



UNIVERSITY OF HEALTH AND ALLIED SCIENCES



**PEER AND PROFESSIONAL
EVALUATION OF TEACHING
POLICY**

UNIVERSITY OF HEALTH AND ALLIED SCIENCES
Directorate of Quality Assurance



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EVALUATION OF TEACHING POLICY**

August 2023

FOREWORD

The University of Health and Allied Sciences (UHAS) has a mandate to provide quality education, advance knowledge through scholarship and research that improves health and quality of life. The University of Health and Allied Sciences' quest for excellence in all its activities, and the need to fulfill a requirement by the Ghana Tertiary Education Commission (GTEC) for all tertiary institutions to have a policy on peer evaluation of teaching, have necessitated the formulation of this policy. Peer review capitalises on a valuable and under-utilised resource — the expertise and experience of academic peers. Drawing as it does on the knowledge and insights of university colleagues, peer review can recognise and accommodate diversity in approaches to teaching, curricula, disciplinary and other non-teaching contexts. The process further complements systematically collected evaluation from students, which tends to focus on their experience in the classroom. This Policy serves as a guiding framework for the University's Peer and Professional Evaluation Committees, outlining its composition, roles, responsibilities, evaluation process, reporting, review, confidentiality, and amendment procedures. The committee's primary objective is to ensure fair, rigorous, and unbiased evaluations of faculty members and professionals, contributing to continuous improvement and excellence within the university. It is hoped that the implementation of this policy will ensure that best practices are shared among peers in teaching and learning settings such as classrooms, studios, workshops, laboratories, clinics, field work and offices.

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Vice Chancellor, UHAS

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1.0 Policy Rationale

Quality of teaching and learning processes play a key role in the achievement of the University's vision and mission. Consequently, the University of Health and Allied Science's (UHAS) Strategic Plan (2017-2027) 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. However, contemporary trends point to putting in place processes that seek to evaluate teaching beyond data obtained from student evaluation of teaching through questionnaire. 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 UHAS 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 UHAS Strategic Plan (2017-2027).

2.0 Policy Goals

1. Create a culture with a positive approach to peer review by recognising excellence and identifying improvement opportunities.
2. Monitor and evaluate the teaching and practical skills of faculty.
3. Provide accurate and timely performance data for faculty feedback.
4. Ensure that the process for peer evaluation of teaching is clearly defined, fair, defensible, timely and useful.

3.0 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 Departments (HoDs) and students' evaluation of teaching. The assessment by HoDs in UHAS appears largely to be 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 Ghana Tertiary Education Commission (GTEC) 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.

4.0 Guiding Principles

In line with the core values of UHAS 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:

1. Fairness
2. Mutual Respect
3. Moral Integrity and
4. Confidentiality

5.0 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 UHAS 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 Directorate of Quality Assurance (DQA) 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.

6.0 Development and Design of Peer Evaluation Instrument

The Directorate of Quality Assurance will coordinate the development of 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.

7.0 Implementation of the Peer Evaluation of Teaching Policy

7.1 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 DQA through the Chairperson of the Quality Assurance sub-committee for the schools/institutes. The report must indicate areas that need improvement to assist DQA plan appropriate capacity training in collaboration with the School Quality Assurance Sub- committees.

7.2 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 School/Institute but outside the department and one outside the School/Institute. 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 UHAS Teaching Excellence Awards and other related awards.

7.3 Mentorship Programme

The UHAS 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, UHAS must institute a mentorship programme to implement the Mentorship Policy approved by Council.

8.0 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 a third party in this circumstance.

9.0 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 Access programmes

10.0 Implementation Mechanisms

The Directorate of Human Resources and Directorate of Quality Assurance, in collaboration with the schools, 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.

11.0 Peer and Professional Evaluation Committee

Each School shall establish an independent Peer and Professional Evaluation Committee to evaluate teaching performance of faculty members. The committee members shall be appointed by the Registrar in consultation with the Deans/Heads of Departments, based on their expertise and experience.

11.1 Committee Composition

The Peer and Professional Evaluation Committee shall consist of three experienced faculty members and a secretary. The membership includes the following:

1. One Professor
2. One Senior Lecturer
3. One Lecturer
4. School Officer/Secretary

11.2 Committee's Terms of Reference

The Committee's terms of reference are:

1. To Review and assess the teaching performance of faculty members.
2. To identify areas for professional development and suggest interventions for enhancing teaching performance and professional growth.
3. To establish a transparent and rigorous evaluation process, ensuring fairness and impartiality.

11.3 Reporting and Recommendations

1. The Peer and Professional Evaluation Committee shall provide written reports summarizing the committee's findings, evaluations, and recommendations.
2. Reports shall contain a comprehensive assessment of each faculty member or professional, highlighting strengths, areas for improvement, and recommended actions.
3. The reports shall be submitted to the Office of the Registrar and a copy to the Dean of School.
4. The committee may also provide recommendations for recognizing exceptional performance, such as promotions, awards, or additional responsibilities.
5. The reports shall be treated as confidential and shall only be shared with the authorized individuals involved in the evaluation process.

11.4 Review and Appeals

1. The Peer and Professional Evaluation Committee shall establish a mechanism for faculty members and professionals to request a review or appeal of the committee's evaluations and recommendations.
2. The review and appeals process shall be fair, transparent, and unbiased, ensuring that all parties have an opportunity to present their case and provide additional evidence or explanation.
3. The committee shall review the appeals and make a final decision based on the available information and considerations.

11.5 Appeals process

1. Review the Evaluation: The faculty member should carefully review the evaluation report, taking note of any discrepancies or concerns regarding the assessment made by peers or professional evaluators.
2. Consultation with Head of Department: If the faculty member disagrees with the evaluation, they may request a meeting with their Head of

Department to discuss their concerns. The Head of Department may provide guidance on the next steps to follow.

3. Documenting Grounds for Appeal: The faculty member should gather all relevant evidence to support their appeal. It is important to provide concrete evidence that addresses specific concerns raised in the evaluation.
4. Submitting the Appeal: The faculty member should submit a written appeal to the Dean of School. The appeal should clearly state the grounds for the appeal and include all supporting documentation.
5. Review and Investigation: The appeals committee or designated body will review the faculty member's appeal, along with the original evaluation report and any supporting documentation provided. They may conduct an investigation, which could involve interviewing relevant parties and examining additional evidence.
6. Appeals Hearing: If necessary, an appeals hearing may be scheduled. During the hearing, the faculty member has the opportunity to present their case and provide further evidence to support their appeal. The appeals committee may also ask questions or seek clarification during this process.
7. Committee Decision: After considering all the information presented, the appeals committee will make a decision. They may uphold the original evaluation, modify it, or overturn it based on the evidence and arguments presented.
8. Final Decision and Follow-up: The final decision will be communicated to the faculty member in writing. If the faculty member is dissatisfied with the outcome, they may explore further options according to the institution's policies, such as appealing to a higher-level committee or pursuing legal action if appropriate.

11.6 Confidentiality and Data Protection

1. The Peer and Professional Evaluation Committee shall strictly adhere to confidentiality protocols to protect the privacy and integrity of the individuals being evaluated and the evaluation process itself.
2. All personal data and confidential information collected during the evaluation process shall be handled and stored securely, following the university's data protection policies and regulations.

11.7 Annual Review of Committee's Effectiveness

1. The Peer and Professional Evaluation Committee's performance and effectiveness shall be reviewed on an annual basis by the university administration.
2. The committee's processes, procedures, and outcomes shall be evaluated to ensure they align with the university's goals, values, and standards.
3. Feedback from faculty members, professionals, and other stakeholders shall be sought to identify areas of improvement and make necessary adjustments to the evaluation process.
4. The results of the annual review shall be used to enhance the committee's effectiveness and provide recommendations for continuous improvement.

12.0 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.

13.0 Alignment with Other Policies

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

14.0 Evaluation Form

Please see attached at the appendix.

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