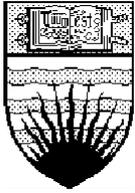


# THE UNIVERSITY OF BRITISH COLUMBIA



## SENATE POLICY: J-138

SENATE  
c/o Enrolment Services  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

### Number & Title

J-138: *Integrated Evaluation of Teaching*

### Effective Date:

01 October 2026

### Approval Date:

17 October 2025

### Review Date:

This policy shall be reviewed four (4) years after approval and thereafter as deemed necessary by the *responsible committees*.

### Responsible Committee:

Okanagan Senate Learning and Research Committee  
Vancouver Senate Teaching and Learning Committee

### Authority:

*University Act, S. 37(1)*

*“The academic governance of the university is vested in the senate and it has the following powers:*

- (p) to deal with all matters reported by the faculties, affecting their respective departments or divisions;*
- (q) to establish a standing committee to consider and act on behalf of the senate on all matters that may be referred to the senate by the board;”*

*University Act, s. 40*

*“A faculty has the following powers and duties:(c) subject to this Act and*

*to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;*

(h) *generally, to deal with all matters assigned to it by the board or the senate.”*

### **Purpose and Goals:**

#### **Purpose:**

This policy articulates the University’s commitment to fostering *Teaching* excellence across a variety of contexts and in a variety of locations, by means of *Integrated Evaluation of Teaching*. This approach involves gathering and integrating data from multiple sources using both formative and summative processes. This policy is designed to support the development and implementation of practices that lead to the *Teaching* excellence envisioned by the University.

In *Integrated Evaluation of Teaching*, the University upholds principles of transparency, equity, diversity and accessibility, and flexibility. by applying this policy and its procedures in a flexible manner. It is recognized that equitable application is not necessarily equal application in all circumstances. Flexibility within this policy allows *Academic Units* the reasonable exercise of discretion and sound judgement in response to the unique circumstances of the unit and the context of *Teaching* and learning within the disciplinary culture. In implementing the *Integrated Evaluation of Teaching* procedures, *Academic Units* are responsible for the implementation of broad and consistent standards tailored to the distinct *Teaching* circumstances.

This policy sets out the requirements of an integrated approach to the evaluation of *Teaching*, as well as the process for submitting to the respective Provost's Office integrated evaluation of teaching procedures developed within *Academic Units*. These procedures will need to balance the need to nurture and evaluate *Teaching* excellence as a fundamental component of the University's academic mission, with the time, effort, and capacity to enact them within diverse disciplinary contexts.

#### **Goals:**

1. To provide a mechanism for the evaluation of *Teaching* to foster and enable *Teaching* practices designed to enhance student learning and engagement across a variety of contexts and in a variety of locations;
2. To support the development and success of *Course Instructors* across the University;

3. To ensure consistent use of integrated evaluation of *Teaching* processes across the University; and
4. To establish a process by which *Academic Units* can develop and revise procedures for an *Integrated Evaluation of Teaching*.

**Applicability:**

This policy is applicable to all *Course Instructors* employed by The University of British Columbia *Teaching* credit *Courses* including lecturers, and tenure-stream faculty members, and can be applied to clinical faculty, sessional instructors, adjunct faculty, and emeriti.

**Exclusions:**

None.

**Definitions:**

For the purposes of this policy:

<i>Academic Unit</i>	Means a faculty, college, school, department or division of the University; as well as any institute or centre of the University that offers credit <i>Courses</i> or in which faculty have their primary appointments.
<i>Course of Instruction</i> (“ <i>Course</i> ”)	Means a structured series of classes or a sustained period of instruction that corresponds with a for-credit course description set out in the Academic Calendar.
<i>Course Instructors</i> (“ <i>Instructors</i> ”)	Means the members of the University’s <i>Teaching</i> staff who have primary responsibility for the organization and operation of the <i>Course</i> .
<i>Integrated Evaluation of Teaching</i>	Means an ongoing process designed to support evaluation of <i>Teaching</i> and its effectiveness, through consideration of multiple types and sources of feedback and pedagogical information.
<i>Peer Review of Teaching</i>	Means the process by which peer reviewer(s) evaluate <i>Teaching</i> -related activities for either formative (for development) or summative (for personnel

decision-making) purposes.

*Self-Reflection*

Means the *Course Instructor's* own critical examination of their instructional practices to assess their effectiveness and to identify areas of strength and areas for improvement. This is done with consideration of the evolving nature of the discipline and pedagogy.

*Student Feedback*

Means the input provided by students regarding their experiences of *Teaching*, including, but not limited to, responses collected through the Student Experience of Instruction survey.

*Teaching*

Means any activity by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit.

**Policy:**

1. The evaluation of *Teaching* at the University will be an *Integrated Evaluation of Teaching*.
2. *Teaching* to be evaluated may include, but is not limited to, lectures, seminars and tutorials, individual and group discussion, supervision of individual student's work (undergraduate and graduate), or other activities as determined by the *Course Instructor*.
3. *Academic Units* must conduct *Integrated Evaluation of Teaching of Course Instructors*, with the frequency of evaluations to be specified in the procedures developed by each faculty or *Academic Unit*.
4. *Integrated Evaluation of Teaching* includes, at a minimum, the following:
  - i. *Self-Reflection*;
  - ii. *Student Feedback*;
  - iii. *Peer Review of Teaching*.
5. *Peer Review of Teaching* addresses both formative review and summative evaluation. As there are different goals for each type of review, *Academic Units* will determine the processes to be conducted considering faculty capacity and unit size.
6. In conducting a *Peer Review of Teaching*, reviewers will consider materials provided by the *Course Instructor* (e.g., the syllabus, lesson plan or lecture

materials, and supplementary materials such as a lab manual); observe *Teaching* activities; meet with the *Course Instructor*; and produce a written assessment. Collectively, the reviewers must have the relevant expertise to understand the disciplinary and pedagogical context in which the teaching is taking place.

7. *Self-Reflection* by the *Course Instructor(s)* will be included in the *Integrated Evaluation of Teaching*, and should comprise approaches to *Course* design and structure, teaching strategies and methods, student performance and outcomes, professional development activities, and strategies for improvement in teaching.
8. *Student Feedback* will include end-of-term student surveys outlined in the current *Student Evaluation of Teaching* policy. Additional methods of collecting and incorporating *Student Feedback* may be used at the discretion of the *Course Instructor* and /or *Academic Unit*.
9. *Academic Units* are required to develop procedures for the *Integrated Evaluation of Teaching*. Recognizing that each *Academic Unit* may have unique *Teaching* and learning contexts, including how different sources and types of evidence are integrated, this policy does not mandate a specific set of processes or procedures.
10. Each *Academic Unit* must clearly communicate its procedures to all *Course Instructors* in the *Academic Unit*.
11. The procedures developed under this policy must be approved by the corresponding Dean or head of the *Academic Unit*.
12. Each *Academic Unit* must review its *Integrated Evaluation of Teaching* procedures. It is recommended this review take place approximately every 5 years.
13. Nothing in this policy should be interpreted as derogating from the academic freedom of *Course Instructors*.
14. The UBC Vancouver Vice-Provost and Associate Vice-President, Teaching and Learning, and the UBC Okanagan Associate Provost, Academic Programs, Teaching and Learning will report annually to the Senate Teaching and Learning and Learning and Research Committees on implementation.
15. The Vancouver Senate Teaching and Learning Committee and the Okanagan Senate Learning and Research Committees may review procedures under this policy and provide feedback to *Academic Units* to assist with its implementation and interpretation.
16. The procedures developed under this policy will align with the *University's*

commitment to principles of equity, inclusivity, diversity and accessibility. The procedures must enable and facilitate diverse perspectives on *Course* design, pedagogy, and assessment in line with effective and inclusive *Teaching* and learning practices.

### **Calendar Statement:**

As above.

### **Consultations:**

Consultations for drafting this policy occurred across both campuses and at various stages of the process for the policy and draft guidelines.

Phase 1 - Prior to the development of the policy a cross- campus working group and a review group were formed that consisted of course instructors at different ranks and from a variety of academic units across both the Vancouver and Okanagan campuses. The initial conceptualization was then shared with academic leadership, academic units, and various affinity groups representing diverse lived experiences and perspectives across historically, persistently and systemically marginalized communities across the institution to share feedback through either a meeting or via a Qualtrics survey.

- EIO leadership both campuses
- Black Caucus, Anti-Racism Task Force leadership
- IBPOC Connections Affinity Group - UBCO
- Asian Canadian Community Engagement initiative – UBCV
- Indigenous leadership including: ISPIC, ISPEAC, Indigenous Caucus UBCO (faculty and staff), Indigenous Academic Caucus UBCV, Indigenous Advisory Committee UBCO, FNHL Leadership
- SAC chair via working group
- Student groups including: student senators on both campuses, Student BoG UBCO
- Administration including on both campuses; Deans, Heads and Directors, Associate Deans (Academic, Students and Faculty)
- Senate committees – Teaching & Learning, Learning & Research, Academic Policy

Phase 2 – review of updated policy and draft guidelines

- Administration – both campuses - Deans, ADA's ADAS, ADF, Heads and Directors
- SAC chair
- Discussion tables – Membership through Deans for faculty working in the review process.
- EIO Leadership for review of documents
- Indigenous leadership – review of documents

### Phase 3 – Senate Committees Consultation

- Engagement with all faculty through senate consultation process

### **History:**

This is the first version of this policy.

### **Related Policies:**

#### **Student Evaluation of Teaching**

<https://senate.ubc.ca/vancouver/policies/student-evaluation-teaching/>

### **Procedures:**

Supporting documentation in the form of guidelines and example templates for suggestions are provided.

1. An Evaluation of Teaching webpage shall be maintained by the Office of the Senate on the Vancouver and Okanagan Senate websites. This will contain high level descriptions of the implementation processes developed within *Academic Units* to enact the policy.
2. Any requests for additions or edits to changes to the webpage referred to above shall be subject to the review and consideration of the Senate Teaching and Learning / Learning and Research Committees.