5) ☐ Yes ☐ No

Course Name & Number: \_\_\_\_\_

Set: \_\_\_\_\_ Date/Time of Observation: \_\_\_\_\_

### Directions:

Thank you for agreeing to carry out this Peer Review of Teaching. The results of this review will be used to identify areas where skills and expertise may be developed.

The review focuses on the instructor's course-related knowledge and instructional skills. Each item is to be assessed according to the following scale:

S	SR	U	
Satisfactory	Satisfactory with Reservations	Unsatisfactory	No Opinion

**No Opinion** is the appropriate response where you have insufficient data or you are otherwise unable to assess the item. Items indicated by an asterisk are to be left blank if you are not qualified to make an assessment. Please note that reviewer comments are welcome when particularly effective or otherwise noteworthy performance is observed.

**Satisfactory with Reservations** or **Unsatisfactory** are appropriate responses where you cannot rate the instructor as **satisfactory** on the item. When choosing either of these options, you must clearly explain why a rating of **satisfactory** could not be given. If no explanation is provided the response will be scored as **No Opinion**.

## Content Currency

\*1. The instructor demonstrated currency in the topics considered. ☐S ☐SR ☐U ☐No Opinion

\*2. The instructor referred to up-to-date processes, systems and/or equipment. ☐S ☐SR ☐U ☐No Opinion

\*3. Instructional resources (e.g. textbooks) were current. ☐S ☐SR ☐U ☐No Opinion

## Depth and Breadth of Knowledge

\*4. The instructor demonstrated an adequate depth of knowledge. ☐S ☐SR ☐U ☐No Opinion

5. The instructor demonstrated an adequate breadth of knowledge. ☐S ☐SR ☐U ☐No Opinion

*\* Asterisked items are to be left blank if the reviewer is unqualified to judge.*



## Instructional Skills

6. The instructor appeared at ease in the instructional setting. ☐S ☐SR ☐U ☐No Opinion

7. The instructor's presentation of the course material was clear. ☐S ☐SR ☐U ☐No Opinion

8. The instructor presented material in a logically developed sequence. ☐S ☐SR ☐U ☐No Opinion

9. The instructor clearly established definitions and core concepts. ☐S ☐SR ☐U ☐No Opinion

10. The instructor's use of voice was effective. ☐S ☐SR ☐U ☐No Opinion

**... Instructional Skills, cont'd**

11. The instructor used instructional media effectively.

☐S ☐SR ☐U ☐No Opinion

12. The instructor's pace of delivery seemed matched to student comprehension levels.

☐S ☐SR ☐U ☐No Opinion

**Student Interactions**

13. The instructor had good student rapport.

☐S ☐SR ☐U ☐No Opinion

14. The instructor provided opportunities for student questions.

☐S ☐SR ☐U ☐No Opinion

15. The instructor responded effectively to student questions.

☐S ☐SR ☐U ☐No Opinion

## Instructional Materials

The following items are based on a review of the Instructor's portfolio of course outlines and instructional materials (e.g. textbooks, handouts, assignments, etc.)

\*16. The content of instructional materials was current. ☐S ☐SR ☐U ☐No Opinion

17. The content of instructional materials was clearly presented. ☐S ☐SR ☐U ☐No Opinion

18. Overall, instructional materials had a professional appearance. ☐S ☐SR ☐U ☐No Opinion

19. The course content section of the course outline contained a useful amount of detail. ☐S ☐SR ☐U ☐No Opinion

20. Instructional materials were at an appropriate level. ☐S ☐SR ☐U ☐No Opinion

*\* Asterisked items are to be left blank if the reviewer is unqualified to judge.*

**... Instructional Materials, cont'd**

\*21. The assessment/evaluation materials for this course (tests, quizzes, essays, projects, etc.) were fair.

☐S ☐SR ☐U ☐No Opinion

22. Marked assignments or the answer key provided useful feedback.

☐S ☐SR ☐U ☐No Opinion

Additional items as provided by the Instructor.

[illegible]

\* Asterisked items are to be left blank if the reviewer is unqualified to judge.

## **Appendix 5: Review of Department-Assigned Tasks**





## Review of Department-Assigned Tasks and Other Non-Teaching Activities

Instructor : \_\_\_\_\_ Date: \_\_\_\_\_  
Department: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

### Reviewer's Status:

☐ Institute Peer ☐ External Peer  
Reviewer's Department \_\_\_\_\_ Reviewer's position \_\_\_\_\_

### Department-Assigned Tasks (to be completed by the Instructor ):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Directions:

Thank you for agreeing to carry out this review of department-assigned tasks. The results of this review will form part of an overall assessment of the instructor and will be used to identify any areas where skills and expertise might be further developed.

Each item is to be assessed according to the following scale:

S	SR	U	
Satisfactory	Satisfactory with Reservations	Unsatisfactory	No Opinion

**No Opinion** is the appropriate response where you have insufficient data or you are otherwise unable to assess the item. Please note that reviewer comments are welcome when particularly effective or otherwise noteworthy performance is observed.

**Satisfactory with Reservations** or **Unsatisfactory** are appropriate responses where you cannot rate the Instructor as **satisfactory** on the item. When choosing either of these options, you must clearly explain why a rating of **Satisfactory** could not be given. If no explanation is provided the response will be scored as **No Opinion**.

## Review of Department-Assigned Tasks

1. The instructor carries out department-assigned duties in a timely manner. ☐S ☐SR ☐U ☐No Opinion
  
2. The instructor carries out department-assigned duties in an effective manner. ☐S ☐SR ☐U ☐No Opinion
  
3. The instructor communicates effectively with departmental colleagues. ☐S ☐SR ☐U ☐No Opinion
  
4. The instructor works constructively in collaboration with others. ☐S ☐SR ☐U ☐No Opinion
  
5. The instructor is effective when working independently. ☐S ☐SR ☐U ☐No Opinion
  
6. The instructor regularly participates in department meetings. ☐S ☐SR ☐U ☐No Opinion



7. The instructor makes positive contributions to the department's decision making. ☐S ☐SR ☐U ☐No Opinion

8. The instructor demonstrates respect for individuals ☐S ☐SR ☐U ☐No Opinion

9. The instructor takes opportunities to improve departmental services and instructional activities. ☐S ☐SR ☐U ☐No Opinion



## **Appendix 6: Performance Development Review Report**





## Performance Development Review Report

Instructor/Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

Department: \_\_\_\_\_

### Directions:

*In the boxes on the left, please check which of the following materials are included with this report. On the right, please indicate how many documents of each type are attached.*

	Number Attached
<input type="checkbox"/> Student Opinion Summaries	_____
<input type="checkbox"/> Peer Review of Teaching	_____
<input type="checkbox"/> Review of Department-Assigned Tasks	_____
<input type="checkbox"/> Other optional documents (please list).	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Performance Development Activities

**Directions:** *List performance development activities completed since your last review.*

Activity	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Community Service Activities (optional)**

**Directions:** Describe briefly any work-related committees you served on, activities undertaken, etc., within or outside BCIT since your last review.

**Significant Accomplishments (optional)**

**Directions:** Describe briefly any work-related items of achievement that you feel will help your manager get a fuller picture of you during this review period..

**Instructor/Tutor Comments**

Instructor's Signature: \_\_\_\_\_

**Professional Development Plan # \_\_\_\_\_**

(You may include multiple plans by copying this table for each additional objective).

**Objective:**

Briefly describe your goals.

**Implementation Plan:**

Briefly describe what is needed to accomplish your objective.

**Proposed Timeline**

**Manager's Initials** \_\_\_\_\_

**Instructor's Initials** \_\_\_\_\_

(Initials indicate Manager will support the implementation plan including applications for leave and/or funding).





## **Appendix 7: Statistics Summaries**

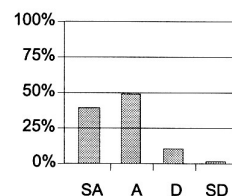


Instructor: Sample, Joe  
 Course: NURS 1020  
 Set: A  
 Surveys: 47

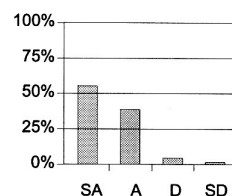
## Student Survey Summary Report to the Instructor

Term: 200510  
 Survey Date: Sep-15-05  
 Report Date: Oct-19-05 8:34  
 School: Health

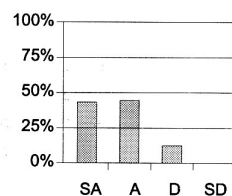
Value:	Strongly Agree		Strongly Disagree		N-O	n	Mean value	Median value
	4	3	2	1				
# <b>Communication Skills</b>								
2 Pace of delivery appropriate	12%	59%	27%	2%		41	2.8	3.0
6 Expressed ideas clearly	38%	57%	5%			42	3.3	3.0
24 Voice used effectively	67%	31%		2%		42	3.6	4.0
<b>Cluster average</b>	<b>39%</b>	<b>49%</b>	<b>10%</b>	<b>2%</b>		<b>125</b>	<b>3.3</b>	<b>3.0</b>



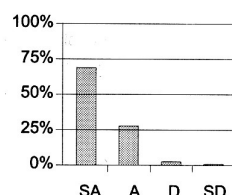
# <b>Instructional Organization</b>								
4 Followed course outline	54%	44%	2%		2%	42	3.5	4.0
7 Presentation well organized	43%	52%	5%			42	3.4	3.0
10 Prepared for class	67%	33%				42	3.7	4.0
17 Required textbook useful	51%	24%	17%	7%		41	3.2	4.0
19 Course requirement clear	54%	41%	2%	2%	2%	42	3.5	4.0
25 Handouts useful	64%	36%				42	3.6	4.0
<b>Cluster average</b>	<b>55%</b>	<b>39%</b>	<b>4%</b>	<b>2%</b>	<b>1%</b>	<b>251</b>	<b>3.5</b>	<b>4.0</b>



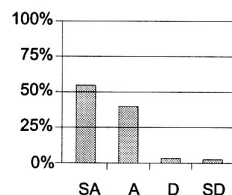
# <b>Evaluation &amp; Assessment</b>								
5 Exams tested material taught	33%	67%			92%	38	3.3	3.0
9 Opportunities to evaluate learning	36%	49%	15%		7%	42	3.2	3.0
11 Assignments & exams fair	80%	20%			87%	38	3.8	4.0
15 Assignments helped me learn	47%	41%	12%		19%	42	3.4	3.0
<b>Cluster average</b>	<b>43%</b>	<b>44%</b>	<b>12%</b>		<b>49%</b>	<b>160</b>	<b>3.3</b>	<b>3.0</b>



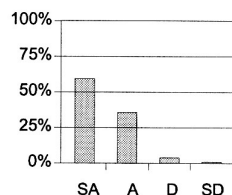
# <b>Timeliness</b>								
14 Available outside of class time	65%	35%			59%	41	3.6	4.0
21 Used class time effectively	59%	32%	7%	2%	2%	42	3.5	4.0
26 Began classes on time	81%	19%				42	3.8	4.0
28 Tests & assignments assessed in time	69%	31%			59%	39	3.7	4.0
<b>Cluster average</b>	<b>69%</b>	<b>28%</b>	<b>3%</b>	<b>1%</b>	<b>29%</b>	<b>164</b>	<b>3.6</b>	<b>4.0</b>



# <b>Interpersonal Skills</b>								
3 Responded to questions & comments	54%	41%	3%	3%	3%	40	3.5	4.0
8 Receptive to student views	48%	48%	3%	3%	5%	42	3.4	3.0
16 Enthusiastic when presenting material	62%	31%	5%	2%		42	3.5	4.0
<b>Cluster average</b>	<b>55%</b>	<b>40%</b>	<b>3%</b>	<b>2%</b>	<b>2%</b>	<b>124</b>	<b>3.5</b>	<b>4.0</b>



# <b>Instructional Skills</b>								
1 Explained course contents applications	55%	45%				42	3.5	4.0
12 Handwriting was clear	68%	32%			50%	38	3.7	4.0
13 Teaching methods effective	44%	51%	2%	2%		41	3.4	3.0
18 Used instructional media effectively	76%	21%	2%			42	3.7	4.0
20 Emphasized important material	54%	37%	10%		2%	42	3.4	4.0
22 Was helpful when I needed assistance	60%	31%	6%	3%	15%	41	3.5	4.0
23 Invited questions	53%	43%	3%	3%	5%	42	3.5	4.0
27 Visual aids were clear	70%	23%	8%			40	3.6	4.0
<b>Cluster average</b>	<b>59%</b>	<b>36%</b>	<b>4%</b>	<b>1%</b>	<b>9%</b>	<b>328</b>	<b>3.5</b>	<b>4.0</b>

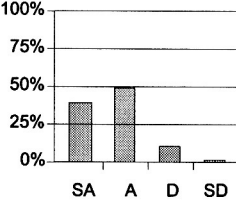
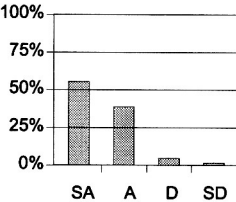
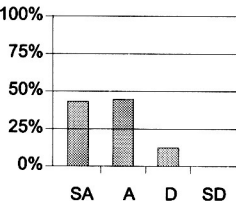
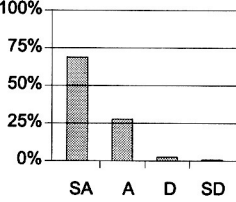
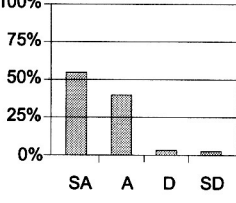
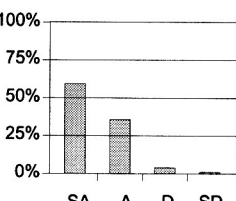




Instructor: Sample, Joe  
 Course: NURS 1020  
 Set: A  
 Surveys: 47

## Student Survey Summary Report to the Manager

Term: 200510  
 Survey Date: Sep-15-05  
 Report Date: Oct-19-05 8:35  
 School: Health

	Strongly Agree	Agree	Disagree	Strongly Disagree	N-O	n	Mean value	Median value	
<b>Communication Skills</b>	Value: 4	3	2	1					
<b>Cluster average</b>	39%	49%	10%	2%		125	3.3	3.0	
<b>Instructional Organization</b>									
<b>Cluster average</b>	55%	39%	4%	2%	1%	251	3.5	4.0	
<b>Evaluation &amp; Assessment</b>									
<b>Cluster average</b>	43%	44%	12%		49%	160	3.3	3.0	
<b>Timeliness</b>									
<b>Cluster average</b>	69%	28%	3%	1%	29%	164	3.6	4.0	
<b>Interpersonal Skills</b>									
<b>Cluster average</b>	55%	40%	3%	2%	2%	124	3.5	4.0	
<b>Instructional Skills</b>									
<b>Cluster average</b>	59%	36%	4%	1%	9%	328	3.5	4.0	



## **Appendix 8: Proctor's Instructions to Students**





## Proctor's Instructions to Students

**Proctor:** After the instructor has left the room, please read the following to the students:

- You should only need 10-15 minutes to complete the survey.
- Be certain to provide course number, instructor's name and the date. (Proctor: be sure you know these in case you're asked).
- DO NOT put your name on the form.
- Read the survey instructions carefully before you start.
- Do not discuss the survey among yourselves. The feedback you provide must be yours alone.
- The survey must be completed here in class today.
- If you want to provide written comments in section two, please write legibly so your comments are understandable. Note that your comments will only be seen by the instructor.
- The instructor will not have access to these surveys until *after* Marks Committee meetings have been completed.

*Thank you for your cooperation.*

