



LUMS

Learning Institute

Towards Effective Course Evaluations

Integrating Student, Peer, and Mid-Term Feedback

Presents final recommendations of the Course Evaluations Committee

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Executive Summary

This report presents the findings of the Course Evaluation Committee, established by the Provost, to address growing concerns about the efficacy and fairness of LUMS's existing course evaluation system. The current approach, perceived largely as a student satisfaction survey, has been criticized for disproportionately penalizing faculty committed to academic rigor. It fails to offer meaningful insights into pedagogical effectiveness and lacks mechanisms for timely instructional improvement.

To resolve these issues, the committee designed a comprehensive, research-informed evaluation framework grounded in best practices from global institutions. The new system integrates three key components:

1. **Mid-term student feedback:** Introduced to allow timely pedagogical adjustments during the semester. This formative assessment focuses on the learning experience, encouraging faculty-student dialogue and course responsiveness.
2. **Redesigned end-term evaluations:** Shifted from popularity metrics to pedagogical clarity, inclusivity, and course organization. Standardized questions and repeated mid-term items enable empirical tracking of instructional improvements.
3. **Structured peer evaluations:** A three-phase system ranging from formative peer observation to summative review ensures expert input into teaching quality. This approach distinguishes between satisfactory and exceptional teaching, supporting promotion and tenure decisions.

The proposed system was piloted across 25 courses in all schools. The pilot demonstrated significant faculty support and pedagogical impact:

- 93% of faculty found mid-term evaluations beneficial for identifying areas of improvement and making real-time course adjustments.
- 85% of faculty supported the revised course evaluation, particularly for its role in assessing student learning.
- 82% of students found the system effective in facilitating pedagogical adjustments aligned with their learning needs.
- Faculty reported enhanced classroom engagement, improved communication, and instructional adjustments, such as code-switching to Urdu for better comprehension.
- A longitudinal-question analysis confirmed that mid-term changes led to improved end-of-term evaluation results.
- Despite challenges in end-term response rates, faculty observed that closing the feedback loop strengthened student trust and engagement, as validated by student surveys.

Overall, the pilot indicated that this multidimensional framework fosters continuous improvement, promotes reflective teaching, and strengthens the alignment between instructional goals and student learning outcomes. It sets the stage for a cultural shift toward teaching excellence, backed by evidence and institutional support.

This report is being submitted by the course evaluation committee through Provost to the VC council for approval and subsequent implementation starting Fall 25/26.

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Introduction and Literature Survey

Reevaluating the Purpose of Course Evaluations

The Course Evaluation Committee convened in June 2024 to thoroughly examine the existing framework for measuring teaching effectiveness at LUMS. Through this review, the committee recognized an opportunity to shift the focus of course evaluations from faculty rankings to meaningful pedagogical improvement. While these surveys have traditionally played a key role in faculty evaluations, especially in tenure and promotion decisions, their potential to enhance instructional practices has remained underutilized. Given the evolving landscape of higher education, the committee aimed to assess whether the current system is effective in fostering teaching excellence or if a fundamental redesign would better serve this purpose.

The post-COVID era has highlighted the limitations of traditional course evaluations, as online learning, hybrid classrooms, and evolving student engagement strategies continue to reshape higher education (Li, 2022). The current approach no longer aligns with contemporary instructional challenges. Rather than focusing on faculty popularity or student satisfaction, course evaluations should offer meaningful insights that drive continuous improvement in teaching and learning.

To address this need, this proposal presents a revised evaluation framework that shifts away from conventional ranking systems. It prioritizes professional growth, pedagogical effectiveness, and student learning outcomes. The new approach aims to create a more constructive and impactful assessment of teaching quality while maintaining accountability.

Challenges in Current Evaluation Systems

Higher education institutions strive to cultivate effective teaching, yet the predominant methods for evaluating instruction often fall short of capturing its complexities. Traditional course evaluation surveys tend to emphasize student satisfaction rather than providing a comprehensive assessment of teaching depth and effectiveness. As Boyer (1990) asserts, teaching ability should be central to faculty assessment, yet current evaluation metrics do not fully reflect instructional impact.

Despite their widespread use (Praček & Vehovar, 2022), Student Evaluation of Teaching (SET) surveys rarely yield actionable insights. Shulman (1987, cited in Sarkar, 2024) underscores the significance of pedagogical content knowledge (PCK), which integrates subject expertise with effective teaching strategies, but existing evaluation models do not adequately capture this interplay. Instead, SETs often reflect student perceptions of faculty likability rather than meaningful measures of teaching effectiveness.

“Over the years... evaluations turned into a tool whereby [students] would get back at teachers because they were too strict in their opinion” (LUMS Faculty Member)

Recent research highlights the limitations of traditional SETs. Prosser and Trigwell (1999) demonstrate that student perceptions of teaching environments play a vital role in shaping learning outcomes. However, when evaluations prioritize faculty popularity over pedagogical depth, valuable opportunities for instructional enhancement are missed. Similarly, studies indicate that inherent biases in SETs can disproportionately affect faculty based on gender and discipline, with male instructors and those in non-STEM fields generally receiving higher ratings (Kreitzer &

Sweet-Cushman, 2021; Barrie, Ginns & Symon, 2008). These findings underscore the need for a more equitable and effective evaluation system that accurately reflects teaching quality.

Towards a More Effective Evaluation Framework

To address these challenges, several leading universities have introduced innovative evaluation models that provide a more comprehensive assessment of teaching effectiveness. The University of Southern California and the University of Oregon, for example, have shifted away from relying solely on SETs for tenure and promotion decisions, instead prioritizing peer reviews and holistic evaluations (Flaherty, 2018). Similarly, Stanford University has redesigned its evaluation process to focus on learning outcomes, mid-semester feedback, and customized survey questions (Foltz, 2015).

Several institutions have implemented targeted measures to enhance fairness and accuracy, recognizing the need to mitigate biases in student evaluations. McGill University has developed protocols to remove discriminatory language from SET responses, ensuring that feedback remains constructive (McGill University, 2017). The National University of Singapore has adopted multi-part questionnaires to capture a broader range of teaching effectiveness, while the University of Toronto has introduced a blended assessment framework that integrates both formative and summative evaluations. These initiatives reflect a growing commitment to creating evaluation systems that encourage meaningful instructional improvement.

At the core of these innovations is a shift from static, end-of-semester evaluations to dynamic, multi-dimensional assessment models. This proposal draws on these best practices to recommend a revised evaluation system at LUMS, incorporating the following key components:

1. **Midterm student feedback**, in addition to end-of-semester assessments, provide faculty with timely feedback for instructional adjustments (Nicol & Macfarlane-Dick, 2006).
2. **Redesigning end-term evaluations** to focus on pedagogical impact rather than student satisfaction, ensuring a more meaningful assessment of instructional quality (Biggs, 1996).
3. **Structured peer evaluations** complement SETs, integrating subject expertise with effective teaching strategies (Boyer, 1990).

The integration of these measures will catalyze LUMS's transition toward an evaluation framework that supports faculty development, enhances student learning, and aligns with global best practices in higher education. This proposal outlines the rationale, structure, and implementation plan for a reformed course evaluation system that nurtures both accountability and continuous pedagogical improvement.

Methodology and Implementation

Our revised course evaluation strategy aligns with global best practices in higher education, recognizing universities as scholarly communities committed to evidence-based decision-making. Braskamp (2000) advocates for a holistic approach to evaluating teaching, emphasizing the interconnectedness of instruction and learning (p. 20). Similarly, Chalmers (2016) developed the Dimensions of Teaching Quality Framework, which underscores the need to assess university instructors within the broader context of their work while ensuring systematic institutional teaching quality.

Historically, course evaluations at our institution have lacked standardization and have often been influenced by subjective perceptions of instructor likability rather than objective measures of pedagogical effectiveness. This has led to inconsistencies in faculty assessments and limited actionable feedback for instructional improvement. To create a more rigorous and equitable system, the proposed framework integrates (i) mid-term evaluations with structured feedback loops to support continuous instructional enhancement. (ii) Redesigned end-of-term evaluations to prioritize teaching effectiveness over general satisfaction metrics, ensuring a more meaningful assessment of instructional quality. Additionally, (iii) structured peer evaluations to complement student feedback, offering a more comprehensive and balanced approach to faculty assessment. This refined evaluation system aims to strengthen faculty teaching practices while facilitating improved student learning outcomes.

Integrating Mid-Term Feedback and Closing the Loop

A significant limitation of the existing course evaluation model at LUMS is the absence of a structured mechanism for mid-term feedback, which would enable faculty to make timely adjustments to their instructional methods. This gap restricts students' ability to offer impactful feedback at a critical juncture, consequently limiting opportunities for iterative pedagogical improvement.

Key Features of Mid-Term Feedback:

- *Formative rather than Summative:* Unlike end-of-term evaluations, mid-term feedback (see [Appendix A](#) for mid-term feedback questions) serves primarily as an intervention tool designed to inform and enhance teaching practices, rather than as an evaluative measure (Chalmers & Hunt, 2016).
- *Student Reflections on Learning Experience:* Mid-term feedback emphasizes students' perceptions of their learning experiences, consistent with established research on effective feedback methodologies (Nicol & Macfarlane-Dick, 2006).
- *Structured Reflection for Faculty:* It encourages faculty members to systematically review and respond to student feedback, integrating instructional adjustments as appropriate.

Implementation Strategy:

- *Distribution through Zambeel:* Mid-term evaluations will be administered electronically to enhance accessibility, facilitate data aggregation, and streamline institutional analysis. Faculty will be required to reserve time for mid-term feedback during the lecture.
- *Faculty Response Mechanism:* Faculty members will be expected to provide a concise response to students, detailing how the received feedback will be addressed or specifying reasons for maintaining existing practices. RO will initiate the response process.
- *Centralized Reporting and Oversight:* The Dean's Office will organize periodic reviews to identify common themes and suggest targeted pedagogical interventions.

Closing the feedback loop is critical for ensuring mid-term evaluations translate into substantive instructional improvements. Additionally, the LLI will offer targeted workshops to assist faculty members in effectively interpreting and applying student feedback.

Redesigning End-Term Evaluations

Traditionally, end-term evaluations at LUMS have often functioned as retrospective judgments of instructor personalities rather than structured, evidence-based assessments of teaching effectiveness. Evaluations frequently emphasize student-instructor rapport, thereby conflating personality traits with pedagogical competence. To address this issue, the committee proposes a rigorous and research-informed evaluation instrument designed to reflect best practices in assessing instructional quality (see [Appendix B](#) for end-term feedback questions).

Proposed Enhancements

- *Standardized Evaluation Questions:* The revised evaluation instrument, developed through an iterative process involving research on SET, stakeholder consultations, and pilot testing, explicitly focuses on course structure, instructional clarity, inclusivity, and student engagement.
- *Consistency Between Mid- and End-Term Surveys:* To enable longitudinal analysis, select key questions from mid-term evaluations (precisely questions 2, 3, and 4; refer to Appendices A and B) are repeated in the end-term survey.
- *Incorporation of Student-Identified Changes:* A qualitative component is added to allow students to explicitly describe observable instructional adjustments implemented after mid-term evaluations, ensuring accountability for pedagogical responsiveness.

Repeating key mid-term evaluation questions within the end-term survey provides an empirical mechanism to assess instructional progress and determine whether adjustments made in response to mid-term feedback yielded tangible improvements in student learning experiences. Without such comparative measures, gauging the efficacy of pedagogical changes remains difficult. This redesigned evaluation framework aligns with global best practices that emphasize evaluating teaching quality rather than instructor personalities or rapport alone (Boyer, 1990).

Implementation Strategy

Implementing the revised end-term evaluation instrument will involve close coordination of LLI with the RO and IST. Specifically, collaboration will be required to integrate the updated question set into Zambeel, ensuring seamless deployment and accurate data collection. The IST team does not foresee any significant challenges in the implementation. The dashboard style reporting format for end-term evaluations is provided in Appendix E.

To ensure the consistent administration of mid-term and end-of-term surveys, the committee recommends establishing accountability measures, as the absence of survey data may impact faculty evaluations, including promotion and annual increments.

Strengthening Peer Teaching Evaluations

Peer evaluation of teaching (PET) has been widely recognized as a critical component of comprehensive teaching assessments. While student evaluations provide valuable insights, they must be complemented by expert peer reviews that assess instructional rigor, course design, and engagement strategies.

Proposed Peer Evaluation Framework

Building on best practices from leading universities, the committee proposes a structured, multi-tiered peer evaluation system designed to support faculty development throughout their academic careers.

In **Phase 1: Teaching Squares (Years 1-2)**, faculty members will participate in Teaching Squares workshops facilitated by the LLI. This phase employs a non-evaluative peer observation model where faculty members collaboratively observe and reflect upon each other's instructional practices. The primary aim is to foster cross-disciplinary dialogue, encourage collegial support, and reinforce the institutional perspective of teaching as a shared responsibility.

Phase 2: Formative Peer Observations (Years 3-4) advances the peer evaluation process by introducing structured peer observations, designed to provide targeted and developmental feedback on specific instructional techniques, student engagement strategies, and content delivery methods. These observations remain formative in nature, context-sensitive, and carefully tailored to account for disciplinary variations and unique pedagogical approaches (see peer observation process and form in [Appendix C](#)). During years 3-4, a school may also introduce a light evaluative component during formative observations to align formative and summative assessments to help prevent inconsistencies that could compromise trust.

In **Phase 3: Summative Peer Evaluations (Year 5 and onwards)**, peer evaluations transition into a formalized component of faculty performance reviews, providing evidence for decisions regarding promotion and tenure. This phase emphasizes long-term teaching effectiveness, informed by clearly defined, institutionally agreed-upon evaluation standards. The summative peer evaluation will be conducted at least once prior to the submission of a faculty member's tenure dossier and subsequently every two to three years if deemed necessary by the Dean.

Implementation Strategy

The Dean's Office, in collaboration with department chairs, will oversee the implementation of PET with essential support provided by LLI.

Summary

This three-pronged approach effectively addresses previous gaps in LUMS's course evaluation processes, aligning institutional practices with established international standards in higher education. The proposed framework assesses teaching effectiveness through multiple complementary perspectives by systematically incorporating mid-term student feedback, refining end-term evaluations, and institutionalizing structured peer review mechanisms. This comprehensive evaluation system prioritizes student learning outcomes, fosters continuous faculty development, and reinforces the institutional commitment to pedagogical excellence and student success. Table 1 provides a feature comparison between the existing and proposed framework. Figure 1 provides a visual representation of the revised evaluation framework. While the core principles of the course evaluation process will remain consistent across programs, the feedback forms for graduate courses can be adapted to meet the specific needs of each graduate school. We recognize the limitations of standard mid-term and end-term feedback forms for certain programs and propose flexibility in implementation. There will be deliberation with the committee for the implementation of this system.

Table 1: Differentiating features of the current and proposed course evaluation frameworks

Feature	Current System	Proposed Framework
Timing of Feedback	End of term only	Mid-term + End-term
Usefulness for Course Change	Retrospective, delayed impact	Real-time adjustments possible
Evaluation Focus	Student satisfaction	Student learning experience & clarity
Faculty Role	Evaluated	Engaged in responsive practice
Student-Faculty Dialogue	Minimal	Structured communication encouraged

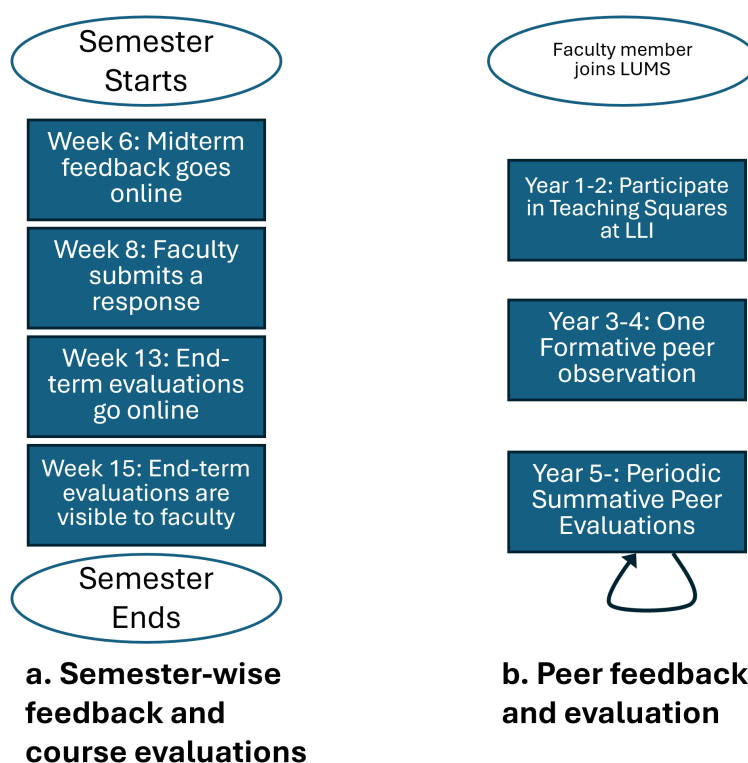


Figure1. Flow chart of the revised evaluation framework

Pilot Study

The Course Evaluation Committee recommended piloting the proposed system across all schools before finalizing its recommendations. In response, the LLI conducted a pilot study across 25 courses (see [Appendix D](#) for the list of courses). Following the pilot, faculty were invited to complete a survey, and LLI conducted semi-structured interviews with five participating faculty members. This section presents the key findings from the study.

As outlined in the methodology, the pilot study implemented a dual-feedback system consisting of a formative mid-term evaluation aimed at facilitating real-time instructional adjustments, followed

by a refined end-term survey that retained summative elements while emphasizing clarity, structure, and evidence-based feedback. The pilot replicated the full process detailed in the methodology, including the crucial step of faculty responding to mid-term feedback to close the loop.

Faculty Perception of the Mid-Term Evaluation System

Table 2 shows detailed survey results with **overall faculty endorsements and support of 83% for the revised course evaluation mechanism**. Notably, the results indicate that **93% of faculty found mid-term evaluations beneficial for making course adjustments and reported that these evaluations helped identify areas for improvement**. These findings are further reinforced by qualitative insights:

“It was great to know what I was doing well and where changes could be made.”

“This was the first time I had so many students struggling with comprehension... their feedback helped me adjust my pace, code-switch to Urdu, and really rethink the delivery.”

Faculty emphasized that early feedback enabled meaningful mid-semester adjustments, including modifying reading loads, incorporating group work, adjusting instructional pace, and simplifying language. Notably, recurring themes in student feedback often aligned with faculty intuition, reinforcing the validity of the process.

Table 2: Faculty responses to quantitative survey questions. [Click here](#) for detailed survey results.

Question	Yes (%)	No (%)
It was easy to administer the mid-term feedback form with my students.	86	14
The mid-term feedback by my students was effective in identifying areas of improvement in my teaching	93	7
My students engaged with the feedback process well	71	29
The mid-term feedback helped me make adjustments to my course	93	7
The end-term survey questions were effective in capturing student learning and satisfaction	72	28
Faculty endorsement and support for the new system	85	15

Opportunities for Improvement

Faculty welcomed the mid-term evaluation pilot and recognized its potential for enhancing teaching effectiveness. Many appreciated the opportunity for structured feedback but also identified areas where the system could be further refined. For instance, some faculty noted that in larger or modular courses, time constraints made it challenging to implement changes within the semester. Others highlighted that certain aspects of course structure limited their ability to act on specific feedback, though they acknowledged that even within these constraints, the evaluations encouraged reflection on teaching practices.

Another recurring discussion point was whether the system primarily focused on fundamental instructional behaviors rather than distinguishing truly exceptional teaching. Some faculty expressed concerns that while the evaluations helped improve overall teaching quality, they might not provide a clear distinction between different levels of teaching effectiveness, which endorses the need for the proposed peer evaluation framework. As one faculty member put it,

“This system might be making all teachers look better. But does it help us distinguish stellar from average teaching?”

While faculty valued the richness of student feedback, some pointed out that not all comments were equally actionable. There was a consensus that a structured interpretation framework could help faculty navigate student input more effectively, distinguishing meaningful insights from less relevant suggestions. This reinforces the need for faculty support through the LLI.

Despite these considerations, many faculty members appreciated how the new system encourages open communication with students. For some, it provided an opportunity to explain instructional decisions and clarify why certain policies, such as grading structures, remained unchanged. As one faculty member shared,

“For the first time, I could explain to students why certain things wouldn’t change—like grading policies. And they appreciated that.”

This dialogue between faculty and students reflects the broader potential of mid-term evaluations as a tool for improvement and also as a means to build mutual understanding and engagement in the learning process.

Thematic Analysis from Interviews and Surveys

Closing the Feedback Loop

Faculty reported that students responded more positively when they saw their feedback being acknowledged and acted upon. However, response rates for end-term surveys remained low, often due to logistical challenges and survey fatigue. As one faculty member noted:

“It gave me the chance to say ‘I’ve heard you,’ and also explain why I can’t change certain things.”

This aligns with survey findings, where 71% of faculty cited low student engagement with end-term evaluations as a challenge. To address this, faculty suggested strategies such as in-class administration, visual summaries of key findings, and reminders through the Learning Management System (LMS) to encourage participation.

Cultural Shift Toward Teaching Improvement

A vast majority of faculty acknowledged that the mid-term evaluation system encouraged a more intentional and reflective approach to teaching. The opportunity for mid-semester adjustments led to meaningful pedagogical changes that directly impacted student learning:

“I had to explain things differently, repeat more... and it worked. They started learning better.”

“Mid-semester adjustments helped me realize how many students couldn’t see my board... So I wrote bigger, slower, clearer.”

These qualitative insights are reinforced by survey data, with 93% of faculty reporting that mid-term feedback was actionable, a significant improvement over the more passive role that evaluations played in the previous system.

Pedagogical Alignment and Teaching Effectiveness

Faculty emphasized the importance of aligning evaluation criteria with course learning outcomes rather than relying solely on student preferences. A recurring theme in discussions was the need for a shared, yet flexible, definition of effective teaching:

“Does LUMS even have a shared definition of good teaching? That’s a problem.”

The distinction between mid-term and end-term evaluations further illustrates the impact of instructional change. Faculty survey data revealed that the majority of the respondents made course adjustments based on mid-term feedback. Interviews further validated these findings:

“The feedback was specific—I slowed down, repeated key points, and even started using Urdu for tough concepts.”

In cases where comprehension challenges arose due to language barriers, some faculty experimented with code-switching between Urdu and English. This adjustment significantly improved students’ understanding of lecture content. Another faculty member shared:

“After reading the mid-term comments, I cut down the readings and gave more time to discussions. It changed the vibe in class.”

The consistency between survey results and faculty reflections underscores the effectiveness of mid-term evaluations in generating timely and actionable insights.

Evaluating the Impact of Mid-Term Feedback

To assess whether mid-term evaluations led to sustained changes in teaching practices, select questions on organization, concept clarity, pace, and student engagement were repeated in end-term evaluations. A comparison of responses to these identical questions in midterm and end-of-term feedback revealed a statistically significant improvement, reflecting adjustments made by the instructor after the midterm. Over time, SETs have become institutionalized, serving both quality assurance and enhancement purposes. However, the direct link between student feedback and faculty action has weakened. The proposed approach and analysis confirm the restoration of that connection by providing timely, actionable insights that support both student learning and faculty development.

The pilot study demonstrates strong faculty support for a system that prioritizes pedagogical responsiveness over summative judgment. While challenges remain, such as workload concerns, low response rates for end-term feedback, and the need for a university-wide framework for teaching quality, both survey and interview findings affirm that mid-term evaluations enhance pedagogy and contribute to improved student learning outcomes.

Comparative Analysis of the New and Existing Systems

Faculty responses to the post-pilot survey underscored key differences between the proposed course evaluation system and the existing one. A major improvement was the introduction of midterm feedback, which allowed instructors to make timely adjustments rather than waiting until the next semester. As one faculty member noted,

“A midterm review allows for course improvements during the semester rather than making changes for upcoming semesters.”

In contrast, the existing system limited feedback to the end of the term, rendering it less actionable for the students providing it. Many faculty observed that this change fostered greater student engagement, as students were more invested in sharing feedback when they knew it could lead to immediate improvements in their own learning experience.

Another significant distinction was the improved design of the evaluation form. Faculty appreciated that the new system focused more on teaching and learning rather than subjective perceptions, reducing the ambiguity associated with traditional rating scales. One instructor remarked,

“I think the new system is more focused on the teaching and learning process instead of subjective notions like motivation.”

Moreover, conducting evaluations during class time and through accessible platforms like Google forms / Zambeel led to higher participation rates compared to the previous system, which often suffered from low engagement. However, challenges remain; some faculty pointed out that conflicting feedback made it difficult to act on student suggestions, and concerns about workload and student investment persist in both systems. As one faculty member observed,

“Input was often conflicting—some said the pace was too fast, others too slow.”

While the new system provides a more dynamic and responsive approach to course evaluation, faculty interpretation of feedback remains essential. Some faculty members noted in interviews that guidance on interpreting feedback would be beneficial, and LLI can play a key role in providing this support.

Peer Review Pilots at LUMS

To enhance teaching evaluation beyond student feedback, we piloted both formative and summative peer review models, demonstrating their effectiveness as valuable components of faculty assessment.

The LLI's Teaching Squares course, a key faculty development initiative, has been widely recognized for its impact. It involves reciprocal classroom observations, providing instructors with deeper insights into their teaching practices, with faculty feedback highlighting its transformative influence. Participation in Teaching Squares is mandatory for SDSB and SBASSE faculty within their first two years at LUMS, ensuring early engagement with reflective teaching. Faculty in these schools are hence familiar with the process and have found it to be quite beneficial in improving their pedagogical practices as well as learning from peers.

MGSHSS introduced a formative peer review process in the Summer Semester of 2024. Structured classroom observations emphasized developmental feedback and pedagogical

refinement, strengthening teaching practices through reflective dialogue rather than formal evaluation.

The summative peer review model was successfully piloted across multiple departments, reinforcing its role in decision making. In the Department of Economics, three teaching fellows underwent a structured peer review for promotion, initiated by the department chair. Each faculty member's class was observed twice to ensure reliability, followed by a formal evaluation letter synthesizing classroom observations and teaching materials. Faculty were encouraged to submit a teaching dossier, providing context for more comprehensive evaluations. A similar review was conducted in SAHSOL at the Dean's request to support a tenure case, further demonstrating the model's applicability.

These pilot initiatives establish peer review as a credible and constructive element of teaching evaluation at LUMS. Their success highlights the potential for broader institutional adoption, enhancing both professional growth and the rigor of faculty assessment.

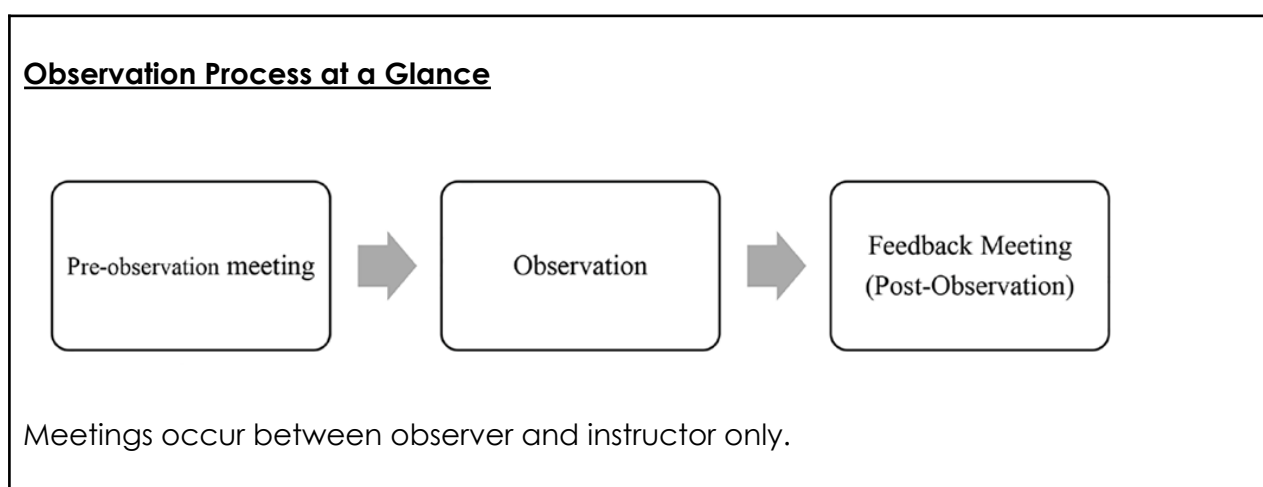


Figure 2. The peer observation process followed for both formative and summative peer reviews.

Students' Perception of the Proposed Course Evaluation System

Survey responses from students indicate a broadly positive reception to the revised course evaluation mechanism, particularly the inclusion of mid-term feedback. As reflected in Table 3, **over 90% of students found the feedback forms easy to complete, and the majority reported that the feedback process helped address their concerns effectively.** Additionally, many students acknowledged that **adjustments made after the mid-term feedback enhanced their learning experience.**

These quantitative findings were reinforced by open-ended comments highlighting the value of timely feedback:

"The forms were short, relevant, and gave us a real chance to be heard mid-way."

"The feedback I gave actually led to changes—I appreciated that the instructor slowed the pace and added examples."

Students emphasized that seeing their feedback incorporated in class created a greater sense of involvement in the course and encouraged more thoughtful reflection. In courses where instructors

acknowledged and responded to feedback, students reported feeling “more motivated” and “more respected,” noting that it fostered a stronger learning environment. Moreover, the fact that the feedback was anonymous encouraged students to be candid about their feedback.

Table 3. Student responses to quantitative survey questions. [Click here](#) for detailed survey results.

Question	Yes (%)	No (%)
It was easy to complete the mid-term feedback form	100	0
It was easy to complete the end-term feedback form	93	7
The mid-term feedback process helped address my concern effectively	89	11
The changes (if any) made after the mid-term feedback were clearly communicated to me	76	24
The adjustments made after mid-term feedback were conducive to my learning	74	26
The end-term feedback form allowed me to reflect on my overall learning experience effectively	70	30

While students appreciated the two-phase evaluation system, they also highlighted a few areas for improvement. Some students noted that the timing of the evaluations, particularly close to assignment deadlines or exams, reduced the depth of their responses. This reinforces the proposed implementation plan of administering the feedback process during class sessions.

“There was too much going on that week... I filled it out quickly, not very thoughtfully.”

Others pointed to uncertainty about whether feedback would lead to real change, particularly in courses where instructors did not visibly respond:

“I gave feedback, but nothing changed—or if it did, it wasn’t clear.”

This further underscores the importance of the faculty’s interpretation of the mid-term feedback form and the way it is communicated to students. As suggested earlier, LLI can assist faculty in this process. Despite these challenges, many students felt that the new system enabled a stronger culture of dialogue and reflection. One student commented:

“For the first time, I felt like I could voice my opinion *during* the course.”

“The instructor started using more slides and examples. It made a big difference.”

“Midterm feedback is really helpful...for students as well as instructors for timely addressing the issues.”

Students appreciated when instructors acknowledged their feedback, even when changes were not possible—an approach aligned with the recommended protocol shared with faculty for closing the loop during the mid-term evaluation pilot.

“He told us what feedback he could work on—and what he couldn’t. That honesty was refreshing.”

Students described the new system as more participatory and less performative than the old model. Many noted that providing feedback mid-semester made them more aware of their own learning needs:

“I reflected more on how I learn—and what I need. It wasn’t just about judging the teacher.”

Conclusion

The findings of the Course Evaluation Committee and the results from the pilot implementation make a compelling case for the adoption of a redesigned course evaluation framework at LUMS. The current system, long criticized for its overreliance on student satisfaction and its failure to support faculty development, is no longer fit for purpose, particularly in an evolving higher education landscape marked by diverse learning needs, hybrid teaching models, and increasing demand for instructional accountability.

The new evaluation model grounded in a framework of effective teaching and learning shifts the focus from summative judgment to formative improvement, empowering faculty with timely feedback and structured peer input through an interactive mechanism. It provides students with a voice and also ensures that their feedback leads to tangible instructional changes during the semester, enhancing the overall learning experience. Thereby engaging faculty and students in a shared process. Faculty responses from the pilot reveal that mid-term evaluations led to meaningful pedagogical adjustments, improved communication with students, and increased classroom engagement. Meanwhile, redesigned end-term surveys and phased peer evaluations offer a more nuanced and equitable approach to assessing teaching effectiveness across disciplines and career stages.

The framework also lays the groundwork for a cultural shift at LUMS; from teaching as an isolated practice evaluated largely through student opinions, to teaching as a scholarly, collaborative, and continually evolving pursuit. Challenges such as survey fatigue and variable student participation remain, but these are manageable through better communication, institutional support, and gradual normalization of the process.

In moving forward with this model, LUMS has an opportunity to lead by example in the region by embracing a holistic, evidence-based, and pedagogically grounded approach to course evaluation; one that truly supports academic excellence and student success.

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Appendix A: Midterm Term Feedback Questions

1. **The course outline and expectations were clearly communicated at the beginning of the course.**
 - ☐ Yes
 - ☐ No
2. **The teaching sessions are well-organized and my instructor explains key concepts clearly and effectively.**
 - ☐ Yes
 - ☐ No
3. **My instructor adjusts the pace of teaching to ensure sufficient time for understanding, answering questions, and completing in-class activities.**
 - ☐ Yes
 - ☐ No
4. **I am encouraged to actively participate in class (e.g., asking questions, engaging in discussions, responding to polls).**
 - ☐ Yes
 - ☐ No
5. **My instructor fosters an inclusive environment where all students feel respected, valued, supported, and encouraged to share different perspectives. (To be repeated in the end-term form)**
 - ☐ Yes
 - ☐ No
6. **Is there anything else you would like to share that could help improve your learning experience in this course?**

For example:

- Anything good that is happening in the course that you would like to highlight
- Something that could help enhance your learning experience in this course?
- If you disagreed with any statement above, could you explain your response in more detail to help us better understand your feedback?
(Open-ended response)

Appendix B: End Term Questions

- 1. I took ownership of my learning in this course by setting aside enough study time each week and seeking help whenever I needed it (student self reflection). (Likert scale)**
- 2. My instructor(s) was (were) available to answer my questions during office hours or via email / online discussions. (Likert scale)**
- 3. Assignments and exams were returned promptly (for example, generally within two weeks of submission), and I received feedback soon enough to inform my learning. (Likert scale)**
- 4. My instructor(s) was (were) punctual for class. (Likert scale)**
- 5. The required number of lectures/lab sessions was completed. (Likert scale)**
- 6. University standards of academic integrity (e.g., honesty, responsibility, fairness, and enforcing rules for assignments and exams) were upheld in this course. (Likert scale)**
- 7. The course significantly added to my learning. (Likert scale)**
- 8. The taught sessions deepened my understanding of the course content by providing clear explanations, relevant illustrations, and interactive learning opportunities (for instance, class discussions, small-group activities, collaborative online workspaces, or timely feedback). (Likert scale)**
- 9. This course strengthened key skills such as analysing complex information, recognising patterns, or communicating ideas clearly (Likert scale)**
- 10. Please reflect on your experience in this course (approx. 150 words). You may consider the following prompts to guide your response:**
 - Which teaching strategy (e.g., lectures, discussions, projects, assignments, exams) did you find most effective for your learning, and why?
 - How has this course contributed to your overall learning and development?
 - What aspects of the course did you enjoy the most?
 - Which topics or concepts did you find most challenging?
 - Please elaborate on any of your responses for statements 3 till 10 that you responded with a 'no' to help your faculty understand the reasons behind the response and will help them

(Open-ended response)

11. How were your concerns addressed after the mid-term feedback, and what changes, if any, were implemented in the course?

(Open-ended response)

Appendix C: Peer Review Feedback Forms

Pre-Observation Discussion

Instructions:

Date:

Observer:

Teacher & Course Details

Instructor:	Course:
Type of activity:	School & Department:
In-person or Online:	Number of students:
Topic of the session being observed:	Length of session:

1. What are one to three specific learning objectives planned for this session?

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2. What learning strategies will be used? (Check all that apply)

- Lecture
- Discussion
- Demonstrations
- Case vignettes
- Group work
- Audio/video/multimedia clips
- Anecdotes/personal experiences
- Solicitation of questions from the audience
- Turn to Your Partner to discuss
- Others. Please describe (active learning activities, chatbox):

3. What else would you like to tell me about the class that will help me better understand as I observe?

4. Are there particular activities/strategies you would like me to pay particular attention to?

5. Do you have concerns about any specific segments/components of the session?

Class Observation Form

Date:

Observer:

Instructors:

How to Use this Form

This form is intended to focus observations on the mechanics of the classroom instruction and interaction, not on the content of the course.

Peer Observer: This form is designed to guide your observation and evaluation of a peer's class. Please note teaching strengths as well as provide suggestions for pedagogical improvement, whenever possible.

This form should generally frame the feedback and serve as a starting point for identifying appropriate areas to address given the discipline, instructor teaching style and individual class session goals (e.g., as stated in the pre-observation discussion). It is important to focus on observable behaviors – what a teacher and students say and do during the class – rather than making inferences about behavior. The areas of focus listed in the form are not limited or exhaustive—feel free to comment on additional relevant components not included here. The feedback can be shared with the instructor confidentially, but it is not advisable that this form be submitted directly for tenure, promotion, or mid-term review; rather, this information can be summarized in a more official letter.

Potential areas for Comment	Comments (e.g., evidence & notes about observed behaviors)
<p>Clarity of outcomes</p> <p>Students are made aware of key learning outcomes for the lesson</p>	
<p>Planning and organization</p> <p>States relation of the class to the previous one</p> <p>Conveys objectives for the class & revisits them at end</p> <p>Summarizes periodically and/or at the end class or makes the students do so.</p>	
<p>Delivery and pace</p> <p>Was the class time used effectively?</p> <p>Effective transitions between topics?</p> <p>Appropriately paced for students' level and needs?</p> <p>Explanations related to course content were clear, brief, and accurate</p>	

<p>Use of active learning strategies</p> <p>(e.g., methods/approach)</p> <p>Uses multiple strategies to support student learning</p> <p>Provides explicit directions for active learning tasks.</p> <p>Uses appropriate examples, metaphors and analogies.</p>	
<p>Course Materials & Subject</p> <p>Demonstrates command of subject</p> <p>Incorporates research and real life examples that are relevant to the course content.</p> <p>Do students seem receptive to course materials?</p> <p>Gives assistance or insight into reading or using assigned texts</p> <p>Actively links theory and practice through research, industry, professional or discipline examples</p> <p>Identifies diverse sources, perspectives, and authorities in the field</p>	
<p>Feedback & Understanding</p> <p>Seeks feedback on students' understanding and acts on this accordingly</p> <p>Asks clear questions</p>	

<p>Asks open-ended/probing questions to elicit logical reasoning among students</p>	
<p>Participation/engagement</p> <p>Guides the direction of discussion</p> <p>Encourages student participation</p> <p>Encourages multiple perspectives</p> <p>Students seem comfortable asking questions</p> <p>Instructor – Student Rapport</p> <p>Makes an effort to address students by name, as possible.</p> <p>Tone of voice indicates interest in the subject, students, and student questions</p> <p>Treats all students with equal care and consideration</p> <p>Demonstrates enthusiasm for the subject and for teaching</p> <p>Acknowledges student contributions to discussion, helping students extend their responses.</p>	
<p>Integration of Technology (if applicable)</p> <p>Technology is used effectively in order to engage students, enhance learning, and/or generally enrich students' class experience as part of lecture, activities, or discussion</p>	

Student work done via technology outside of class is integrated into the class session (i.e. homework, discussion board)	
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1. What went particularly well in this class session?

2. Observations related to specific feedback requested during pre-observation discussion.

3. Areas for Improvement/suggestions for additional teaching resources & ideas for strategies:

Post Observation Discussion Prompts

How to Use this Form

This form is intended to focus on post observation discussion.

Peer Observer: This form is designed to guide your observation and evaluation post observation discussion with your peer.

Please note teaching strengths as well as provide suggestions for pedagogical improvement.

Section 1: Questions 1 and 2 should be posed by the observer during the post-observation conversation, which can occur either immediately after the class or within a few days, based on the availability of both the observer and the instructor. It's recommended to initiate the discussion with these questions, soliciting the instructor's insights before integrating your observations. The aim of Question 3 is for the observer to highlight successful strategies (if not previously mentioned), followed by suggesting areas for improvement based on their observations.

Section 2: The observer is expected to complete this section later and reflect on the faculty member's receptiveness to feedback.

Date:

Observer:

Course/session topic(s):

Section 1

1. What went well during your class?

2. Did the students demonstrate achievement of the learning objectives? How?

3. Here is what I observed about the specific feedback you requested:

Section 2

4. How open was the instructor to receiving feedback? Please describe their willingness to consider new ideas, their flexibility in responding to suggestions and comments.

Appendix D: Pilot courses

Course Code and Title	Instructor's Name
ANTH 100: Introduction to Cultural Anthropology	Dr. Sadaf Ahmed
REL 200: What is Religion	Dr. Essam Fahim
SS101: Islamic Studies (S2&4)	Dr. Essam Fahim
SS100: Writing and Communication (S2&6)	Habibah Rizvi
SS100: Writing and Communication (S11&20)	Zainab Sattar
HIST 2322: A Brief History of Evil	Dr. Ali Raza
CS 370: Operating Systems	Dr. Hamad Alizai
CS 100: Computational Problem Solving	Dr. Maryam Mustafa
CS 200: Intro to Programming (S1&2)	Dr. Saqib Ilyas
ENGG100- Measurement and Design L1	Dr. Qasim Imtiaz
ENGG100- Measurement and Design L2&3	Dr. Ammar Ahmed
PHY223: Mathematical Methods for Physicists and Engineers	Dr. Ammar Ahmed
CS210: Discrete Mathematics	Dr. Malik Jahan
ACCT100: Principles of Financial Accounting	Dr. Syed Zain ul Abidin
ACCT130: Principles of Management Accounting	Dr. Ayesha Bhatti
DISC 203: Probability and Statistics	Dr. Ijaz Haider Naqvi
DISC 212: Introduction to Management Science	Ms. Maheen Amir Syed
DISC 320: Qualitative and Quantitative Methods in Business	Dr. Raja Rub Nawaz






DISC 323: Decision Behaviour	Dr. Sheikh Attique Ur Rehman
MECO 111: Principles of Microeconomics	Ummad Mazhar
MGMT 142: Principles of Management	Muhammad Hamza Nawaz Butt
MGMT 242: Business Ethics and Corporate Social Responsibility	Mr. Razi Allah Lone
MKTG 201: Principles of Marketing	Muhammad Asim
MKTG 302: Using New Media Technologies in Marketing	Komal Zain
ORSC 201: Organizational Behaviour	Ghulam Ali Arain
LAW 240: Criminal Law S1	Angbeen Atif Mirza
LAW 426 : Marxist Theories of Law	Aisha Ahmed
EDU 223 - Trauma-informed Education Systems: Creating Cultures of Support and Change	Fizza Suhail
EDU 210 - Critical Debates in Education	Dr. Gulab Khan

Appendix E: Proposed Reporting Format

Course Title:

Instructor:

<Other meta data>

Question 1	
Question 2	
Question 3	
Question 4	
....	
Total*	

**The cumulative score may or may not be included depending on a school's requirements.*

The midterm feedback will follow the same style, but it will only show the percentage of yes/no responses.

Faculty's response to the midterm feedback will be visible to both students and the Chairs/Deans

The open-ended questions will follow the same existing format on Zambeel.