KNUST POLICY 0004

Kwame Nkrumah University of Science and Technology, Kumasi

Peer and Professional Evaluation of Teaching POLICY

PEER AND PROFESSIONAL EVALUATION OF TEACHING POLICY

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI-GHANA
QUALITY ASSURANCE AND PLANNING UNIT

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Forward

The Kwame Nkrumah University of Science and Technology, Kumasi has a mission to advance knowledge in science and technology through creating an environment for undertaking relevant research, quality teaching, entrepreneurship training and community engagement to improve the quality of life. In order to achieve this mission, there is the need to have Peer and Professional Evaluation of Teaching Policy.

The rationale of this policy is to ensure that best practices are shared among peers in teaching and learning settings such as classrooms, studios, laboratories, clinics, field work, etc.

The University is grateful to all those who ensured the initiation, development and approval of this Policy.

PROFESSOR K. OBIRI-DANSO
VICE-CHANCELLOR

Acknowledgement

As part of the strategic planning mandate of the Quality Assurance and Planning Unit (QAPU), university policies are initiated and proposed for approval by the Academic Board. The Unit initiated Peer and Professional Evaluation of Teaching Policy which was approved by the Academic Board.

The QAPU is grateful to Prof. Eric Woode (Former Head of QAPU) and Paul Kwadwo Addo (SAR, QAPU) for the draft of this Policy and the Forms; and Prof. Aboagye Menye's committee that reviewed it. We are equally indebted to the staff of QAPU who facilitated the entire process.

Lastly, we wish to appreciate the contribution of all staff of this University who contributed in several ways in the development and approval of this Policy.

PROF. CHRISTIAN AGYARE
HEAD, QAPU
AUGUST, 2018

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Policy Rationale

Quality of teaching and learning processes play a key role in the achievement of the University's vision and mission. Consequently, the KNUST Strategic Plan (2016-2025) has initiated a strategic intervention to promote student-centered teaching techniques and problem-based learning as part of measures aimed at deploying inspirational teaching and learning methods that are informed by research. This is amply articulated in the Teaching and Learning Policy of KNUST. However, contemporary trends point to putting in place processes that seek to evaluate teaching beyond data obtained from student questionnaire and evaluation Peer evaluation or review of teaching has been used for decades elsewhere for assessing and improving the quality of teaching in higher education. The rationale of this policy is to ensure that best practices are shared among peers in teaching and learning settings such as classrooms, studios, laboratories, clinics, field work, etc.

Thus the KNUST as a service provider, has a professional obligation to explore means of enhancing its teaching to improve student learning experiences. This document is intended to be the basis for promoting and evaluating a transformational student–centered and problem-based teaching and learning as envisaged in the KNUST Strategic Plan (2016-2025).

Policy Background

The peer review of teaching movement builds on the metaphor of peer review of research. Thus teaching is considered as another form of scholarship requiring substantive intellectual reasoning and experience. For the last two decades, a lot of attention has been placed on the peer review of university teaching and learning. However, institutions in Africa have assessed quality of teaching using heads of department (HoDs) and students' evaluation of teaching. The assessment by HoDs in KNUST has largely been subjective and not very effective. There is also mistrust among faculty in relation to the use of student evaluation for management decisions. Furthermore, there is the need to fulfil a requirement by the National Accreditation Board (NAB) for all tertiary

institutions to have a policy on peer and professional evaluation of teaching, using the concept of peer review of research, which is mostly accepted by all faculty. These have necessitated the formulation of this policy.

Guiding Principles

In line with the core values of KNUST relative to excellence, diversity, equal rights, integrity and stewardship, the following principles shall guide the development and use of the outcome of the peer evaluation:

- Fairness;
- Mutual Respect;
- Moral Integrity; and
- Confidentiality.

Use of Evaluation Outcome by the University

In addition to students' evaluation of courses, the peer evaluation of teaching at each academic department will:

- Assist KNUST to formally put measures in place to ensure that quality in teaching is achieved. Thus, the peer evaluation would assist academic staff to improve upon their teaching;
- Assist each department to identify areas where each staff needs training. This would help the department/staff concerned and the Quality Assurance and Planning Unit (QAPU) to build capacity;
- Assist to identify areas that need improvement with respect to the teaching and learning environment. It would also assist to identify equipment, tools and materials that are needed to improve upon teaching and learning;
- Serve as a component of staff promotion; and

- Serve as a component in confirmation of staff appointment, renewal of contract appointment or completion of period of probation.

Development and Design of Peer Evaluation Instrument

QAPU will develop the Peer Evaluation of Teaching Instrument alongside Students' Evaluation of Teaching to ensure harmony and fitness for the purpose. Experts in that field would examine the validity and reliability of the instrument.

Implementation of the Peer Evaluation of Teaching Policy

1. Formative Purposes

Formative reviews are intended to improve teaching. They are for the personal use of the observed instructor. Regular interaction about teaching should be a culture of all faculties. In every department of the colleges, faculty may pair themselves for the purpose of peer review of teaching and inform the HoD. The pairing could also be done according to first and second internal examiners of courses. It is recommended that a junior faculty pair with a senior colleague of their choice. The evaluation should be done before the mid-semester examinations and the same process repeated before the end of semester examinations. The essence is to determine if there is any change in the evaluation after the first one. Copies of the completed Peer Evaluation of Teaching Forms shall be kept in the department and the HoD shall submit a report on the evaluations to QAPU through the Head of the Quality Assurance sub-committee for the colleges. The report must indicate areas that need improvement to assist QAPU plan appropriate capacity training in collaboration with the College Quality Assurance Sub-committees.

2. **Summative Purposes**

Summative reviews are intended for contract renewals, promotions and other management decisions. Teaching is one of the main functions of all academic staff. They should therefore be evaluated on it before promotion. It is recommended that the **Peer Evaluation of Teaching Policy** be adopted and used as a criterion for evaluating teaching. The HoD shall **empanel** three (3) senior colleagues, one within the concerned department who preferably should have taught the course(s) that the lecturer being evaluated is currently teaching, one within the College but outside the department and one outside the College. The panel will assess the applicants and the results attached to the application for promotion documents. The results should also serve as criteria for assessing applicants for KNUST Teaching Excellence Awards and other related awards.

3. **Mentorship Programme**

The KNUST must formally institute a mentorship programme for teaching. New faculty must be mentored and this includes sitting in an experienced faculty member's class and learning from him or her and vice versa. This would ensure that the new faculty receives mentoring from experienced staff. In this regard, KNUST must institute a mentorship programme for teaching and develop a policy to guide it.

Confidentiality of the Peer Evaluation Exercise

The outcome of the peer evaluation exercise shall be confidential. There shall be no disclosure of an individual's evaluation report to a third party. The HoD shall not be considered as a third party in this circumstance.

Category of Academic Staff

For the purpose of this policy, evaluation of teaching shall be conducted for all categories of academic (teaching) staff of the University, including;

1. Full-Time lecturers;
2. Part-Time lecturers;
3. Adjunct lecturers;
4. Visiting lecturers (where necessary);
5. Post-Retirement Contract/Part-time lecturers and
6. Facilitators of IDL programmes.

Implementation Mechanisms

The Human Resource Development Division and QAPU, in collaboration with the colleges, will sensitise all academic and administrative members of staff about this policy and its importance for individual staff development as well as that of the University. Workshops will be organised on this policy for all staff.

Monitoring, Evaluation and Review of the Policy

The implementation of this policy will be evaluated bi-annually against performance measures that will include:

- Staff satisfaction;
- Students' Satisfaction; and
- Productivity.

The policy shall be reviewed as and when necessary in line with other policies of KNUST.

Alignment with Other Policies

This policy will be implemented alongside all other policies of KNUST that relate to staff appraisal and promotion, including the Teaching and Learning policy. Its implementation will be in consonance with the National Accreditation Board policy on peer evaluation of teaching for tertiary institutions in Ghana.

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
QUALITY ASSURANCE AND PLANNING UNIT
PEER/PROFESSIONAL EVALUATION TEACHING FORM

Name of Lecturer……

Dept……

College……

Year……Semester……

Course Title……

Course Code……

Date……Time/Duration……

Topic of Lecture……

	SCORES				
PLANNING AND PREPARATION	1	2	3	4	5
1. There is a well prepared course outline.					
2. The outline has stated objectives to be achieved.					
3. The outline states references to help students in their studies.					
4. The outline has appropriate projects/assignments.					
5. The lesson corresponds to the outline.					
6. The lesson starts on time.					

	SCORES				
LESSON DELIVERY/ Introduction	1	2	3	4	5
1. Lesson starts with a review of the previous lesson.					
2. There is a good introduction of the current lesson.					
3. Students' interest is aroused from the beginning of the lesson.					
4. Students' involvement and participation is high.					
5. Lesson is delivered in clear language.					

	SCORES				
LESSON DELIVERY/Main Lesson	**1**	**2**	**3**	**4**	**5**
6. Gives procedure and instructional directions clearly.					
7. Uses a range of strategies for the lesson.					
8. Relates lesson to prior knowledge, life experiences and contemporary issues.					
9. Infuses research conducted or read into the lesson.					
10. Presents lesson in a systematic manner.					
11. Uses effective questioning techniques akin to the level of students.					
12. Engages students in critical thinking and problem solving.					

	SCORES				
LESSON DELIVERY/Closing	**1**	**2**	**3**	**4**	**5**
13. Students are made to question the lesson.					
14. Uses techniques that modify and/or extend student learning.					
15. Summary consists of key points of the lesson.					
16. Students are introduced to the next lesson to build their anticipation.					
17. There is reference to other sources of information for further studies.					
18. Students are given appropriate projects/ assignments for the lesson.					

	SCORES				
CLASSROOM MANAGEMENT	**1**	**2**	**3**	**4**	**5**
19. Manages classroom routines effectively.					
20. Respects diversity among students.					
21. Maintains positive rapport with students.					
22. Knows each student as an individual where possible.					
23. Ensures discipline in class.					
24. The lesson ends on time.					
25. Individual attention.					

	SCORES				
COMMUNICATION SKILLS	**1**	**2**	**3**	**4**	**5**
1. Communicates with confidence and enthusiasm.					
2. Uses appropriate and accurate non-verbal communication.					
3. Projects voice/gestures/orientation appropriately.					

	SCORES				
USE OF TLM/ILLUSTRATION	**1**	**2**	**3**	**4**	**5**
1. Uses appropriate teaching and learning materials.					
2. Teaching and learning materials assist understanding of lesson.					
3. Students were involved in the use/ demonstration of materials.					

	SCORES				
EVALUATION OF LESSON	**1**	**2**	**3**	**4**	**5**
1. Students learned what was intended?					
2. Lesson achieved its intended purpose.					
3. Feedback mechanisms.					

TOTAL SCORE..... **TOTAL %**.....

Scores values:
1 = Performance does not address the indication of standard. (Poor)
2 = Performance is at marginal level. (Average)
3 = Performance is good.
4 = Performance is very good.
5 = Performance is excellent.

AREAS OF CONCERN

1. List the strengths of the lesson observed.

i. .....

ii. .....

iii. .....

2. List areas that lecturer needs to improve.

i. ……

ii. ……

iii. ……

3. List aspects of the learning environment that need improvement.

i. ……

ii. ……

iii. ……

4. Suggest areas the lecturer needs to build capacity in.

i. ……

ii. ……

iii. ……

General comments (if any)

i. ……

ii. ……

iii. ……

Name of observer……

Department……

Date……

Signature……

Name of Head of Department……

Date……

Signature……

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