**What should be the gold standard for measuring teaching quality?**

Introduction. In Canada, the arbitrator in *Ryerson University v Ryerson Faculty Association* [2018] CanLII 58446 (ON LA) endorsed a ‘teaching dossier and in-class peer evaluations’ as the gold standard for measuring teaching quality for promotion or tenure. The arbitrator affirmed an in-depth teaching dossier required evidence of the teacher’s continuous engagement with questioning, experimenting and reflecting; and that evidence should come from the teacher, peers and other sources. The strengths and weaknesses of student evaluations of teaching (SETs) have been well documented in the higher education literature. However, the arbitrator concluded that SETs are imperfect, biased and unreliable; and anyone who has the responsibility for evaluating teachers should be trained in the biases and limitations of SETs.

Format of the round table. Birds of a Feather.

Topic for discussion. What types of evidence could be used to measure teaching quality? How could peer review of teaching (PRoT) be used to measure teaching quality? What should be the gold standard for measuring teaching quality?

Context/background. The COVID-19 pandemic provided higher education teachers with an opportunity to pioneer and evaluate teaching innovations. Simultaneously, other higher education teachers were concerned about how the unprecedented transition to remote learning would adversely affect the quality of their learning materials and their SETs. In this context in 2020, the XXXX provided a best practice statement on the appropriate use of SETs during COVID-19 for XXXX members to advocate within their institutions. In 2021, the XXXX will embark on the development of a cross-institutional PRoT program and unveil a national teaching and learning awards scheme.

Intended outcome. To share diverse ways of measuring teaching quality including PRoT experiences. To inspire creative thinking about the gold standard for measuring teaching quality.