

# ALTC Peer Review of Teaching for Promotion Purposes

## Internal Peer Review Presentation

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## Project partners

### Project team members:

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## Origins of Project

- The project team wishes to thank the project's original leader, Associate Professor Michele Scoufis and original project manager Mr Hamish Dobbs for their dedication and work in starting the project
- Special acknowledgement to Professor Adrian Lee, whose workshop at the University of New South Wales in September 2004 was the inspiration for the project



## Other ALTC Peer Review Projects

Peer Review of Teaching in Australian Higher Education: Resources to support institutions in developing and embedding effective policies and practices

[www.cshe.unimelb.edu.au/research/prot.html](http://www.cshe.unimelb.edu.au/research/prot.html)

Project Team

CSHE (University of Melbourne):  
 Dr Kerri-Lee Harris  
 Professor Richard James  
 Dr Kelly Farrell  
 Professor Marcia Devlin (now Deakin)

University of Wollongong:  
 Ms Maureen Bell

### Peer Review of Teaching Project 2007-8

Peer Review of Teaching in Australian Higher Education: Resources to support institutions in developing and embedding effective policies and practices

The Centre for the Study of Higher Education (University of Melbourne) and the Centre for Educational Development and Interactive Resources (University of Wollongong) are creating a new, easy-to-use set of resources to assist institutions to effectively implement policies and programs for peer review of teaching. The resources will be launched at the Peer Review of Teaching in Australian Higher Education Colloquium on November 21 2008. They will then be made available to all Australian higher education institutions.

This project is funded by an Australian Learning and Teaching Council Priority Project grant (2007-2008)

Peer Review of Teaching in Australian Higher Education : Issues and Activities

- [What is peer review of teaching?](#)
- [PROT and some methods of evaluation and development](#)
- [PROT in Australia: current practice](#)

About the Project

- [Project outcomes](#)
- [The Five Stages of the Project](#)
- [National Colloquium](#)
- [Project Team](#)
- [Reference Group](#)
- [Contacts](#)

## Other ALTC Peer Review Projects

Peer review of online learning and teaching: online resources

[www.unisanet.unisa.edu.au/peerreview](http://www.unisanet.unisa.edu.au/peerreview)

Project Team UniSA:

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Partners:

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Lancaster University (UK)

Name	Type	Available?	Created	Modified	Options
Learning activities are repetitive	Likert Scale	Yes	2008-07-18 22:23:12	2008-07-18 22:23:12	6/85
Learning activities are varied	Likert Scale	Yes	2008-07-18 22:24:21	2008-07-18 22:24:21	6/85
Learning activities reflect class	Likert Scale	Yes	2008-07-18 22:24:54	2008-07-18 22:24:54	6/85
Purpose of each learning activity is stated	Occurrence Scale	Yes	2008-07-18 22:24:02	2008-07-18 22:24:02	6/85

## Project website

<http://www.adelaide.edu.au/clpd/peerreview>

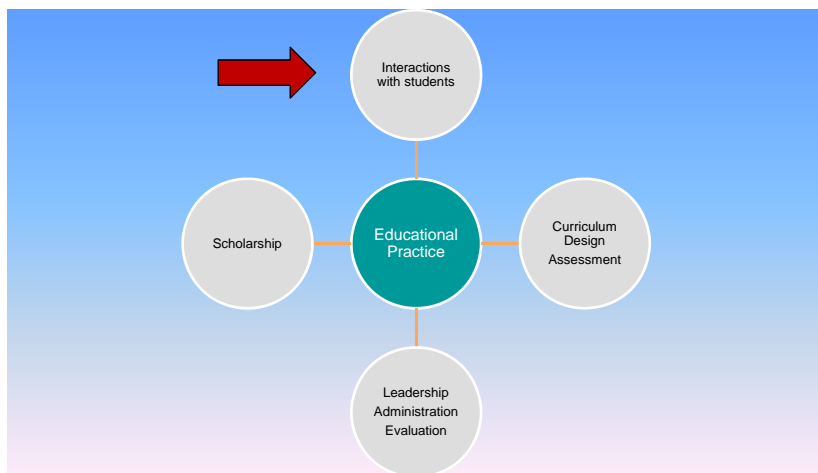
## Peer review and promotion



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## Peer review and promotion



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## Peer review design framework

- Excellent teaching should be recognised, valued and rewarded in a similar manner to excellent research
- One of the fundamental pillars for the recognition of excellent research is through peer review
- Peer review of teaching process covers two areas of academic practice: **classroom performance** and non-classroom curriculum activity
- Constructed an Internal Peer Review Process using an Internal Peer Review Team (IPRT)
- Constructed an External Peer Review Process using an External Peer Review Team (EPRT)
- Different universities are likely to have different requirements for the evidence that should be presented as part of the teaching component of the promotion application

## Formative peer review

**Peer Review of Teaching for  
Promotion Applications**

**Information, Protocols and  
Observation Form for  
*Formative* Peer Review**

## Internal Peer Review Team

- Academics who have their teaching peer reviewed as a component of the promotion process will each have at least one teaching session observed by a two-person IPRT
- On the basis of the first-order evidence obtained by direct scrutiny of the applicant's teaching, a report on each applicant will be prepared by each member of the IPRT
- These reports will be used by the relevant academic promotion committee to inform their decisions about the merits of the applicant's promotion application
- The IPRT does not make a recommendation about the suitability of the applicant for promotion
- The reports prepared by the IPRT provide academic promotion committees with a source of expert advice on the quality of an applicant's classroom practice
- The IPRT is not claiming that the applicant always performs at the same standard, but that they have been observed to perform at a particular standard

## IPRT Protocols

- The definition of what constitutes good teaching practice is so broad, it is impractical to attempt to construct a prescriptive, rigid framework that would be applicable to all teachers in all teaching situations
- IPRT forms have been designed to be flexible, covering broad dimensions of teaching and learning practice that could reasonably be expected to be present in the practice of an applicant for promotion
- Individual institutions may include additional criteria relevant to the local educational context

## Composition of the IPRT

- IPRT members for each peer review applicant will be drawn from an approved pool of peer review team members
- IPRT will comprise two people: one staff member well-credentialed and experienced in learning and teaching, and one discipline-specific peer reviewer
- If more than one session is observed for any applicant, the same IPRT should be used for all sessions
- An IPRT must include at least one academic at Associate Professor or Professor level and members must be at least Senior lecturers
- Membership of an IPRT is current for two years

## The learning and teaching peer reviewers

- The learning and teaching peer reviewers should be suitably qualified and skilled staff with recognised expertise in the field of learning and teaching
- In most cases they would have been the recipient of a teaching award, or have formal qualifications in learning and teaching and/or have an educational research profile.

## The discipline-specific peer reviewers

- The Deans of each Faculty will approve nominees from their respective areas
- Discipline-specific reviewers should be from the same broad discipline area as the applicant
- The discipline-specific peer reviewers should have internal recognition and credibility as having an appropriate level of understanding of learning and teaching issues

## IPRT selection for peer reviews

- Collated list of approved IPRT members for the current period should be made available to all members of the university community
- Applicants may refuse potential IPRT members ahead of their IPRT being convened if they wish, but cannot choose the members of their IPRT
- Should an applicant have an objection to one or both members of the IPRT nominated to review her/his teaching, she/he may lodge such an objection in writing with the DVC(A), including reasons to support the objection/s
- The DVC(A) will either replace one or both of the team members, or determine that the panel membership will remain unchanged, and advise the applicant accordingly

## Preparation of members of the IPRT

- All peer reviewers will undergo appropriate professional preparation
- In most circumstances, workshops, information sessions or any other means of preparation that may be deemed suitable will be planned and presented as a collaborative exercise between the central Academic Development Unit and the Human Resources area within the university concerned

## Preparation of members of the IPRT

### Internal Peer Review Team member professional development resources

Below are links to videoclips of teaching which can be used as professional development resources and practice observations for Internal Peer Review Team members.

- [Bachelor of Medicine/Bachelor of Surgery](#)
- [Chemistry 1B](#)
- [Professional English \(ESL\)](#)
- [Electronic Engineering 1B \(Practical\)](#)

### Bachelor of Medicine/Bachelor of Surgery

This lecture is built around the use of information technology: specifically, an online teaching tool ([eMedici](#)) which is already familiar to the students. The eMedici software is used to facilitate a differential diagnosis, and students are challenged to support their hypotheses using their knowledge of the human digestive system.

**Lecturer:** Associate Professor Peter Devitt



## The peer review process

- The two members of the IPRT must have a meeting with the applicant before the observation(s) of the teaching session(s)
- Purpose of the meeting is to provide applicants with an opportunity to nominate the session(s) to be observed, discuss issues they perceive to be relevant, and make available any relevant documentation (for example, course outlines, curriculum, resources given to students etc)
- It is important that applicants be confident that they have been given every possible opportunity and consideration, before, during and after the observation process, to demonstrate their teaching ability

## The peer review process

- As soon as practical after the observation there should be a second meeting between the applicant and the IPRT
- Provides an opportunity for the applicant to indicate whether the observed session was a valid opportunity for them to display the qualities of their teaching, and whether any unforeseen actions prevented them from completing their planned activities
- If the applicant and the reviewers agree that the observed session was not a valid opportunity then a second opportunity for peer review may be organised
- Although the IPRT may wish to provide formative feedback to the applicant on their teaching, this is not the primary purpose of the process; such feedback may be negotiated between the applicant and the IPRT by mutual consent, but is not required

## Writing the peer review report

- Each IPRT member should complete their final report independently, but may choose to discuss any issues before writing their report
- IPRT reports should be confined to what was observed in the teaching session(s) and any relevant discussion with the applicant
- Applicant will be given a copy of the reports in time for them to respond to those reports as part of their promotion application

## Appeals

- If there is a marked discrepancy between the two IPRT reports the applicant may request a second observation, conducted by a new IPRT
- She/he will then have the opportunity to provide a commentary on the reports produced by the new IPRT, which will be submitted to the promotion committee
- In cases where a new IPRT has been appointed at the request of the applicant, the original and new IPRT reports and the applicant's commentaries will all be submitted to the promotion committee

## Dimensions to be observed

- Students are actively engaged in learning
- Students prior knowledge and experience is built upon
- Teaching caters for student diversity
- Students are encouraged to develop/expand their conceptual understanding
- Students are aware of key learning outcomes
- Actively uses links between research and teaching
- Uses IT materials and techniques appropriately
- Presents material logically
- Seeks feedback on students' understanding and acts on this accordingly

## Peer observation form

A. General comments		Quantity and quality of evidence			
Dimensions of learning and teaching activity:		No apparent evidence	Limited evidence	Good evidence	Outstanding evidence
<b>1. Students are actively engaged in learning</b> Your examples and comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Students' prior knowledge and experience is built upon</b> Your examples and comments:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Effectiveness not clear	Effective	Very effective	Exceptionally effective	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>