

Peer Review of Teaching for Promotion Purposes:

a project to develop and implement a pilot program of external Peer Review of Teaching at four Australian universities.

Final Project Report
June 2009

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A key outcome from this project is the website
'Peer Review of Teaching for Promotion Purposes: a project to develop and implement a pilot program of Peer Review of Teaching at four Australian universities',
available at: <http://www.adelaide.edu.au/clpd/peerreview>



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EXECUTIVE SUMMARY

Summative peer review of teaching has the ability to improve both the status and the quality of teaching at tertiary level, by encouraging the promotion of exceptional teachers and academics engaged in the scholarship of teaching at all levels.

Aims and deliverables

The project aimed to:

- create a robust summative peer review process with the potential to foster and acknowledge excellent teaching and learning in Australian universities, particularly by being integrated with the promotion process;
- establish tools and protocols for the external peer review of teaching; and
- articulate ground rules and principles for a sustainable, effective and customisable process of internal and external peer review of teaching.

Rigorous and adaptable protocols, processes and tools were developed for Internal Peer Review of Teaching (focussing on peer observation of classroom teaching) and External Peer Review of Teaching (focussing on peer evaluation of written materials and documentation). These were grounded in a thorough review of the literature around summative peer review of teaching, and trialled in pilot programs over two years. Feedback was collected from participants after each pilot program and used to modify and refine all documentation.

For a summative peer review of teaching program to be successful, peer reviewers must be trained and experienced. A set of professional development resources for Internal and External Peer Review Team members was therefore developed, including model session agendas, video clips of classroom teaching, and sample promotion applications.

All resources produced by the project are available on the project website at <http://www.adelaide.edu.au/clpd/peerreview>.

Dissemination

The project outcomes were disseminated by means of a successful series of regional dissemination seminars. These seminars were designed to not only communicate the aims, results and products of the project to stakeholders, but also open discussion about the summative peer review of teaching, expose a wide range of academics to the process of peer review and encourage understanding through engagement with the documents and tools. The dissemination seminars also explicitly encouraged the adaptation of protocols and reporting tools to suit different environments.

Conclusion and recommendations

As universities across Australia develop teaching-only positions and teaching-intensive career pathways, they also need to develop promotion processes that allow academics to be promoted on teaching grounds. This project offers functional, adaptable and academically rigorous processes, protocols and tools that universities can use to provide appropriate career options for academics who choose to focus on teaching.

In response to the findings of the project, the project team offers the following recommendations:

- that a further project be established with a particular focus on the implementation of summative peer review systems and engagement with senior management and promotion committee members;
- that institutions which decide to implement the Summative Peer Review of Teaching program support it by appointing a designated Learning and Teaching expert on each promotion committee, and by giving promotion committee members professional development in the area of interpreting teaching-centred applications and peer review reports;
- that institutions which choose to implement the Summative Peer Review of Teaching program adapt it to suit their circumstances, rather than adopting it in its current form (resources to assist in this process are available on the project website: <http://www.adelaide.edu.au/clpd/peerreview>);
- that institutions which decide to implement the Summative Peer Review of Teaching program first implement the *formative* protocol for Internal Peer Review of Teaching, and run it for a year before implementing the summative protocols. This will give peer reviewers time to train, and candidates for promotion time to become accustomed to the processes and criteria involved; and
- that institutions which decide to implement the Summative Peer Review of Teaching program modify their promotion processes and criteria that relate to teaching as they adapt the peer review protocols and criteria, to ensure alignment and lead-in time for those wishing to engage in summative peer review of their teaching.

1. INTRODUCTION

This project had its genesis at Emeritus Professor Adrian Lee's workshop on external peer review of teaching, which took place at The University of New South Wales on 23 September 2004. The workshop focussed on summative peer review of teaching and its role in institutional leadership for excellence in learning and teaching, particularly in relation to the academic promotion process,

The project ran from November 2006 to May 2009, and was funded under the 2006 round of the Australian Learning and Teaching Council's (formerly the Carrick Institute's) Priority Projects Program. It was a collaborative effort between The University of New South Wales (Learning and Teaching @ UNSW), The University of Adelaide (Centre for Learning and Professional Development), Griffith University (Griffith Institute for Higher Education), and the University of Canberra (UC Teaching and Learning Centre). The University of Canberra was unable to continue as a partner in the project, and was replaced by the University of Wollongong (Centre for Educational Development and Interactive Resources) in mid-2007.

1.1 Project team

The original project team leader was Associate Professor Michele Scoufis (The University of New South Wales); the original project manager and project officer were Mr Hamish Dobbs and Mr Michael Brereton (The University of New South Wales). Professor Yoni Ryan from the University of Canberra was also a project team member in the initial stages of the project.

The project team would like to thank these team members for their invaluable contributions to the early stages of the project.

Current project team members

Professor Geoffrey Crisp (CLPD, The University of Adelaide) as project leader
Dr Kerrie Le Lievre (CLPD, The University of Adelaide) as project manager
Ms Barbara Brougham (CLPD, The University of Adelaide) as project officer
Professor Royce Sadler (GIHE, Griffith University)
Professor Kerri-Lee Krause (GIHE, Griffith University)
Ms Margaret Buckridge (GIHE, Griffith University)
Professor Sandra Wills (CEDIR, University of Wollongong)
Dr Christine Brown (CEDIR, University of Wollongong)
Ms Jan McLean (TL@UNSW, The University of New South Wales)
Dr Helen Dalton (TL@UNSW, The University of New South Wales)

1.2 Project aims

The primary aim of this project was to develop the capacity within Australian universities to recognise, reward and promote quality teaching, and in so doing, improve the recognition of teaching within the culture of Australian universities.

To achieve this, the project aimed to:

- develop, trial and finalise a robust summative peer review process with the potential to foster and acknowledge excellent teaching and learning in Australian universities;
- establish tools and protocols for the external peer review of teaching;
- articulate ground rules and principles for a sustainable, effective and customisable process of internal and external peer review of teaching; and
- establish a website to inform the wider community of the project's processes and results and to facilitate further sharing of practice.

1.3 People involved

The project involved consultation with internal reference groups, an external reference group and an independent external assessor, as well as the many academics who trialled peer review procedures both as peer reviewers and as candidates for review over the course of the project.

External reference group

The project team assembled an international reference group to give feedback on protocol documents and tools, and on the project plan itself. Its members were:

Emeritus Professor Alan Jenkins, Oxford Brookes University (UK);
Dr Mary Taylor Huber, Senior Scholar, Carnegie Foundation for the Foundation of Teaching (US);
Dr Matthew Kaplan, Associate Director, Centre for Research on Learning and Teaching, University of Michigan (US);
Emeritus Professor Adrian Lee, former Pro-Vice-Chancellor (Education and Quality Improvement), The University of New South Wales (Australia); and
Ms Margaret Buckridge, Griffith Institute for Higher Education, Griffith University (Australia).

Margaret Buckridge became a member of the project team in 2007, and was replaced on the reference group by:

Professor Steve Dinham, Professor of Educational Leadership and Pedagogy, University of Wollongong (Australia).

External assessor

Higher Education Development Consultant Professor Owen Hicks, former Director of Organisational and Staff Development Services at The University of Western Australia, served as external assessor for the project. Professor Hicks provided advice and feedback on the evaluation tools used throughout the project. He attended a dissemination workshop at Edith Cowan University on 9 April 2009, and assessed the protocol documents, training materials, workshop feedback and project website. His report is included in the appendices to this document.

Other acknowledgments

The project team would like to thank the many academics from The University of Adelaide, Griffith University, the University of Wollongong and The University of New South Wales who participated in the 2007 and 2008 pilot programs of peer review, either as peer reviewers or by submitting their classroom work or promotion applications for review, as well as the academics from The University of Adelaide who consented to be filmed or to have their promotion applications de-identified for use as peer reviewer training resources, and everyone who participated in regional dissemination workshops and gave feedback to the project team.

The project team also thanks Professor Marcia Devlin and Ms Terry McCormick (Deakin University), Professor Ron Oliver, Ms Alison Bunker and Ms Rosita Mulqueen (Edith Cowan University), and Ms Debbie Owen (The University of New South Wales) for their assistance in hosting and publicising dissemination workshops.

1.4 Dissemination methods

A variety of strategies were used for disseminating the project's objectives and results both to specific groups, and more broadly across the Australian scholarly community.

Project website

A project website was established at <http://www.adelaide.edu.au/clpd/peerreview> in March 2009. This identified the project team and set out the deliverables produced for public access and use, including protocol documents and reporting tools, peer reviewer training resources, relevant issues and related links. The website was linked to The University of Adelaide's Centre for Learning and Professional Development site. A public group with a link to the website was set up on the ALTC Exchange; its title is 'Peer Review of Teaching for Promotion Purposes'.

The site has been publicised through the ALTC Exchange and the project's dissemination workshops. It has been regularly updated with new information and the latest versions of project documents since it was first established.

Dissemination workshops

Between 2 March and 9 April 2009, members of the project team presented a series of regional dissemination workshops. These were hosted at Deakin University, The University of Adelaide, Griffith University, The University of New South Wales and Edith Cowan University.

The workshops targeted academics working in the field of learning and teaching: particularly Heads of Academic Development Units, Deans and Associate Deans (Learning and Teaching), Heads of Schools and Disciplines, and academics qualified by the project's standards to serve as peer reviewers. Academics from 30 universities across Australia attended the workshops.

Report publication

This report will be published on the project website in June 2009. It will also be published in print form and distributed to all Australian universities.

Conference presentation

In July 2009 Professor Geoffrey Crisp will present a workshop 'Peer Review of Teaching for Promotion Purposes: Trialling the Documentation and Procedures Developed for an ALTC Project', based on the dissemination workshops discussed above, at the conference *HERDSA 2009: The Student Experience* in Darwin.

The project team may also produce a journal article based on the project literature review, which is included in the appendices of this report.

Project communications

The project team identified three major groups of stakeholders in the project, and communicated with all three to differing degrees.

The *primary stakeholders* were the academics and senior managers who would be responsible for developing, implementing, and administering Summative Peer Review of teaching programs. They included Pro-Vice-Chancellors and Deputy Vice-Chancellors (Academic), Heads of Academic Development Units and other members of those units, and relevant Human Resources staff members.

Representatives of this group were involved in the project both at the planning stage, and in the dissemination stage. Heads and members of Academic Development Units at the four partner universities, as well as members of an Internal Reference Group at The University of New South Wales, participated in the trials as peer reviewers, consulted on the development of protocol documents and criteria lists, and attended dissemination seminars to engage with the final versions of the project protocols documents and reporting forms and give feedback. However, the project team did not engage as closely with senior managers as with other stakeholders in this group, in recognition of their expressed preference to see completed documents rather than early drafts.

The *secondary stakeholders* were those academics who are or will be in teaching-oriented career pathways, or who have a strong teaching element to their work and research profiles, and who will be able to use the peer review processes in applying for promotion.

Representatives of this group were involved in the project as volunteers, allowing their classroom teaching or written applications for promotion to be assessed by peer reviewers. They also gave the project team feedback by participating in a round-table discussion held at The University of Adelaide's Centre for Learning and Professional Development in 2008. Some interested academics in this group also attended dissemination seminars and gave feedback to the project team.

The *tertiary stakeholders* identified by the project team were academics eligible to work as peer reviewers, and members of promotion committees.

Representatives of this group were involved in the project as volunteer peer reviewers for both Internal and External Peer Review, and gave feedback to the project team by participating in a series of semi-structured interviews. Some interested academics in this group also attended dissemination seminars and gave feedback on the project to the project team. The project team did not interact extensively with promotion committees at each of the partner institutions during the project, in recognition of this group of stakeholders' preference to work with completed documents rather than early drafts and developing processes. However, Professor Sandra Wills and Dr Christine Brown contributed substantial insights from the University of Wollongong's development of internal peer review processes for promotion purposes, and Ms Margaret Buckridge interviewed promotion committee members at Griffith University in late 2008 and noted their concerns as to the amount of value that the resources developed by the project team would add to the promotion process.

Communications between the project team members were predominantly conducted through email or conference calls; however, the project team also met face-to-face in Sydney during 2006 and 2007, and at the University of Wollongong in August 2008. Members of the project team shared the role of presenter for the dissemination workshops.

1.5 Related ALTC projects

The project is related to three ALTC-funded projects on peer review of teaching.

Dr Kerri-Lee Harris (The University of Melbourne):

Peer Review of Teaching in Australian Higher Education: Resources to support institutions in developing and embedding effective practices and policies (The University of Melbourne, the University of Wollongong, Deakin University).

Dr Jo McKenzie (University of Technology Sydney):

Embedding peer review of learning and teaching in e-learning and blended learning environments (University of Technology Sydney, Curtin University of Technology, Queensland University of Technology, RMIT University, University of South Australia).

Dr Denise Wood (University of South Australia):

Peer Review of Online Learning and Teaching (University of South Australia, Queensland University of Technology, Monash University, RMIT University, Griffith University, Edith Cowan University, University of Tasmania, University of Southern Queensland, Lancaster University UK).

Dr Maureen Bell, a member of Dr Kerri-Lee Harris' project team, was a peer reviewer for this project at the University of Wollongong.

Professor Geoffrey Crisp presented a poster about the project and publicised the regional dissemination workshops at the National Colloquium *Peer Review of University Teaching: Capitalising on Collegial Expertise and Feedback* held at The University of Melbourne on 21 November 2008.

The project made contact with both Dr Jo McKenzie and Dr Denise Wood in 2009, and invited them to attend the dissemination workshops held at The University of Adelaide and The University of New South Wales. Dr McKenzie sent representatives to the workshop held at The University of New South Wales.

References to these projects and links to current project websites have been included in the Peer Review of Teaching website.

2. DEVELOPMENT OF PROTOCOLS AND DOCUMENTATION

The primary deliverables of the Peer Review of Teaching for Promotion Purposes project were: a series of protocol documents setting out procedures for Internal Peer Review of Teaching (that is, the *peer observation of classroom teaching*) and External Peer Review of Teaching (*peer evaluation of written materials and documentation*); reporting forms for Internal and External Peer Review of Teaching; training resources for peer reviewers; and a project website for the dissemination of these resources.

2.1 Approach and methodology

Approach

The project focussed on developing protocols, processes and tools specifically for the summative peer review of teaching. This was for two reasons. Firstly, it was to ensure that these protocols, processes and tools retained a clear focus and were appropriate for the job of summative peer review, as processes and tools designed for formative use and adapted to serve summative purposes might be inappropriate for the task and misdirect the project. Secondly, it was to avoid redundancy: many effective protocols, processes and tools for formative peer review of teaching already exist.

The project outcomes were, however, designed with the understanding that they could be *adapted* to formative use if necessary by a given institution or pair of partner institutions.

Methodology

The research methodology used in this project was designed to add value to the promotion process for teaching-priority applications, by introducing first-order evidence and expert opinions into the deliberations of promotion committees.

The *peer review methodology* was designed so that it would test processes and tools without adversely affecting the promotion prospects of volunteers who participated as candidates for peer review. Volunteer candidates for peer review were therefore not required to submit their peer review reports as part of their application packages. However, they were given the option of doing so if they wished, and some did.

The methodology comprised the following steps:

- 1) Applicants for promotion for whom excellence in teaching was a significant component of their case for promotion at each of the partner universities were approached to participate in the project.
- 2) Relevant partner universities were informed of the number, level and discipline/Faculty of applications for promotion. They appointed one External Peer Review Team for each external application forwarded for review. These peer review teams comprised one staff member with credentials and experience in learning and teaching, and one discipline expert.
- 3) Applicants were shown a master list of available internal peer reviewers; while they were not permitted to choose their reviewers, they were permitted to exclude potential reviewers for their particular application.
- 4) Each partner university appointed one Internal Peer Review Team for each local application for promotion. These peer review teams comprised one staff member with credentials and experience in learning and teaching, and one discipline expert.
- 5) All peer reviewers underwent some professional preparation.
- 6) The Internal Peer Review Teams met with applicants before observing their teaching to discuss the focus of the exercise.
- 7) The Internal Peer Review Teams observed applicants' teaching abilities at least once.

- 8) The Internal Peer Review Teams met with applicants again after an observation session to determine whether the session was representative of normal teaching practice and situation.
- 9) The Internal Peer Review teams prepared written summative evaluation reports reflecting upon the evidence they have observed against the stated criteria.
- 10) The Internal Peer Review Teams' reports were forwarded to applicants, who had the opportunity to write a commentary on their content. If there was a marked discrepancy between the two reports, or between a report and the applicant's self-assessment, an applicant had the option of requesting one second review by a new Internal Peer Review Team.
- 11) The applicants' de-identified application packages, including the Internal Peer Review teams' reports, were forwarded to one or more of the partner universities for external review.
- 12) The External Peer Review Teams evaluated the evidence of excellence in teaching presented in the applicants' teaching portfolios, and prepared written summative evaluation reports upon it.
- 13) The application packages, including both Internal and External Peer Review reports, were returned to the originating university, and to the applicants.
- 14) Applicants had the opportunity to write a commentary on the contents of the External Peer Review Teams' reports. In the event of a marked discrepancy between the two reports, or between a report and the applicant's self-assessment, applicant had the opportunity to request a second review by a new External Peer Review Team.
- 15) Some application packages for External Peer Review were re-submitted for External Peer Review at partner institutions other than the original reviewing university as part of a consistency trial.
- 16) The applicants clearly knew their Internal Peer Review Team members, as this form of peer review involves a face to face classroom presence. The identity of the External Peer Review Team members was not made known to the applicant, but was made known to the Project Manager.
- 17) After completion of the project, feedback on procedures, forms and results was collected from participants using focus groups, and from reviewers using structured interviews.

Promotion cycles at some of the partner institutions did not coincide with the timing of the peer review trials in 2007 and/or 2008. In these instances, volunteers for the role of candidate for peer review were sourced from other locations, including lists of ALTC citation holders and University teaching award holders.

The *survey methodology* for the evaluation stage of the project was based in grounded theory and used a semi-structured interview methodology to gather data. The methodology, which derived from ethnography, consisted of the following steps:

- 1) Internal Peer Review Team members and External Peer Review Team members were selected as per the project protocols.
- 2) The Project Manager and Project Leader developed a schedule of questions for structured interviews.
- 3) The structured interview questions were reviewed by a member of the sample group.
- 4) The interview questions were adjusted in response to the feedback provided by the reviewer.
- 5) The Project Manager contacted each individual involved in an Internal Peer Review Team or External Peer Review Team to provide written information about this phase of the project, and seek their consent to an interview. The Project Manager sent a written information sheet and a consent form to the reviewers, and upon return of signed and witnessed consent forms arranged interview times (interviews of External Peer Review Team members at partner universities were conducted by

telephone by the Project Manager, or in person by project team members at the relevant partner institution).

- 6) The interviewer/s had transcriptions of the interviews typed by a professional transcription service and returned them to interviewees for confirmation/change.
- 7) The Project Manager analysed the interview notes for issues, claims and concerns reported to identify key themes.
- 8) Identified central themes were used to inform any recommendations made, including recommendations for further investigation.

The peer review methodology and survey methodology were cleared by The University of Adelaide's Human Research Ethics Committee in August 2008 (approval number H-088-2008).

2.2 Literature review

The first stage in the development of protocols for summative peer review of teaching, documentation and assessment tools, and resources, was to conduct a literature review focussed on summative peer review of teaching. The literature review investigated:

- the need for summative peer review of teaching programs in Australian universities;
- the prerequisites for establishing successful summative peer review programs;
- appropriate criteria for evaluation and appropriate material for inclusion in peer evaluation;
- which staff members to peer review;
- when and how often to carry out peer review; and
- issues informing academics' responses to summative peer review of teaching.

The literature review is included in Appendix 1 of this report.

2.3 Development of protocols and criteria

Development of the project's original protocols, proformas and processes took place primarily at The University of New South Wales, and involved consultation with the partner institutions, internal and external reference groups, the National Tertiary Education Union, Human Resources representatives, Associate Deans (Learning and Teaching), Academic Teaching Fellows, and relevant academics at each of the partner institutions.

Protocols

As it was not feasible to develop protocols or tools for summative peer review that matched exactly the existing criteria for promotion and for the presentation of evidence to a promotion committee at each university, the project team chose to produce a set of generic documents that universities could adapt to suit their circumstances.

The project team initially drew on the literature review to develop protocols, processes and tools solely for the *summative* peer observation of classroom teaching and written materials and documentation, for promotion purposes, as opposed to formative peer review for developmental purposes. The primary decision made regarding the development of the protocols and processes was the need to find a balance between the ideal cases and situations set out in the literature, and the pragmatic reality of running a peer review system in universities where staff workload and the allocation of dedicated resources to peer review are contestable issues.

It was decided to separate peer observation of classroom teaching and peer evaluation of written materials and documentation into two branches of peer review reviewed by two separate Peer Review Teams, as this would diminish logistical difficulties, maximise the

objectivity of the process, and allow for benchmarking between institutions where appropriate. The branch of the process dealing with peer observation of classroom teaching was named *Internal Peer Review of Teaching* to highlight the fact that it sources peer reviewers from within the same university as the candidate being reviewed; the branch dealing with peer evaluation of written materials and documentation was called *External Peer Review of Teaching*, to emphasise the fact that it sources peer reviewers from a partner institution.

Following recommendations from the literature review, it was decided to tie both branches of the peer review process to the promotion process, both putting the timing and frequency of the peer review under the control of the candidate for promotion and avoiding the need to create a large and complex universal system. The project team also specified the need for a diverse team of peer reviewers for Internal Peer Review of Teaching, with Peer Review Teams to comprise two peer reviewers with different areas of expertise, one of whom would be a broad match for the candidate's discipline area and one of whom would be an expert in Learning and Teaching, and both of whom would be experienced teachers, from a higher level within the university than the candidate for promotion, and with specific experience in the learning and teaching field (markers for eligibility were specified as ALTC or other citations for teaching work, and/or a scholarly reputation in the area of learning and teaching). A requirement that Internal Peer Review Team members undergo an induction process including professional development in peer evaluation as a *team* was built into the protocol documents at this stage.

To increase both the objectivity and the transparency of the process, it was decided that candidates for peer review would not be given the option of choosing the members of their Internal Peer Review Team. Nor would Internal Peer Review Team members be sourced from among a candidate's immediate colleagues. Instead, they would be drawn from a relevant broad discipline area and from Learning and Teaching areas, and assigned to the candidate by the program administrators. However, for ethical reasons, candidates would be given the right to veto potential members before the final Peer Review Team was convened. This veto power was modelled on the right of PhD students to veto a name or names from a list of potential examiners.

In designing the process of internal peer review, it was decided to implement a system, discussed in the literature review, in which the observed session or sessions were preceded by a pre-observation meeting and followed by a post-observation meeting. The pre-observation meeting was designed to give the candidate for peer review an opportunity to give her or his reviewers contextualising information about the course, practice and observed session, and to discuss the criteria and how they might apply to the observed session; the post-observation meeting was intended to give the Peer Review Team the opportunity to ensure that the observed session was representative, and to organise a second observed session if necessary.

As there are fewer guidelines or examples available in the literature for structuring external peer review of teaching processes in the literature, the project team then adapted the Internal Peer Review protocols were then adapted as far as was relevant for the external peer review process. The project team added to the model the need for an External Peer Review Team drawn from a different university, and for a consistent partner university with which to undertake External Peer Review of Teaching.

The protocol documents were developed with the intent that they could and should be adapted to suit individual institutions or pairs of partner institutions that choose to adopt the program.

Criteria

The criteria for evaluation for both Internal and External Peer Review of Teaching were developed from publicly available documents including the UNSW Guidelines on Learning that Inform Teaching, and the Australian College of Education Quality Teaching Awards. The criteria for Internal Peer Review of Teaching were designed to address not only the candidate's knowledge of their subject matter, but also their specific classroom skills, while avoiding issues of teaching style. The criteria for External Peer Review of Teaching were chosen to focus on knowledge of subject matter, scholarly skills related to teaching and the scholarship of teaching, and alignment between philosophy and practice.

Like the protocol documents, the criteria were chosen in recognition of the fact that they could be adapted to suit individual institutions or pairs of partner institutions in practice.

Feedback

During the development process, the external reference group provided feedback on the protocol documents and project plan, including the following points:

- the need to make provision for training and support for Peer Review Team members;
- the need for the project team to engage with and review the peer reviewers to identify and respond to any issues in the review process, and observe how to develop a support system for peer reviewers;
- the need to consider establishing benchmarks within and between universities; and
- the need to employ a broad definition of 'teaching', which includes elements such as leadership roles and scholarship of teaching.

Original Internal Peer Review of Teaching protocols

The original Internal Peer Review of Teaching protocol document was designed to form a detailed guide to the Internal Peer Review process for administrators, peer reviewers and applicants for promotion. The document worked through the steps in a model Internal Peer Review process, provides relevant information for all of those involved in the process, and identifies the staff members overseeing the administrative elements.

Original Internal Peer Review of Teaching supporting documents

The original Protocol document was supported by an 'Observation of a Teaching Session' booklet, which served as a guide for Peer Review Team members for the pre-observation meeting, observed session/s and post-observation meeting. It included a list of open-ended and reflective questions for Peer Reviewers to ask in each meeting, based on The University of New South Wales' 'Guidelines that Inform Teaching at UNSW' (<http://www.guidelinesonlearning.unsw.edu.au>), the literature review, and A.W. Chickering and Z.F. Garson's 1987 paper 'Seven Principles of good practice in undergraduate education' (*AAHE Bulletin*, vol. 39, no. 7, pp. 3-7).

The original Internal Peer Review of Teaching reporting proformas were in two formats. In version A, Peer Review Team members were given a list of statements under key headings ('The Students', 'The Course' and 'Pedagogy') to structure their observations and reports. On these forms, Peer Review Team members were given little space to include comments or narrative observations. In version B, the statements were presented as individual criteria, with a rating scale and space to write comments provided next to each criterion, and an opportunity for summary comment at the end.

Original External Peer Review of Teaching protocols

The External Peer Review of Teaching protocol document was designed to form a detailed guide to the External Peer Review process for administrators, peer reviewers and applicants for promotion. The document works through the steps in a model External Peer Review process, provides relevant information for all of those involved in the process, and identifies the staff members overseeing the administrative elements.

Original External Peer Review of Teaching supporting documents

The original External Peer Review of Teaching protocols were supported by a reporting proforma in two sections, the first providing space for a narrative report on the individual criteria, and the second providing space for a general commentary. This proforma was attached to the end of the External Peer Review of Teaching protocol document.

2.4 2007 pilot program

In 2007 a pilot program of Internal and External Peer Review of Teaching was conducted at the four partner universities. In these trials, volunteers had their classroom teaching peer reviewed by Internal Peer Review Teams, and their written applications for promotion reviewed by External Peer Review Teams at specific partner universities (Griffith University was partnered with The University of Adelaide, and The University of New South Wales with the University of Wollongong). However, the trial was conducted separately from the promotion process at each university, and reports were not presented to the promotion committees unless the candidates chose to present them.

The protocol documents and criteria for evaluation used in this pilot program were modified and streamlined in response to issues observed during the trial and/or raised by peer reviewers and volunteers. Changes included:

- the development of a set of 'indicators', or example statements listing teaching behaviours indicating achievement of the criterion, for each criterion;
- the streamlining of the Internal Peer Review Protocol documents and Observation of a Teaching Session booklet, and the External Peer Review Protocol document and reporting form, into single documents for Internal and External Peer review which each included protocols and processes, criteria and indicators, and reporting proformas; and
- the revision of the text of the protocol documents into a more accessible, less discipline-specific form.

The different Internal Peer Review reporting proformas initially used by the Griffith University/The University of Adelaide and The University of New South Wales/University of Wollongong pairs were dropped, and the Griffith/Adelaide model became the basis for a standard Internal Peer Review of Teaching reporting proforma. The reporting proforma for the External Peer Review of Teaching was redeveloped to follow the same format, with each criterion listed on the form and accompanied by a ratings scale, with space for individual and summary comments.

Finally, it was decided to emphasise the fact that Peer Review Team members should not under any circumstances make a recommendation regarding whether a candidate should or should not be promoted.

2.5 2008 pilot program

In 2008, a second pilot program of both External and Internal Peer Review of Teaching was conducted across the partner universities using the revised protocols and associated documentation.

External Peer Review of Teaching

The 2008 pilot program of External Peer Review of Teaching was conducted in two rounds, the first between Griffith University and The University of Adelaide, and the second between The University of Adelaide, the University of Wollongong and The University of New South Wales. The program tested the processes and criteria set up for External Peer Review after the 2007 pilot program. The results of both rounds were then analysed to check for consistency between reviewers at the different institutions.

Between the first and second rounds of the pilot program, the project team consulted with a group of peer reviewers in training at the University of Wollongong. This resulted in significant changes to the reporting forms for both External and Internal Peer Review. The criteria were revised, and the scaled response against each criterion was split into two, with one scale focussing on recording the amount of evidence presented, and whether that amount was appropriate, and the other on assessing its quality. These changes were then also applied to the Internal Peer Review Team reporting forms.

The pilot program found that the processes for External Peer Review of Teaching were functional, and that the criteria were generally applicable and acceptable to peer reviewers and candidates for peer review. However, the project team acknowledges that some preparation is required to effectively run the External Peer Review program. This involves putting together an established and trained group of Peer Review Teams, fixing a clear timeframe for the completion and return of reports, and establishing a degree of alignment between an institution's criteria for written applications for promotion and the project's criteria for peer review.

Internal Peer Review of Teaching

The 2008 trial of Internal Peer Review of Teaching was conducted at The University of Adelaide. This trial tested both the processes and the criteria established for Internal Peer Review of Teaching at the end of the 2007 pilot program, and incorporated changes to criteria and reporting forms developed during the External Peer Review trials discussed above.

The pilot program found that the processes and protocols for Internal Peer Review of Teaching were functional, but needed to be framed by adequate support for peer reviewers. The most complex and time-consuming element of the trials from an administrative point of view was the difficulty of convening a Peer Review Team for each candidate and scheduling the pre-observation meeting and observed session; candidates and Peer Review Team members were allowed to schedule their own post-observation meetings, which was often most effective.

Peer Review Team members reported that the whole process took between four and seven hours to complete, a significant addition to their workload if they undertook more than one review. It was noted that some Peer Review Team members found the report-writing process easier if the candidate supplied them with detailed information about the session being observed and its context; the protocol documents were amended to suggest that candidates could supply as much information to their Peer Review Team as they saw fit.

2.6 Consistency check

As part of the 2008 trial, a consistency check was carried out, with written applications being reviewed by External Peer Review Teams at several of the partner universities.

Within universities

The consistency check within universities was complicated by the fact that some Peer Review Teams chose to submit joint reports. However, analysis of reports submitted separately by Discipline experts and Learning and Teaching experts showed that Discipline and Learning and Teaching reviewers **agreed in 50% to 80% of cases**, and that the majority of differing responses varied by only one scale category, whether positively or negatively.

When Peer Review Teams used proformas featuring the original, combined quality/quantity scale, Learning and Teaching reviewers were likely to be more positive than Discipline reviewers. However, when the Teams used the revised proformas with separate scales for quality and quantity of evidence supplied, Discipline reviewers were likely to be slightly more positive than Learning and Teaching reviewers.

Across universities

The consistency check showed that there was relatively little variation in the reports on the same applications from reviewers at different universities. Overall, the majority of responses to the criteria were either the same across different universities, or varied by one point on the scale, for both Discipline and Learning and Teaching experts. However, Learning and Teaching experts and Discipline experts at different universities did not necessarily disagree on the same criteria.

2.7 Feedback

In 2008, feedback was sought from volunteers who participated in the project both as peer reviewers and as candidates for peer review.

Peer reviewers

A series of structured interviews was conducted with 23 peer reviewers who had participated in the Internal and External Peer Review of Teaching trial rounds across the four partner institutions. The following questions were asked, with questions specific to Internal and External Peer Review Processes omitted as appropriate to the peer reviewer's participation in the project:

Preliminary questions: Name/Qualifications/Discipline background/Internal or External reviewer (or both)/L&T expert or Discipline expert

- 1) What role do you think peer review can play in academic promotion applications?
- 2) What factors influenced your decision to participate in the project as a reviewer?
- 3) How did you feel about participating in a summative review of a colleague/fellow academic? Did it raise any ethical questions for you? How did you resolve these?
- 4) Regarding the Internal Review [if applicable]:
 - a) What was your opinion of the procedures for Internal Peer Review? Were they appropriate? Were they clearly expressed? [Probe questions: Problems/issues with procedures or documents].
 - b) What was your opinion of the criteria used for assessing Internal Peer Review candidates? Were they appropriate? Were they clearly expressed? [Probe questions: problems/issues with criteria]

- c) What was your opinion of the forms used for writing Internal Peer Review Reports? Was the format appropriate? Was the design easy to use? [Probe questions: problems/issues]
- 5) Regarding the External Review [if appropriate]:
- a) What was your opinion of the procedures for External Peer Review? Were they appropriate? Were they clearly expressed? [Probe questions: problems/issues with procedures or documents].
- b) What was your opinion of the criteria used to assess External Peer Review candidates? Were they appropriate? Were they clearly expressed? [Probe questions: problems/issues with criteria].
- c) What was your opinion of the forms used for writing External Peer Review Reports? Was the format appropriate? Was the design easy to use? [Probe questions: problems/issues].
- 6) Are there any suggestions you'd like to offer as to how the process as a whole could be improved?
- 7) What do you see as the future for summative peer review of teaching, particularly in connection with academic promotions?
- 8) Are there any other issues you'd like to raise, or comments you'd like to add?

Of these, four key questions—questions 2, 3, 4 and 5—were selected for a keyword analysis and frequency analysis. Responses given by fewer than four respondents are not included in the analysis below.

Question 2 was chosen to give information about who to approach to participate in the program as peer reviewers (Figure 1). Of 23 respondents:

- 7 reported that they participated because they perceived it to be part of their jobs;
- 11 cited a pre-existing professional interested in peer review of teaching;
- 4 related participation to their personal professional development;
- 12 cited the perceived wider importance of the project to the higher education sector as a whole;
- 7 reported that their own universities were either considering introducing peer review of teaching, or already had a peer review program in place;
- 4 indicated a desire to contribute to or influence the direction of this project; and
- 7 cited the need for a form of feedback on teaching other than student evaluations.

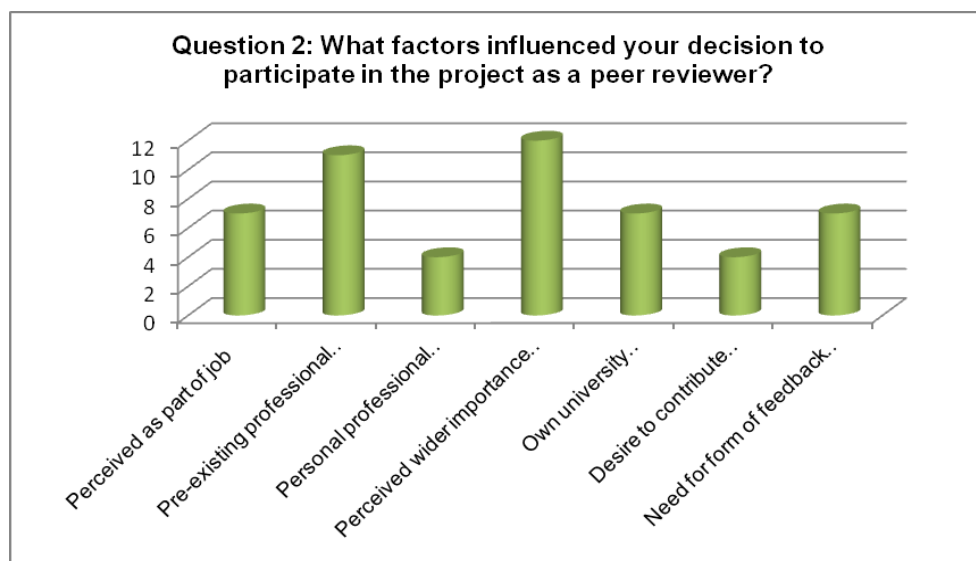


Figure 1

Question 3 was selected to address ethical concerns around summative peer review (Figure 2). In response to the first part of this question, of 23 respondents:

- 13 reported that the form of summative peer review designed by the project team raised no ethical questions;
- 4 reported that the lack of a formative element raised ethical concerns; and
- 6 cited concerns about the potential of a negative report to affect the career of an applicant for promotion.

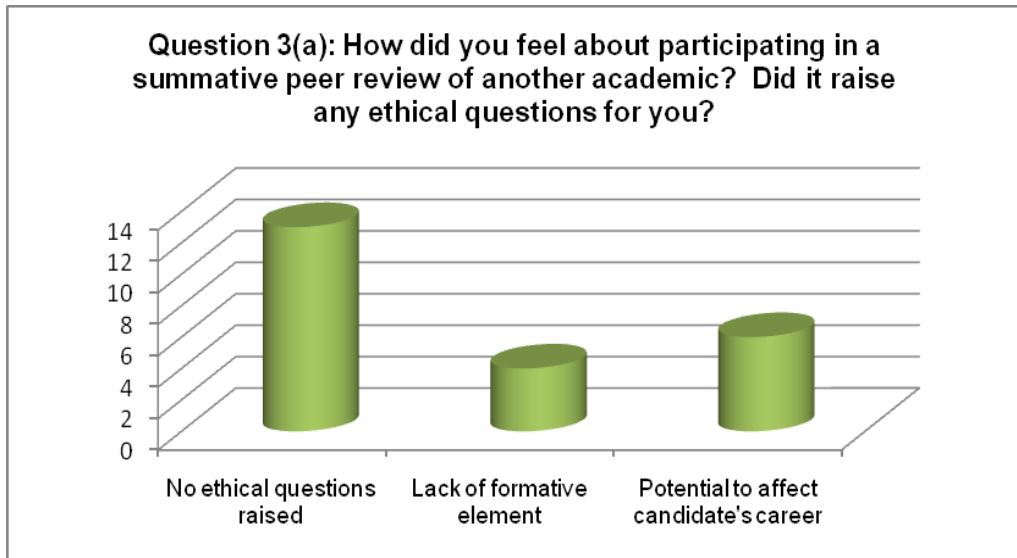


Figure 2

In response to the second part of the question (Figure 3):

- 6 respondents resolved ethical questions by transferring peer review skills from another context (usually peer review of academic journals) and applying them to the peer review of teaching; and
- 4 reported that the lack of a requirement to recommend for or against promotion of a candidate resolved their ethical concerns.

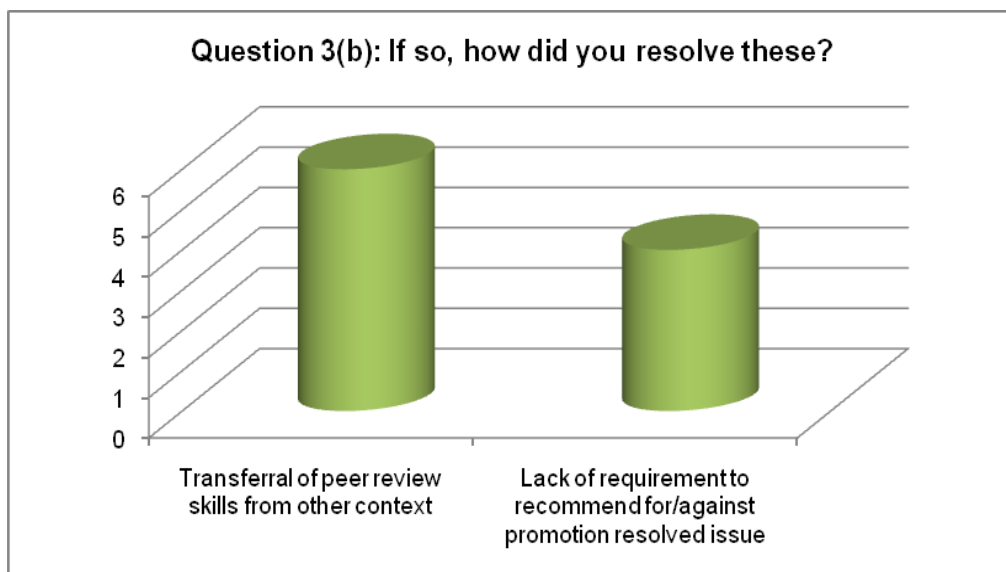


Figure 3

Question 4 was chosen to identify any problems or issues arising out of the procedures and forms as used in the 2008 trial run (Figure 4). Of 23 respondents:

- 7 reported no problems and said that the procedures established were clear and useable; and
- 5 reported that the time needed to complete a review properly (between 4 and 7 hours) was problematic.

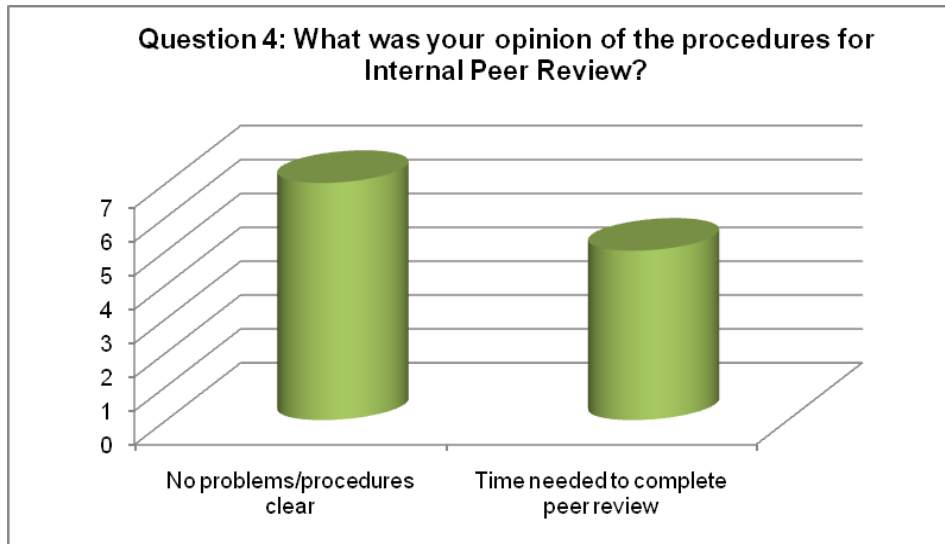


Figure 4

Question 5 was chosen to identify any problems or issues arising out of the procedures and forms used in the 2008 trial run (Figure 5). Of 23 respondents:

- 9 reported no problems and said that the procedures established were clear and useable;
- 4 cited lack of communication between reviewers as a significant problem;
- 5 cited the need for reviewer training;
- 4 mentioned the need for reviewers to know the promotion criteria of the target university;
- 4 mentioned the need for reviewers to know the promotion criteria for the target level;
- 8 cited a mismatch between the project's criteria for evaluation and the structure and contents of the applications they reviewed as problematic;
- 8 reported that the time needed to complete a review properly (between 4 and 7 hours) was problematic; and
- 4 considered the criteria difficult to apply.

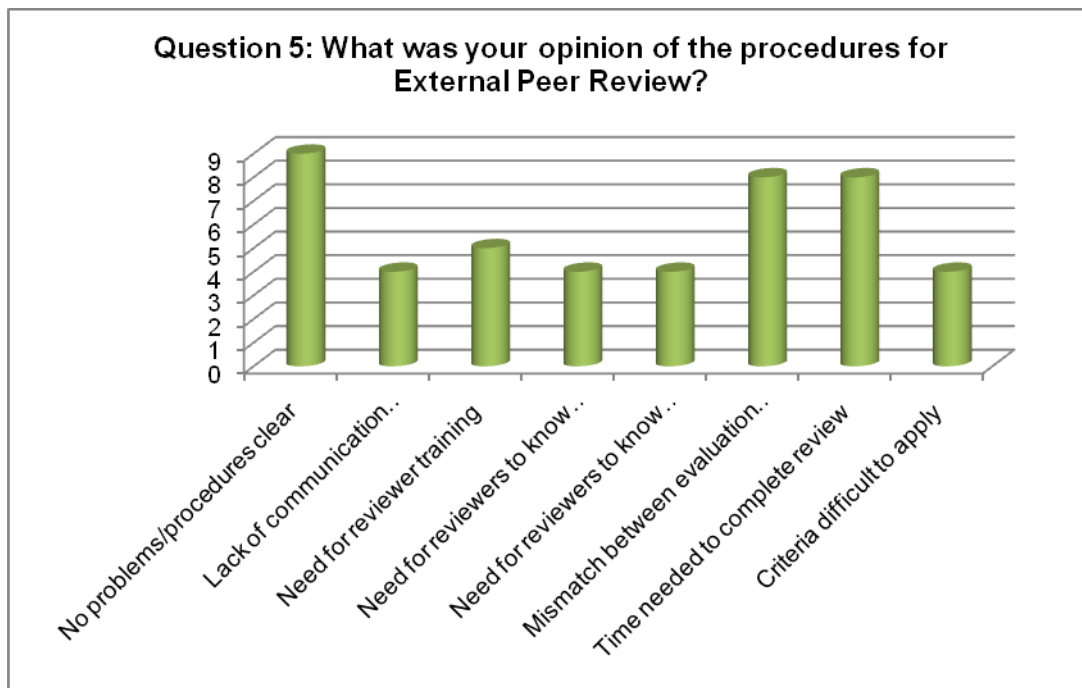


Figure 5

The Peer Review Team members interviewed also raised some key issues in response to questions 6 and 8. The most prominent of these was the perceived need for a formative element to the Peer Review system.

Candidates for peer review

Volunteer candidates for Internal and External Peer Review of Teaching gave feedback to the project team in a round-table discussion at The University of Adelaide's Centre for Learning and Professional Development in October 2008. This was a less structured format, and not amenable to keyword or frequency analysis. However, the participants raised several issues that concerned them, including:

- the current low status of teaching, particularly undergraduate teaching, within the university and within different Faculties and Disciplines, and the capacity of summative peer review to affect or challenge that;
- the degree of mismatch between the project's criteria for External evaluation and the current local criteria for promotion and application writing, and the need for the university's promotion requirements to change to accommodate the new system;
- the need for peer observers of classroom teaching to accept applicants' statements about which criteria do or do not apply to a given observed session;
- the need for criteria to assess observable evidence rather than guiding peer reviewers to make assumptions about what students were aware of;
- the need for peer reviewers to be experienced both in their fields and as reviewers;
- the current capacity of promotion committees to accept teaching-oriented applications for promotion, and to understand the evidence presented in such applications;
- the potential for a significant difference of opinion between the Discipline expert and the Learning and Teaching expert to negatively affect the promotion committee's decision; and
- the need for a formative element to the Peer Review system to support and contextualise the summative peer review.

The project team responded to some of these concerns in the development of peer reviewer training resources, and others through the decision to recommend that Learning and Teaching experts be appointed to all promotion committees and that promotion committee members have access to professional development in interpreting teaching-based applications and peer review reports.

2.8 Response to feedback

In response to feedback from both Peer Review Team members and candidates for peer review, the project team made several changes to the Peer Review program, including:

- changes to the wording of some evaluation criteria;
- development of resources to aid institutions in adapting the Peer Review of Teaching program to their own context; and
- the addition of a formative element to the Peer Review of Teaching program.

Details of these changes are discussed below.

Wording of criteria

On the Internal Peer Review of Teaching reporting proforma, the wording of criterion 5 was changed from 'Students are aware of key learning outcomes' to 'Students are made aware of key learning outcomes'. This change was made so that the criterion would focus on the teacher's practise, rather than on the students' awareness.

Resources for adaptation of materials

The project team developed a list of questions to be considered when adapting the Peer Review of Teaching program to individual contexts, including the need to align promotion and evaluation criteria, the need for reviewer training, and the need for a clear and defined appeals process. These were published on the project website.

Formative element

A formative element was introduced to the process for the first time at this point. The project team modified the existing protocols for Internal Peer Review of Teaching to make them suitable for use in the formative peer observation of classroom teaching for purposes of professional development. The Formative Peer Review Protocol therefore uses the same format and criteria for assessment, as well as two-person peer review teams and the structure of pre- and post- observation meetings framing the observed session/s. However, the project team recommends that the formative program, if it is adopted, be run at Faculty or School level, and kept entirely separate from the summative process, with reviewers barred from performing formative and summative peer reviews for the same candidate.

It was decided not to establish a comparable formative protocol for External Peer Review of Teaching, as many universities already make considerable resources and assistance for writing promotion applications available via their Academic Development Units.

3. PEER REVIEW TEAM MEMBER PROFESSIONAL DEVELOPMENT RESOURCES

A key point raised by the literature review was the need for peer reviewers to undertake significant professional development, mainly to increase the validity and accuracy of reports. The need for peer reviewer team members to have a formal venue to meet and discuss issues and concerns surrounding summative peer review of teaching before undertaking peer reviews was also seen as an important component in the peer reviewer induction process.

The project team therefore developed sets of peer reviewer training and development resources and guides, for both Internal Peer Review Team members and External Peer Review Team members.

3.1 Internal Peer Review Team training resources

The project team produced four sample video clips of teaching for use in training Internal Peer Review Team members, using teachers from The University of Adelaide. These clips were to cover four different discipline areas and four different types of teaching.

The formats decided on were: a traditional lecture; a seminar; a laboratory session; and an IT-focussed presentation. The faculties chosen were Humanities and Social Sciences, Sciences, Health Sciences, and Engineering. Teachers working in these areas and formats who had received ALTC citations, University or other teaching awards, and/or who had participated in The University of Adelaide's Graduate Certificate of Higher Education, were contacted and agreed to participate in filming.

Filming took place between September and November 2008, and the resulting footage was edited into four clips of between six and eight minutes each, and the clips were published on the project website along with a recommendation that universities adopting the Peer Review program expand the resource by producing their own clip library.

3.2 External Peer Review Team Member training resources

The project team approached several staff members at The University of Adelaide who had ALTC teaching citations or University teaching awards, and strong reputations as Learning and Teaching experts in their disciplines, and requested de-identified copies of past promotion applications for use as training resources for External Peer Review Team Members.

Four staff members agreed to allow their applications to be used. These included two Level D to Level E applications and two Level B to Level C applications in the disciplines of Civil and Environmental Engineering, Chemistry and Higher Education. All of the applications were successful ones: that is, the academics in question had already achieved the promotions applied for.

The application packages were de-identified by the Project Manager and published on the project website, along with a recommendation that universities developing peer review programs should establish a resource library of their own sample applications, either individually or in collaboration with their partner university.

3.3 Information and training session agendas

The project team also developed a set of sample agendas for information and training sessions about Internal Peer Review and External Peer Review, both for candidates for promotion and for Peer Review Team members.

The agendas for candidate information sessions focussed on the processes of Internal and External Peer Review, the intent of gathering evidence for the claims made by the applicant, and the flexible nature of the criteria (including the applicant's ability to veto or modify one or more criteria as irrelevant to the session being observed).

The agendas for Internal and External Peer Review Team Member training sessions focussed on allowing the Peer Review Team Members to engage with the criteria and reporting processes, as well as working with a partner to establish a shared understanding of the criteria and the roles of the Discipline expert and Learning and Teaching expert within the team. Guidelines were also produced for the conveners of Peer Review Team Member training sessions; these focussed on the need to allow Peer Review Team members to develop their own shared understanding of the criteria, their roles and other elements of the process, rather than imposing an interpretation of these things on the peer reviewers.

These resources were published on the project website along with the video clips and sample applications discussed above.

3.4 Feedback from dissemination workshops

Participants in the dissemination workshops gave some feedback on the training resources. This feedback focussed on two issues: the lack of sample applications from women applicants for promotion and the lack of failed applications in the sample promotion applications.

The project team responded to this feedback as far as possible. A cohort of women academics have been approached with regard to including their de-identified applications in the available sample, and any positive responses will be added to the website.

No failed applications have been made available as yet, as obtaining such applications raises ethical issues, particularly with regard to the potential effects on staff members who may agree to having even de-identified unsuccessful applications made publicly available.

3.5 Notes to promotion committees

A final issue raised by the literature review, the experience of members of the project team, and teachers who participated in the 2008 trials of Internal and External Peer Review of Teaching was that promotion committee members may not have had the opportunity to assess many examples of teaching-oriented promotion applications, or to judge evidence relating to teaching practice and scholarship.

A brief set of notes for promotion committee members was therefore developed. These notes set out the nature of the evidence provided by the Internal and External Peer Review Team reports, highlighting the potential presence of educational scholarship in an applicant's research profile, and emphasising the focus on establishing the degree of alignment between pre-existing standards of teaching and learning and the evidence presented in a given application package.

4. PROJECT WEBSITE

Following consultation with the project team at the University of Wollongong in August 2008, a project website was established at <http://www.adelaide.edu.au/clpd/peerreview>. It was linked with The University of Adelaide's Centre for Learning and Professional Development site.

4.1 Website content

The website was designed to disseminate information about the project's outcomes, including:

- the project report;
- protocol documents for the summative peer review of teaching, both internal and external;
- peer reviewer training resources;
- information for promotion committees;
- information about and from the project's dissemination seminars; and
- relevant links.

The site includes a link to a discussion forum for summative Peer Review of Teaching on the ALTC Exchange.

Further information has been added to the site, including resources for adapting the peer review process to individual contexts, and information on equity issues and peer review teams. The site will continue to be updated in the months following the end of the project.

5. DISSEMINATION WORKSHOPS

The original project plan included a National Symposium on Summative Peer Review of Teaching, to be held toward the end of the project. In August 2008, the project team decided to replace this National Symposium with five regional dissemination workshops, to be held in Melbourne, Adelaide, Brisbane, Sydney and Perth.

These workshops ran on 2 March 2009 (Deakin University), 13 March 2009 (The University of Adelaide), 27 March 2009 (Griffith University), 2 April 2009 (The University of New South Wales) and 9 April 2009 (Edith Cowan University). No fee was charged for attendance, but registration was required. The project covered the costs of venue booking and catering at each of the host universities.

5.1 Aim of workshops

The objectives of the dissemination workshops were to communicate the aims, results and products of the project to academics at several levels, open discussion about summative peer review of teaching and what it is able to achieve, expose a wide range of academics to the process of peer review and encourage understanding through experience, and encourage conversation about adapting the protocols and reporting tools to suit different environments.

5.2 Program

Four of the five dissemination workshops were whole-day events, with the remaining workshop at Griffith University being a half-day event for logistical reasons. All of the events were presented by Professor Geoffrey Crisp, with assistance from other members of the project team (Professor Sandra Wills, Dr Christine Brown, Ms Margaret Buckridge and Dr Kerrie Le Lievre).

At the four whole-day events, the workshop was divided into a morning session focussing on Internal Peer Review of Teaching (summative peer observation of classroom teaching) and an afternoon session focussing on External Peer Review of Teaching (peer evaluation of written evidence and documentation). Each session began with a brief overview of the project's origins, objectives, history, process and results; after this, participants were invited to participate in a condensed version of the peer reviewer training process developed by the project team. This involved participants either viewing a video clip of classroom teaching or reading a sample promotion application, then filling out a peer review report on that video clip or sample application. This was followed by small-group and overall discussion of the protocols, reporting forms, criteria and processes.

In the half-day event held at Griffith University, because of the reduced time available, the presentation focussed on the overview of the project and deliverables. While there was time available for participants to discuss ideas and raise questions with the project team members, they did not have the opportunity to engage deeply with the protocols, criteria for peer review, reporting methods and training materials.

5.3 Promotion of the workshops

Initial promotion of the dissemination workshops took place at the National Colloquium *Peer Review of University Teaching: Capitalising on Collegial Expertise and Feedback*, held at The University of Melbourne on 21 November 2008. Professor Geoffrey Crisp discussed the project and made advertising flyers available for reference.

In early 2009, with the help of Academic Development Units at Deakin University, Flinders University, University of South Australia, Griffith University, The University of New South

Wales, and Edith Cowan University, the project team distributed invitation emails and flyers to universities around Australia.

5.4 Participants

The dissemination workshops, because they dealt with the final versions of the Peer Review processes and proformas, were aimed at senior managers as well as other stakeholders. Deputy Vice-Chancellors and Pro-Vice-Chancellors (Learning and Teaching), Deans and Associate Deans (Learning and Teaching) from all Australian universities were invited, as well as Heads of Academic Development Units, interested Heads of Schools and Disciplines, relevant Human Resources personnel and interested academics, particularly those qualified to serve as peer reviewers under the criteria established by the project. Participants were predominantly members and Heads of Academic Development Units, and interested academics.

108 participants registered for the dissemination workshops, from 26 universities:

Australian Catholic University	Swinburne University of Technology
Australian Defence Force Academy	The University of Adelaide
Bond University	The University of New South Wales
Curtin University of Technology	The University of Notre Dame Australia
Deakin University	The University of Queensland
Edith Cowan University	The University of Western Australia
Flinders University of South Australia	University of Ballarat
Griffith University	University of South Australia
LaTrobe University	University of Southern Queensland
Macquarie University	University of the Sunshine Coast
Monash University	University of Technology Sydney
Murdoch University	University of Western Sydney
Queensland University of Technology	University of Wollongong

5.5 Feedback

Participants in the dissemination workshops both gave feedback on positive elements of the project, and offered suggestions for improvement.

Positive elements of the project included:

- the underlying rigour of the project;
- the online availability of information;
- the open discussion of the need to align the structure of written applications (External Peer Review) and criteria for review;
- the quality of the documentation and the systematic approach taken to developing and presenting them;
- the usefulness and general applicability of criteria;
- the provision of training resources (both video clips and sample applications);
- the ability to modify and adapt documentation to suit contexts; and
- the specificity of the project's focus on Summative Peer Review.

Suggestions for improvement that focussed on the project content and deliverables included:

- a need for more contextualising detail;
- a need for a broader discussion of disciplinary differences and how they affect the peer review processes;
- a need for discussion of what value Summative Peer Review adds to the promotion process from the perspective of a promotion committee;

- a need for discussion on how the reports are evaluated as part of an overall promotion application (weightings, distribution and usefulness of labs, lectures, tutorials etc, unit co-ordination, delivery and effectiveness);
- the inclusion in the training materials of a sample application that failed the promotion process; and
- some uncertainty as to whether the process as a whole was applicable or adaptable to specific institutions.

5.6 Responses to feedback

In response to formal and informal feedback from participants in the dissemination seminars, the project team made several changes to the documents, resources and website.

The text of the website was altered to provide more detail and direction for readers; typographical errors in the protocol documents and reporting forms were corrected; choice of words in the scaled-response section of the reporting forms was amended; and sample application packages from women applicants for promotion were sought for inclusion on the project website. As previously mentioned, no unsuccessful application packages have been obtained as yet due to ethical concerns and the potential for adverse effects on academics whose unsuccessful applications are made publicly available.

6. ANALYSIS

Feedback from both pilot programs and the regional dissemination workshops suggests that the project team has successfully developed functional and adaptable protocols, processes and tools for the summative peer review of teaching, particularly in connection with the promotion process.

6.1 Factors critical to the success of the project

Factors critical to the success of this project have been: its timeliness; its rigour; and its flexibility, including the project team's willingness to adapt in response to feedback.

Timeliness

As universities across Australia begin to develop teaching-only positions and teaching-intensive career pathways, they must also develop promotion processes and categories of evidence that will allow academics in these positions to be promoted beyond Lecturer B. This project offers protocols and definitions of evidence that universities can adapt and apply quickly and accurately to provide appropriate career options for academics who choose to focus on teaching.

Rigour of initial approach

The project team's early decision to ground the protocols and criteria in a literature review, to keep the focus of the project firmly on summative peer review, and to specify detailed criteria with clear indicators for the achievement of each criterion, allowed it to maintain a high degree of rigour throughout.

Ability to adapt in response to feedback

The project team's willingness to adapt both processes and documentation in response to feedback offered by participants in the 2007 and 2008 trial runs, and by participants in the dissemination workshops, have helped to make the project more flexible and adaptable, and offered methods for institutions to take up and adapt the project outcomes. Specifically, the addition of a formative protocol for peer observation of classroom teaching that closely matches the summative process, and can be initiated *before* the introduction of the summative process—therefore functioning as a site for the professional development of candidates for promotion, peer reviewers and administrators—makes the process of peer review more user-friendly.

6.2 Factors impeding the success of the project

There are three key factors that may impede the successful use of the project outcomes by universities. These are: difficulties in implementation; lack of alignment between the processes and criteria for evaluation established by the project documents and the existing promotion processes and criteria; and lack of engagement with promotion committees.

Implementation

The main issue surrounding the implementation of the project's protocols and reporting forms is that they need to be adapted to suit each university or pair of partner institutions. This is addressed in two ways. Firstly, the project documents have been designed to be adapted rather than adopted in their current form for immediate implementation. Secondly, resources to assist with the process of adapting the protocols for use at specific institutions have been developed and made available on the project website.

Lack of alignment between project outcomes and existing processes and criteria

Because each Australian university has its own unique processes for promotion, and its own criteria, the project team was not able to create a protocol that would be aligned effectively with established processes, or criteria for evaluation that matched those already in use at any university. Universities that choose to adapt and/or adopt the peer review protocols developed by this project will need to modify both the Peer Review project's processes and criteria and their own for the summative peer review system to be effective.

Lack of engagement with promotion committees

In the process of developing the promotion protocols and reporting forms, the project team has worked primarily with Academic Development Units and with academics drawn from Discipline staff, particularly those with an existing interest in Learning and Teaching. The project team has not engaged in depth with members of promotion committees at all of the partner institutions, although promotion committees and senior managers gave information and feedback to project team members at Griffith University and the University of Wollongong at different points. The decision not to engage too early with promotion committees stems from an early awareness that this group of stakeholders would prefer to make decisions about summative peer review of teaching based on advanced or completed versions of protocols and documents, rather than engaging with drafts documents and tools.

With the project outcomes completed, protocols, criteria and forms in their final state, and the sense of what value the peer review process can add to a promotion committee's deliberations, it is now possible for individual institutions to engage their promotion committees in the process of establishing a summative peer review of teaching program.

6.3 Extent to which the project outcomes are amenable to implementation in a variety of institutions and/or locations

The outcomes of this project are highly amenable to implementation in tertiary education institutions of different types and in different locations, both within Australia and in the international academic community.

The protocols for peer review, criteria for assessment, and overall processes were all designed with the intention that they would be adapted by institutions rather than adopted unchanged, and are supported on the project website by materials to assist the adaptation process. Additionally, the inclusion of a formative protocol for classroom teaching provides a method by which institutions can train peer reviewers and trial the peer review process, making the final introduction of the complete process smoother and more acceptable to the wider academic community.

Feedback from participants in the dissemination workshops run by the project team indicates that many of them perceive the peer review program as amenable to adaptation for and implementation in their own context.

7. CONCLUSION

The project team has achieved its stated aim of producing, after significant consultation and feedback with stakeholders, workable protocol documents, reporting tools, professional development materials, and a dissemination website for the summative peer review of both classroom teaching and written materials and documentation relating to teaching.

These documents and tools were designed to be adapted to the context of individual universities, and should be applied in a contextual manner that agrees with the mission and vision of each university. Because they were designed specifically for summative peer review, the documents fill a current gap in the literature and resources on peer review of teaching, and complement other ALTC-funded projects in this area. Their value lies in their timeliness—they answer a need currently arising from the introduction of teaching-only positions and teaching-oriented career pathways in Australian universities. They offer flexibility and reliability, and add first-order evidence and expert opinion on both classroom practice and the scholarship of teaching and learning to the deliberations of promotion committees.

8. RECOMMENDATIONS

The project team offers the following recommendations to the ALTC and to institutions intending to take up the Peer Review of Teaching program:

- 1) That a further project be established with a particular focus on the implementation of summative peer review systems and engagement with senior management and promotion committee members.
- 2) That institutions which decide to implement the Summative Peer Review of Teaching program support it by appointing a designated Learning and Teaching expert on each Promotion Committee, and by giving promotion committee members professional development in the area of interpreting teaching-centred applications and peer review reports.
- 3) That institutions which choose to implement the Summative Peer Review of Teaching program adapt it to suit their circumstances, rather than adopting it in its current form. Resources to assist in this process are available on the project website: <http://www.adelaide.edu.au/clpd/peerreview>.
- 4) That institutions which decide to implement the Summative Peer Review of Teaching program first implement the Formative protocol for Internal Peer Review of Teaching, and run it for a year before implementing the summative protocols. This will give peer reviewers time to train, and candidates for promotion time to become accustomed to the processes and criteria involved.
- 5) That institutions which decide to implement the Summative Peer Review of Teaching program modify their promotion processes and criteria that relate to teaching as they adapt the peer review protocols and criteria, to ensure alignment and lead-in time for those wishing to engage in summative peer review of their teaching.

9. APPENDICES

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APPENDIX 1: SUMMATIVE PEER REVIEW OF TEACHING: A LITERATURE REVIEW

INTRODUCTION

There are three generally-recognised types of peer review of teaching: diagnostic, formative and summative. Diagnostic peer review, the least discussed of the three, is a limited-term form of peer review intended to identify and address issues arising from an individual's or department's teaching practice (Costello et al., 2001). Formative peer review is an ongoing process of professional development that aims to continually develop the individual and collective quality of teaching, and summative peer review is an intermittent process that aims primarily to evaluate teachers' current level of ability (Cavanagh, 1996).

This literature review concentrates on summative peer review of teaching. A great deal of research has been done on formative peer review—what it is, why and how to do it, and how to respond to its findings—ranging from the American Association for Higher Education's *From Idea to Prototype—Peer Review of Teaching* in 1994 to the ALTC-funded project *Peer Review of Teaching in Australian Higher Education: Resources to support institutions in developing and embedding effective practices and policies*, completed at The University of Melbourne in 2008. While this work informs the discourse and literature surrounding summative peer review of teaching, comparatively little has been written on summative peer review of teaching itself. The work that has been done has focused predominantly on identifying problems inherent in the concept of peer review and establishing the preconditions necessary for the development of a successful summative peer review system. Enrique E Batista noted in his 1976 literature review that there was still a great need for research and practical work to be done on developing workable protocols and 'adequate instruments for use in [summative peer] evaluations', and this still remains the case.

This review will examine several key areas in the establishment of a successful summative peer review of teaching program: the status of summative peer review in Australian universities; prerequisites for establishing a successful program; necessary elements of a summative peer review program; criteria for peer evaluation, frequency of peer review; personnel; and academics' responses to summative peer review of teaching programs. These will form the basis of the project team's practical work in developing protocols, tools and supporting materials for summative peer review.

SUMMATIVE PEER REVIEW OF TEACHING IN AUSTRALIAN UNIVERSITIES

While formative peer review of teaching—particularly classroom teaching—is well-established both internationally and in Australian universities (Bell, 2002), summative peer review is less common. Publicly-available information on Human Resources and Academic Development Unit websites suggests that comparatively few Australian universities run substantial peer review of teaching programs, particularly in connection with promotion processes. However, with teaching-only positions and teaching-intensive career pathways being developed at many Australian universities, there is an increasing need for promotion processes that are specific to teaching, and for feedback on teaching that provides adequate evidence of teaching work to promotion committees. As Brawley (2008) demonstrates, using the same promotion processes and evidence requirements for research and teaching promotion applications does not work. Universities need to develop comparable but distinct processes and criteria for evidence in teaching applications, which both parallel the local (Levels A and B), national (Level C) and international (Levels D and E) referees presented by research-based applications, and recognise teaching as a concept that goes beyond face-to-face work in classroom or supervision situations.

This means developing workable tools for the evaluation of evidence. Many universities ask for teaching evidence in promotion applications in the form of references. However, there are

problems with this format which can undermine its effectiveness when dealing with teaching. The first is a lack of defined criteria for reviewers to apply in evaluating teaching. The second is a lack of space and scope that can lead to information being presented misleadingly—for instance, opinions which are not necessarily formed on the basis of first-hand evidence being stated as fact (Hildebrand, 1971). While some have argued in favour of references or reports based on opinions or general impressions, on the grounds that ‘teaching skill is a generalized ability’ that can be assessed ‘from . . . performance in faculty-lounge discussions, in debates at departmental meetings, and in quadrangle discussions’ (Kulik, quoted in Centra, 1975), from the 1960s onward, there has been a developing consensus on the need for objective, evidence-based, criterion-referenced evaluation of teaching by peers for summative purposes.

PREREQUISITES FOR A SUMMATIVE PEER REVIEW PROGRAM

The prerequisites for an effective summative peer review of teaching program can be grouped into three categories: overall goals; institutional support; and the process of development.

Overall goals

The first thing any peer review of teaching program needs is a clear and fixed goal (Seldin 1982). It must be apparent from the outset—not only to the program’s administrators, but also to the academics who will be peer reviewers and candidates for peer reviews—whether the program is to be used for diagnostic, formative or summative purposes, or a combination of the three.

It can be argued that any peer review of teaching system should include both formative and summative aspects (Roe et al., 1986; Cashin, 1996; Cosser, 1998). This is often on the grounds of efficiency—resources for peer review, particularly qualified and competent peer reviewers, are always in short supply (Kahn, 1993)—or fairness, as an integrated system ensures that staff members have opportunities to ‘improve their performance through diagnostic feedback or adjunct training’ (Roe & McDonald, 1983). However, there are risks to running an integrated program. As Roe, McDonald and Moses (1986) point out, ‘In any evaluation scheme one purpose rather than another tends to be, or become, predominant’ and there is therefore ‘some risk of conflict between the two purposes’ derailing the program. Integration of formative and summative peer review may also lead to cross-contamination between the two components—a ‘halo effect’ in which prior or formative reviews influence, whether positively or negatively, the results of later or summative reviews (Elton, 1998)—and even concern over the possibility of such cross-contamination can undermine confidence in the validity of the program. Finally, an integrated peer review program may be unjust (Cashin, 1996) if information gathered for formative purposes is used as a basis for decision-making about promotions or other rewards. As formative peer review is designed to produce information that will help teachers to develop their skills, it necessarily concentrates on areas of weakness. Requiring that a decision-making body have access to this information is unfair to teachers applying for promotion or other rewards, as it forces them to undermine their own case.

For these reasons, there is considerable support for separating formative and summative peer review programs as far as possible (Seldin, 1982; Seldin, 1984; McKnight, 1986; Centra, 1993; Cavanagh, 1996). However, this also has pitfalls, mostly in that teachers tend to be mistrustful of a peer review system that includes no formative component. Perhaps Smock and Crooks (1973) and Cashin (1986) offer the best alternative when they propose that summative peer review programs be accompanied by an adjunct and completely separate formative system that academics can access at will for support and professional development purposes.

Institutional support

In addition to having a clear goal, a summative peer review program must be compatible with 'the institution's goals and with its operational style, politics and traditions' (Seldin, 1982); and because each institution has a different culture of and perspective on teaching, its peer review program should explicitly be grounded in its own mission statements and Graduate Attributes (Cashin 1996). However, while peer review programs should be appropriate to individual institutions, Seldin (1982) recommends adapting existing programs to suit, rather than developing new ones. This saves time and resources, increases transparency, and opens the potential for universities to work with partner institutions using similar programs.

Summative peer review of teaching programs should include a visible and functioning link with the rewards offered by the institution (Gibbs & Openshaw, 1983; Seldin, 1984; Kahn, 1993; Cerbin, 1994; Cashin, 1996; Cosser, 1998), or they will not be considered worth participating in. They must also have wide support throughout the institution, both from senior (administrative) staff members and from academic and professional staff. The support of senior staff is crucial to establishing a peer review program, as 'Leadership from the bottom is notoriously inefficient, and usually ineffective' (Cashin, 1996), but it must also have the support of those it aims to assess, or it will fail through lack of use. To work properly, a peer review program must be funded and staffed adequately (Seldin, 1984; Cashin, 1996), and integrated with existing administrative protocols around promotion. Finally, it must be 'comprehensible, fair, flexible and easy to understand' (Seldin, 1982; French-Lazovik, 1981; McKnight, 1986; Seldin, 1984; Cohen & McKeachie, 1980; Cashin, 1996). Any system that is overly complex, apparently unfair, too rigid or too confusing will be difficult for both professional and academic staff members to engage with, and will eventually fail.

Development process

How a summative peer review of teaching program is developed is also important. For a program to be effective, its development process must be open, visible, and well-publicised (Seldin, 1982; Seldin, 1984; Roe et al., 1986; Cashin, 1996). It is frequently argued that academic staff members—both those being reviewed and those eligible to serve as reviewers (Cavanagh, 1996)—should be involved in the process of developing the system or consulting on the criteria for assessment, as they are then more likely to be invested in its success (Seldin, 1982; Kahn, 1993; Cosser, 1998; Paulsen, 2002; Elmore, 2008), and more likely to participate.

A successful peer review program must develop explicit, defined criteria for peer reviewers to apply (Needham, 1982; Cashin, 1996; Quinlan, 2002; Schaffner and MacKinnon, 2002; Brent & Felder, 2004; Elmore, 2008), and exclude hearsay and gossip as sources of evidence (Seldin, 1984; Roe et al., 1986; AVCC, 1981; Elmore, 2008). Moreover, applicants for review must be aware of these criteria along with peer evaluators (Seldin, 1984). The program should be designed to be open to modification (Seldin, 1982) based on feedback from all staff members involved in the process: senior administrators, professional staff members, peer evaluators, and applicants for review. Ideally, it should contain a built-in feedback loop, so that it can be regularly refined and adapted (Cashin, 1996; Yon et al., 2002). It must use valid instrumentation: Seldin (1982) suggests drawing on the skills of academic and professional staff who develop SET questionnaires in order to develop effective tools for the peer review process if necessary. Finally, it must be well-organised and easy to run: if forms and procedures are smoothly and correctly administered (Seldin 1982), the system as a whole will be better-regarded.

ELEMENTS OF A SUMMATIVE PEER REVIEW OF TEACHING PROGRAM

When 'peer review of teaching' is mentioned, the first thing most teachers think of is peer observation of classroom teaching. However, the definition of teaching is much broader than

face-to-face classroom work: it also encompasses administrative and scholarly work undertaken outside the classroom, professional development, and educational research. A comprehensive peer review of teaching system must therefore include both classroom teaching and the intellectual and scholarly work that supports and derives from it, by means of a review of written materials and documentation.

Peer Observation of Classroom Teaching

The inclusion of peer observation of classroom teaching in a summative peer review program is a contentious issue (Cohen & McKeachie, 1980). Many argue that evaluation of classroom teaching is properly the province of students, as the primary 'consumers' of a teacher's classroom work (Scriven, 1984), and reject summative peer evaluation on the grounds that it is statistically invalid. In this argument, peer evaluation results are regarded as valid if they correlate closely with the results of student evaluations (Koon & Murray, 1995). However, this argument rests on two assumptions that are frequently unexamined: firstly, that student evaluations themselves are intrinsically valid (which in fact is only the case if students are asked the right questions: Costin et al., 1971); and secondly, that student and peer evaluations are evaluating the same things. There are elements of classroom work—for instance, degree of subject knowledge and integration of research and teaching—that students are not qualified to assess, but staff are (AVCC Working Party, 1981; Roe & McDonald, 1983; Cambridge, 1996; Cosser, 1998; Paulsen, 2002). If peers and students are evaluating different elements of a teacher's classroom work, there is no real reason to expect a close correlation between their results, or to declare the results of peer evaluation invalid if no such correlation appears.

Other reasons given for rejecting summative peer evaluation of classroom teaching include that it is inherently unfair and impossible to do well (Scriven, 1981), that the presence of peer observers can disrupt a class (Scriven, 1981; Cosser, 1998), that peer reviewers are unable to be objective (Scriven, 1981), and that its results can be invalidated by personal motivations, expectations of reciprocity, and conflicts between reviewers or between a reviewer and candidate for peer review (Ford & Hassel, 1984). While these are valid concerns, researchers have found that they are not always borne out in practice: Ford and Hassel, for instance, found that while interpersonal conflict between reviewer and candidate for peer review produced a 'significantly lower' rating than neutral or positive relationships, the reviewer's 'harsh narrative criticisms' were 'in one form or another, corroborated by the other observers' (Ford & Hassel, 1984). Many writers are at least cautiously in favour of including classroom observation in a summative peer review system (Cohen & McKeachie, 1980; Kahn, 1993; Cosser, 1998), not as a replacement for Student Evaluation of Teaching reports, but as a complement to them.

Peer Review of Written Materials and Documentation

There is broader agreement on the inclusion of teaching portfolios and other written material in summative peer review systems. The AVCC Working Party (1981), Scriven (1981), Kahn (1993), Malik (1996), Cosser (1998) and Centra (2000) all state that teaching portfolios and other written material can validly be summatively assessed by peers, in part because they 'capture the intellectual substance' of teaching in ways that other methods may not (Cambridge, 1996). The list of materials recommended for inclusion in a teaching portfolio, however, varies widely. Arguments have been made for including statements of teaching philosophy (Kahn, 1993), copies of syllabuses and course design information (Kahn, 1993; Roe et al., 1986; Malik, 1996; Centra, 2000; Cohen & McKeachie, 1980), examples of course material (Centra, 2000; Roe & McDonald, 1986; French-Lazovik, 1981), samples of assessments including tasks and copies of student work, and student results (Roe et al., 1986; Malik, 1996; Centra, 2000; Cohen and McKeachie, 1980; French-Lazovik, 1981). Kahn (1993) and Roe, McDonald and Moses (1986) argue for including documentation of efforts to improve teaching, along with summaries of student evaluations (Centra, 2000). Material less directly connected to classroom teaching can also be included, including

descriptions of teaching innovations and assessment of their effectiveness (Roe and McDonald, 1986; Centra, 2000), lists of grants, awards and other formal recognitions of teaching ability (Roe et al., 1986). Malik (1996) also suggests that reflective writing or self-evaluation is valid for assessment. However, the validity of including evidence of research and publication in the area of educational theory and/or the scholarship of teaching—whether as part of teaching achievements or part of research achievements—is not at any point addressed in the literature, even though teaching and the intellectual work surrounding it are recognised as profoundly scholarly activities (Hutchings, 1996).

CRITERIA FOR PEER EVALUATION

As previously mentioned, for a summative peer review of teaching system to be valid, it must set out clear criteria for peer evaluators to use, both in observing classroom teaching and evaluating written material (Kahn, 1993; Cosser, 1998; Gustad, 1967; Quinlan, 2002). As Brent and Felder state (2004), peer observers who work without a list of criteria to structure their observations are likely to focus on ‘whatever happens to catch [their] attention’—in the classroom or out of it (Quinlan, 2002). This usually means style issues (Roe et al., 1986). Teaching style is not a reliable gauge of the effectiveness of teaching or the ability of the teacher being observed; it is, however, the most personalised, subjective and arguably divisive aspect of classroom teaching. If reviewers focus on teaching style, it can lead to candidates for peer reviews being assessed on their personality and appearance (Stodolsky, 1984), their diction (Brent & Felder 2004), and whether they have done things the way their reviewer would have (Quinlan, 2002), instead of on substantial concerns. This demonstrably undermines the purpose of summative peer review. It is therefore preferable to establish a list of criteria that focuses on skills and avoids engaging with issues of teaching style.

The most common thing listed for assessment in a summative peer review of teaching program—whether classroom observation or evaluation of written materials—is the teacher’s knowledge of their subject matter (Ketefian, 1977; Cohen & McKeachie, 1980; AVCC Working Party, 1981; Seldin, 1984; Brent & Felder, 2004). Other criteria put forward for peer review of classroom teaching include the teacher’s degree of preparedness (Seldin, 1984; Stodolsky, 1984; Ford & Hassel, 1984; Brent & Felder, 2004), their ability to motivate students (Seldin, 1984; Stodolsky, 1984), their degree of interest in both the subject they are teaching (Seldin, 1984; Brent & Felder, 2004) and in teaching itself (Seldin, 1984), and their technical teaching and/or supervision skills (Ketefian, 1977; Seldin, 1984; Cohen & McKeachie, 1980; Roe et al., 1986; Atwood et al., 2008). In practice, this last can be broken down into separate, specific criteria such as the teacher’s ability to effectively communicate course or session objectives (Ford & Hassel, 1984), apply relevant and effective teaching techniques to present material (Cosser, 1998), and use resources and examples effectively (Costello et al., 2001; Brent & Felder, 2004).

Proposed criteria for peer evaluation of written materials include the effectiveness of course organisation (Seldin, 1984; Roe & McDonald, 1986; Cohen & McKeachie, 1980; Malik, 1996; Centra, 1994), effectiveness of course outlines, handbooks and other materials (Ketefian, 1977; Seldin, 1984; Roe et al., 1986; Malik, 1996; Centra, 1994; Brent & Felder, 1996; AVCC Working Party, 1981), standard of student results, particularly exam results, and evidence of student learning (Seldin, 1984; Roe & McDonald, 1986; Cohen & McKeachie, 1980; Centra, 1994), the teacher’s integration of teaching into their overall career path (Seldin, 1984; Roe et al., 1986; Centra, 1994), the quality of their professional development in teaching, awards and prizes for teaching work, grants and other forms of external recognition (Roe & McDonald, 1986), appropriateness of objectives and choice of methodology (Seldin, 1984; Brent & Felder, 1996). The quality of a teacher’s research related to teaching is also considered a valid criterion by Roe, McDonald and Moses (1986).

TOOLS FOR PEER REVIEW OF TEACHING

Several researchers and universities have developed rubrics for evaluating a teacher's classroom work or documentation. These are often in the form of lists of criteria accompanied by a ratings scale (often a Likert scale or variation), with an overall rating given at the end of the form, and sometimes some space allowed for a summary comment (Miller, 1972). These criteria tend to be presented in general forms, with few details to help peer reviewers identify the evidence that answers them: for example, 'Was class time well used?' (Miller, 1972). This lack of guidance can make it difficult for peer reviewers to locate appropriate evidence against each criterion and complete their review objectively. For this reason, Yon et al (2002) recommend supplementing rubrics with a list of example 'indicators' or 'operationalized examples of specific classroom behaviours' for each criterion.

FREQUENCY OF PEER REVIEW

Another question that must be decided when constructing a peer review of teaching program is how frequently it should be run. In the UK, peer review programs are an automatic part of annual performance management processes, and Roe and McDonald (1983) likewise recommend using a yearly system wherever possible. Writers in the US vary, with some recommending running peer review programs everything from once a year to every three years (McClellan, 2007).

There is also the question of how frequently peer review should occur during each iteration of the program. For peer review of classroom teaching, it is widely argued that a single instance of peer observation is not sufficient for a report to be valid (Rowley, 1978; Seldin 1984; Paulsen, 2002). Those who recommend including peer observation of classroom teaching in a summative peer review system therefore suggest varying amounts of observation. Atwood, Taylor and Hutchings (2000) propose a system of frequent visits, each lasting an hour or less. Kahn (1993) advocates 'regular' observations, though without giving a specific number, and Cosser (1998) 'as many as possible'—meaning (ideally) all teaching sessions for a given course, but otherwise 40% of teaching sessions, with an absolute minimum of three. Rowley (1978) recommends 'the maximum possible number of visits' but prefers observation sessions less than an hour in length. However, most are also aware that these are ideal scenarios, and that they might prove logistically difficult, if not impossible, to achieve. Practicality might dictate using fewer observations.

There is no apparent discussion of how often written materials should be assessed during a given peer review cycle. Once per cycle is universally presumed to be sufficient.

PERSONNEL

When establishing a peer review of teaching program, several questions surrounding personnel must be considered: namely, who should be eligible to serve as a peer reviewer, how many peer reviewers should be used, where they should be sourced from, how they should be allocated to candidates for peer review, and who should be eligible to be peer reviewed.

Peer evaluators

Cosser identifies three attributes of a good peer reviewer: understanding of the candidate for peer review's subject, experience in teaching, and formal educational qualifications and/or training in the area (1998). Brent and Felder likewise privilege experience as a qualification, suggesting that reviewers should be 'tenured, or with primarily teaching and advising responsibilities', have three years or more of teaching experience, be competent, flexible and unbiased teachers, and be knowledgeable about the criteria and the discipline in which the

candidate for peer review is teaching (2004). Prosser (1980), Cosser (1998) and Bell (2002) carry this further to state that the 'peer' reviewer in a summative evaluation may in fact be 'a supervisor or person seen as having greater expertise than the person being observed' (Bell, 2002). Beyond this, little work has been done. However, several writers point out that the reason peer evaluations, particularly of classroom teaching, tend to be invalid or of poor quality is because the peer evaluators have not been trained to assess teaching (Klinkum, 2003). The validity and accuracy of peer review of both classroom teaching and written materials can be increased by training the peer evaluators (Cashin, 1996; Malik, 1996; Cosser, 1998; Keig & Waggoner, 1994; Quinlan, 2001; Yon et al., 2002). Therefore, it seems reasonable to infer that the best candidates for peer evaluators are those who combine experience, expertise in teaching, a degree of seniority, and training in evaluation.

That understood, many writers recommend using multiple reviewers in peer observation of classroom teaching, as a way of both providing multiple perspectives and protecting candidates for peer review from possible reviewer bias. Cosser (1998) recommends 'a panel' of observers, Kahn (1993) 'several', Gustad (1967) and Ford and Hassel (1994) a 'large' group, and Centra (1993) an 'ad hoc committee of teachers' comprising at least four members. However, the question of who should be able to work as a peer reviewer, either in classroom observation or the assessment of documentation, has been comparatively rarely considered.

Source of peer reviewers

Many writers assume that peer reviewers for classroom teaching will be drawn from within the same department or area as the teacher being reviewed (AVCC Working Party, 1981; Barnett, 1992; Ketefian, 1977; Ford & Hassel, 1984; Kahn, 1993; Cosser, 1998; Brent & Felder, 2004). This method has its advantages: such reviewers have expertise in the subject area, familiarity with the context in which the candidate for peer review is teaching, and an awareness of the requirements of teaching in the target discipline (Quinlan, 2002).

Alternatives to this system have largely been proposed by papers focussing on formative peer review of classroom work: Cosser (1998) proposes using reviewers from 'the same or a cognate discipline in another, essentially similar university', or drawing upon 'practising professionals' where appropriate, while others suggest looking outside the university for examiners, using methods including audio and video recordings, or campus visitation. Klinkum (2003) and McClellan (2007) suggest a system combining elements of both, in which the candidate for peer review provides a reviewer from within their university but outside their immediate area with 'contextual information about the lesson, the programme and the students' (Klinkum, 2003) before an observed session, and conclude the process with a post-observation debriefing.

A similar situation pertains regarding written materials and documentation. The number of evaluators needed for valid peer review of written documentation is not discussed at any point, but many papers work on the assumption that peer review will be carried out by the local reviewers such as the promotion committee itself or by staff members who report to it, for instance a designated individual or a sub-committee (Southern Regional Education Board, 1975; Prosser, 1980; Gibbs & Openshaw, 1983; Centra, 1994; Centra, 2000; Elmore, 2008). However, this is both logistically difficult—members of promotion committees are always pressed for time—and ethically dubious, as it leaves candidates for peer review directly open to the prejudices, preferences and knowledge gaps of those making decisions on their futures. There is therefore an increasing tendency to recommend using peer reviewers who are separate from the decision-making process itself (Seldin, 1984), both for ethical reasons and to increase both the degree of objectivity of the review and the appearance of objectivity in the eyes of the promotion committee.

Even in this system, however, there is a tendency to assume that reviewers should be local—known to the candidate for peer review, and with extensive knowledge of their

teaching context (Southern Regional Education Board, 1975; Cohen & McKeachie, 1980; Scriven, 1981; Centra, 1983; Centra, 1984; Roe et al., 1986; Cashin, 1996; Centra, 2000; Elmore, 2008). As Brawley points out, however, 'in-house approaches cannot deliver the level of rigour that would compare [scholarship of teaching and learning] favourably with research cultures (2008). Once again, it is papers focussing on formative peer review of written evidence that offer other possibilities—particularly that of using peer reviewers who are experts in the target discipline but external to the subject's department, faculty or university (Cosser, 1998). This has been taken up as a possibility in some discussions of summative peer review (Barnett, 1992; Atwood et al., 2000; Malik, 1996; Klinkum, 2003). Brawley (2008) takes the principle one step further, in a parallel to research criteria for international referees, and recommends an international system of external peer review organised by 'discipline communities . . . with a focus on teaching and learning and an interest in fostering peer review' to assess teaching portfolios and other documentation. This is beyond the capacity of individual institutions to develop.

Allocation of reviewers

It is common to find the assumption that a candidate for a summative peer review should be able to choose their reviewer or reviewers. However, this has disadvantages in that reviewers selected by the candidate can be perceived by a promotion committee as being biased in their favour. Allocating a peer reviewer rather than allowing the candidate to choose one can at least '[enable] the process of peer review to become', and be perceived as, 'more academically rigorous' (Costello et al., 2001), which is an advantage in a summative system.

Candidates for evaluation

The final question to be considered in developing a summative peer review of teaching program is that of who to evaluate. In the US, there is a tendency to argue that only junior lecturers—that is, those without tenure—should be summatively evaluated (Miller, 1974; Yon et al., 2002). However, this system raises ethical concerns, in that it targets the most vulnerable, least powerful and least privileged members of the teaching community. It also creates problems such as resentment of senior staff members who may evaluate their colleagues without themselves submitting for evaluation (Langsam & Dubois, 1996).

The assumption is therefore starting to change (Root, 1987). McKnight suggests that any summative peer review system should be universal, if for no other reason that 'to develop and maintain norms for a variety of categories' (1986), and experiments with formative peer review show that senior academics being peer reviewed alongside their junior colleagues can decrease resentment of the peer review system and increase the take-up of both formative and summative systems (Langsam & Dubois, 1996). In the UK, peer review of teaching is already a universal process, and Roe and McDonald (1983) recommend this approach in Australian universities also. However, universal peer review also raises equity concerns. As Seldin points out, it tends to be predicated on the assumption that 'every faculty member will be good to whatever degree in all . . . categories' of the lecturer's role at all times throughout their career, and in practice this is far from the case: 'both the nature of individual talent and the varied demands placed on colleges and universities argue for greater differentiation' (1984).

A universal system also has the disadvantages, rarely addressed by those who advocate it, of being prohibitively large, expensive, and difficult to run. Anwyl, Ball and McInnis (1992), put forward a more flexible and practically workable alternative in the form of an opt-in process, in which applicants for promotion can choose to engage in summative peer review if applying for promotion on the grounds of quality teaching. This has the advantage of targeting those academics for whom teaching assessment is a focus of their career and relevant to their career development and promotion opportunities. It also provides a solution

to the problem, identified in a previous section, of how frequently to run the peer review program, by putting the timing of peer review under the teacher's control.

STAFF RESPONSES TO SUMMATIVE PEER REVIEW OF TEACHING SYSTEMS

It is common, particularly in papers from the US, to find teachers arguing vehemently against the establishment of summative peer review of teaching programs. The most common reason given for this is that teaching is an inherently unassessable activity: 'Teaching performance does not lend itself to evaluation. Good teaching defies definition. It is so singular, they say, that it is incapable of measurement' (Seldin, 1984). However, it is increasingly recognised that this is not a valid argument. As Cross points out, it is entirely possible to identify, evaluate and reward good teaching, even if the process is a very individualised one, because 'there are some characteristics and teaching procedures that are consistently associated with effective teaching' (1991). Good teaching is based in a defined skill set that can be taught, evaluated and assessed 'as rigorously as research and publication and has been for years by many institutions' (Seldin, 1984). And as Keig and Waggoner state, academics are 'becoming increasingly aware that successful teachers are knowledgeable about education theories and practices' (1994).

The underlying reason for teachers' rejection of summative peer review of teaching seems to be fear, and not only the stage-fright associated with performance for an audience of judges. Seldin points out that there is frequently a mismatch between the job of teaching and the temperament of the person doing it: 'Someone trained to a solitary, cognitive activity such as research may not necessarily enjoy having to engage in a social, manipulative activity such as teaching, even though he or she has to do it to get paid' (1984). This problem can be exacerbated—or encouraged—by a culture and rewards system that privilege the development of research and research skills above the development of teaching and teaching skills. And academics who have co-operated with this agenda, either out of personal preference or as a strategic element of their career plan (Asmar, 2002), may feel both vulnerable and inadequate when they find themselves expected to submit their teaching for assessment.

Many academics have also had little opportunity to be trained in teaching at tertiary level (Howe II, 1967; Smock & Crooks, 1973; McManus, 2001). Lecturers have traditionally been assumed to learn teaching more or less by osmosis: by the time they have completed a PhD, they must know how to teach, because, after all, they have been taught (Astin & Lee, 1967; Astin, 1985; Keig & Waggoner, 1994). This can leave them with a limited repertoire of teaching strategies and an inability to articulate the philosophies, reasoning and processes that underlie their classroom teaching choices—along with the suspicion that those who will be assessing them are in much the same situation (Cavanagh, 1996). Teachers in these circumstances can understandably feel vulnerable and defensive when they find themselves expected to be summatively assessed on something they were never trained to do.

In each case, these fears can combine with the more-or-less universal human assumption that any summative assessment system either is or will become punitive in nature, no matter what the stated reason for undertaking it, to become an active hostility to summative peer review of teaching. Developers of summative peer review of teaching programs must therefore choose strategies and protocols that address or counteract these fears without compromising on the need for rigorous and substantial peer review.

CONCLUSION

Although comparatively little work has been done on the summative peer review of teaching, what had been published offers a range of theories and options from which to develop protocols, processes and tools. These, however, tend to focus on ideal practice, with

relatively little consideration given to the logistical, financial and personnel issues involved in creating a functioning summative peer review of teaching program. The challenge for researchers developing such a program is to effectively negotiate the tension between the need for rigour and objectivity in peer evaluation, and the practicalities of running a workable peer review program, to achieve a system that is both practical and fair without sacrificing academic rigour.

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APPENDIX 2: *PRO FORMAS* AND OTHER MATERIAL PRODUCED FOR/USED IN THE PROJECT

1. Internal Peer Review protocols and tools.
2. External Peer Review protocols and tools.
3. Formative Peer Review protocols and tools.
4. Peer reviewer, convener and candidate professional development resources.
5. Notes for promotion committees.
6. Resources for adaptation of summative peer review system.

Peer Review of Teaching for Promotion Applications:

Peer Observation of Classroom Teaching

Information, Protocols and Observation Form for *Internal* Peer Review Team

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1. The objective of the Peer Review Process

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.

This peer review of teaching process covers two areas of academic practice: classroom performance and non-classroom curriculum activity. Academics who apply for promotion and elect to 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 internal peer review team (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.

Academics who apply for promotion and elect to have their non-classroom curriculum activity peer reviewed (separately from or in addition to their classroom teaching) will have their teaching portfolio and/or teaching component of their application sent to a partner university, where an External Peer Review Team (EPRT) will consider the relevant portions of the application, which may include an IPRT report. 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, so the specific information that will be sent for external peer review will depend on local requirements. Using the criteria in the external peer review form, the EPRT members will make a determination as to the quantity and quality of the evidence presented by the applicant on the standard of their contribution to teaching. The EPRT's two individually-written reports will then be returned to the home university, to be used by the relevant academic promotion committee within that university.

The reports prepared by IPRTs and EPRTs will provide academic promotion committees with sources of expert advice on the quality of an applicant's teaching and the standard of their contribution to educational practice, based on a comprehensive peer review process.

Because 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. With this in mind, the IPRT and EPRT 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. At the same time, individual institutions may include additional criteria relevant to the local educational context.

Protocols for both the IPRT and EPRT have been prepared with due recognition of the fact that they may need to be adapted to meet the requirements of individual universities.

2. The Internal Peer Review Team

2.1 Role of the Internal Peer Review Team

When an applicant for academic promotion elects to have her/his teaching peer reviewed, an IPRT will gain first-order evidence of her/his teaching skills by observing the applicant in at least one teaching/learning situation. The two members of each review team will complete, separately or together, an *Observation of Teaching Session Report*. This report may be considered by an EPRT

along with the relevant portions of an application for promotion, depending on the requirements of the local university.

2.2 Composition of the Internal Peer Review Team

The IPRT members for each peer review applicant will be drawn from an approved pool of peer review team members. In all cases, the 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. Membership of an IPRT or EPRT is current for two years.

2.2.1 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 Deans of each Faculty will recommend nominees from their respective areas. IPRT members must be of at least Senior Lecturer status, and all reviewers must be approved by the DVC(A) or her/his nominee. Once approved, these nominees will form the university's panel of learning and teaching peer reviewers, with individuals drawn from the panel to be included in an IPRT and/or EPRT for that University. The Head and Deputy Head of Central and Faculty-based Academic Development Units would normally be considered for inclusion on these teams.

2.2.2 The discipline-specific peer reviewer

The Deans of each Faculty will recommend nominees from their respective areas. IPRT members must be of at least Senior Lecturer status, and all reviewers must be approved by the DVC(A), or her/his nominee. As far as possible, the 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.

2.3 The selection of the Internal Peer Review Team

When applications for promotion are received, the person assigned the responsibility for processing applications (the **Administrator**, usually from Human Resources) will advise the DVC(A), the relevant Deans and the Head of the central Academic Development Unit of the names, Faculties and Schools of those applicants who have elected to have their teaching peer reviewed in conjunction with their application for promotion.

The DVC(A), on the combined advice of the Dean of the Faculty concerned and the Head of the central Academic Development Unit, will approve the learning and teaching peer reviewers for the IPRT for each Faculty within a promotion round, and, on the recommendation of the Dean/s, approve the discipline expert to join the teaching expert on the respective team/s.

2.4 Notification of membership of Internal Peer Review Team to applicant

The collated list of approved IPRT members for the current period should be made available to all members of the university community, so that applicants intending to seek peer review of their teaching can be aware of the names of potential reviewers. Applicants may refuse potential IPRT members ahead of their IPRT being convened if they wish. However, applicants for promotion cannot choose the members of their IPRT.

Once the DVC(A) has approved the membership of the various IPRTs, the Peer Review **Coordinator** (usually a member of the central Academic Development Unit) will notify each applicant of the names of the two members of the IPRT that will observe her/his teaching session(s). 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.

2.5 Preparation of members of the Internal Peer Review Teams

There is an expectation that 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.

2.6 Conflict of interest

Members of IPRTs necessarily know the identity of the applicants they are reviewing, and are known to them. An IPRT member may by chance be assigned to observe an applicant with whom s/he has a close personal or professional relationship (these include family and financial relationships, current or recent former research partners or co-writers, and recent teaching colleagues). Recent close professional relationships are defined as those active within 5 years of the date of the application, or for whom they have been a formative peer reviewer.

As peer reviews relate to promotion decisions, reviewers are required to act in accordance with the Ethics or Conflict of Interest policy of their university, and disclose any potential conflict of interest to the co-ordinator. The Coordinator will then make appropriate arrangements for another peer reviewer or IPRT to act in their place if it is judged necessary.

3. The process

3.1 Nomination of teaching session(s) to be observed

It is the responsibility of the applicant to nominate the session(s) to be observed; these may be formal classes, tutorials, a flexible learning activity, a laboratory class, etc. The review team may offer a contrary suggestion on the basis that an alternative session may provide a better opportunity for the applicant to demonstrate her/his teaching ability, but the final choice rests with the applicant. Aside from the availability of the members of the IPRT, the only restriction imposed is a requirement that the observation(s) must be within the stipulated time period that takes cognisance of factors relevant to the promotion process. Practicalities such as physical location may also have to be taken into account.

Applicants should provide the review team with a brief synopsis of relevant course and session learning objectives, along with any necessary handouts. They may also, if they wish, provide other information and documentation relevant to their chosen teaching sessions, particularly with regard to any alignment between the theoretical and practical aspects of their teaching: for example, it would assist the review team for applicants to inform them of the outcomes they are hoping their students will achieve during each session, and of the learning activities and teaching strategies they intend to use to support these learning outcomes. However, the nature and extent of the additional information provided is left to the applicant's discretion.

3.2 Meeting between the applicant and the Internal Peer Review Team before the observations

The two members of the Internal Peer Review Team must have a meeting with the applicant before the observation(s) of the teaching session(s). The assumption is made that both the applicants and the members of the peer review teams will be familiar with the academic promotion process, and the protocols associated with the internal review process.

The 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). When this meeting concludes, the steps that follow it should be clear to both the applicant and the members of the IPRT, as should their respective expectations. 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.

This meeting will be organised by the Peer Review Coordinator, and while there is no set duration, it is estimated that thirty to sixty minutes should be more than sufficient to cover the ground required.

3.3 The observation(s)

The IPRT members will passively and unobtrusively observe the nominated session(s), and record their observations. It is recommended that the applicant let the students in the session to be observed know that there are visitors but not indicate the purpose is to review the applicant's teaching.

3.4 Meeting between the applicant and the IPRT after the observations

As soon as practical after the observations have been completed, there should be a second meeting between the applicant and the IPRT; this may be arranged by the reviewers in consultation with the applicant, or be arranged by the Coordinator. The purpose of this meeting is to provide 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 for the applicant to display the qualities of their teaching, 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.

3.5 Completion of reports by the Internal Peer Review Team

As soon as conveniently possible after the session and post-session meeting have been completed, both of the IPRT members should finalise their reports independently. If they so desire, they are free to discuss their observations and reflections, but each should complete their final report independently.

The IPRT reports should be confined to what was observed in the teaching session(s), and the subsequent discussion with the applicant. Other aspects relevant to the applicants' contribution to learning and teaching may be expected to be addressed in the applicants' overall application for promotion, which will be considered by the EPRT.

The completed report should be signed and forwarded, in confidence, to the administrative officer with the central responsibility for processing applications for promotion. The applicant will be given a copy of the reports by the administrative officer for the central area in time for them to respond to

those reports as part of their promotion application. The applicant is also encouraged to complete the *Observation of Teaching Session Report* as a self-audit exercise. This could be used to structure the applicant's response to the IPRT reports.

It is important that the IPRT members accept that their reports should be statements that convey their qualitative judgment of the applicant's teaching. They should NOT make recommendations as to whether the applicant, on the basis of his/her teaching, should or should not be promoted.

If there is a marked discrepancy between the two IPRT reports, or between the reports and the applicant's self-assessment, 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.

3.6 After completion

After the IPRT's reports have been submitted to the relevant promotion committee, applicants may make whatever further use of them that they choose. They are strongly encouraged to incorporate reflections on and responses to IPRT reports into their teaching portfolios, or other similar documents.

PEER REVIEW OF TEACHING/LEARNING PROTOCOLS

Preamble

This document contains details of the nine proposed dimensions of teaching that should inform the process of peer observation of teaching for promotion purposes. The nine dimensions of teaching outlined below are not independent; inevitably there is overlap across different dimensions. The dimensions largely reflect the “traditional” lecture/tutorial presentation format adopted by many academic staff. Other dimensions may be added/substituted to adjust to different teaching settings and styles, such as online teaching, small-group or problem-based learning sessions.

The dimensions of teaching used in this protocol, together with associated teaching strategies, are provided as a **broad guide only**. The strategies outlined are an attempt to illustrate the types of teaching behaviours judged to relate to, and enhance, the respective dimensions of teaching observed.

It is unlikely that any one teaching session would demonstrate all of the outlined teaching strategies to the same, significant extent. Some teachers may use a few selected strategies extensively; some may use several different strategies in combination so as not to be too dependent on a narrow approach to their teaching; some may use alternative strategies that have been shown to be effective for their particular discipline or group of students. Each of these approaches may have equal efficacy and validity; what is essential during the observed teaching session is the effective demonstration of a planned approach to teaching using strategies that have been identified beforehand and which incorporate appropriate aspects of the nine dimensions of teaching outlined, as well as others relevant to the context.

The pre-meeting between the applicant and the IPRT is important. In that meeting the applicant will identify the strategies to be used during the teaching session to be observed and articulate any additional dimensions appropriate to the context. After the teaching session has been observed, the peer reviewers will meet briefly with the applicant to determine if the observed session provided reasonable opportunity for the demonstration of the agreed dimensions of teaching. If the applicant and the peer reviewers agree that the session did not provide such a reasonable opportunity due to unforeseen circumstances, then another observation session may be negotiated. If all parties agree that the session did provide a reasonable opportunity, then only one peer review observation session is required.

DIMENSIONS OF TEACHING TO BE OBSERVED

Dimension 1: Students are actively engaged in learning

Indicative teaching strategies for demonstrating this dimension may include:

- fostering a supportive, non-threatening teaching/learning environment
- encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur
- using questioning skills which encourage student engagement
- providing immediate and constructive feedback where appropriate
- demonstrating enthusiasm for teaching and learning
- (for smaller groups) fostering extensive interaction

- (for very large groups) presenting in such a manner as to achieve maximum engagement

Dimension 2: Students' prior knowledge and experience is built upon

Indicative teaching strategies for demonstrating this dimension may include:

- being fully aware of and/or determining students' prior knowledge and understanding
- building on students' current knowledge and understanding, and taking them conceptually beyond this level
- where appropriate, using and building upon student contributions and preparation

Dimension 3: Teaching caters for student diversity

Indicative teaching strategies for demonstrating this dimension may include:

- demonstrating an appreciation of the different levels of knowledge and understanding in a group
- addressing, as appropriate, different learning needs and styles within the group
- focussing on building confidence, enthusiasm and intrinsic motivation
- fostering students' responsibility for their own learning, encouraging them towards being self-directed learners, (as distinct from teacher-directed learners)
- using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed)
- recognising, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively
- exercising balance between challenging and supporting students
- designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning
- providing examples or opportunities for discussion that cater for cultural diversity

Dimension 4: Students are encouraged to develop/expand their conceptual understanding

Indicative teaching strategies for demonstrating this dimension may include:

- helping students bridge the gap between their current conceptual understanding and the next "level"
- helping students become aware of what the next levels are
- encouraging students to become self-directed learners by using the "lecture"/presentation as the stimulus for individual study/learning
- challenging students intellectually eg by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers. This usually involves questions such as "What do you think is going on"; "Why"; "What if...?" etc
- encouraging students to internalise or "construct " their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning)
- encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning
- working cooperatively with students to help them enhance understanding
- clearly demonstrating a thorough command of the subject matter

Dimension 5: Students are aware of key learning outcomes

Indicative teaching strategies for demonstrating this dimension may include:

- ensuring students are progressively aware of key learning outcomes
- focussing on learning outcomes at key points in the presentation
- ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed
- encouraging each student to accept responsibility for learning issues to follow-up and consolidate
- ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate

Dimension 6: Actively uses links between research and teaching

Indicative teaching strategies for demonstrating this dimension may include:

- emphasising, where appropriate, links between research outcomes and learning
- using research links appropriately, given the level of student conceptual development
- raising students' awareness of what constitutes research

Dimension 7: Uses educational resources and techniques appropriately

Indicative teaching strategies for demonstrating this dimension may include:

- using IT techniques effectively, eg PowerPoint or multimedia presentations of a professional standard
- using, as appropriate, a balance of IT and other strategies
- using available classroom resources to support student learning effectively
- supplying resources, materials and literature to support student learning
- using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives

Dimension 8: Presents material logically

Indicative teaching strategies for demonstrating this dimension may include:

- providing an early brief structural overview of the session
- developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session
- providing time for reviewing at key stages, including closure
- establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings

Dimension 9: Seeks feedback on students' understanding and acts on this accordingly

Indicative teaching strategies for demonstrating this dimension may include

- seeking feedback progressively during the session eg through constant observation of interest level and engagement and by using specific questions to test understanding
- modifying the presentation to accommodate feedback messages
- seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated

MEETINGS AND REPORTS

Pre-meeting of both IPRT members with applicant

1. Negotiate and refine details of the observation protocol
2. Check and finalise logistics for observation(s) and post-observation meeting
3. Applicant explains:
 - session objectives
 - rationale for chosen teaching strategies
 - how the teaching session fits in to the overall course
 - any additional dimensions appropriate to the context

Post-meeting of both IPRT members with applicant

1. Allow applicant the opportunity to discuss whether the observed session allowed her/him the opportunity to use their planned approach. Why/why not?
2. Allow applicant the opportunity to self-assess against the agreed dimensions and allow peer reviewers to obtain a copy of the self-assessment.
3. Allow applicant the opportunity to describe if he/she would do anything differently. Why?
4. Discuss details of a second observation session, if needed.

Meetings of IPRT members

The peer reviewers will need to meet briefly, before the initial pre-meeting with each candidate, to clarify issues about the detail and conduct of the pre/post meetings and the observations. This may be a phone meeting.

Submitting Reports

The *Observation of Teaching Session Reports* should be finalised within two weeks of the post-meeting with the applicant and forwarded to the Peer Review Coordinator. Peer reviewers may forward their handwritten report(s) from the various meetings and observation session(s), or they may choose to transcribe their original notes as individual reports, or a consolidated report. IPRT members should have a brief post-review meeting to discuss their observations and comments, and to decide whether they will submit separate reports or a consolidated report; either option is acceptable.

All reports must be on the *Observation of Teaching Session Report* proforma provided.

Use of the Reports

For those applicants who choose to submit a teaching portfolio or teaching accomplishment profile for review by the EPRT, copies of any *Observation of Teaching Session Reports* will be sent to the EPRT to be used as part of the external peer review process.

Internal Peer Review of Teaching Observation of Teaching Session Report

Applicant's details

Applicant's Name: _____

Faculty: _____

School: _____

Course Name: _____

Year Level: _____

Type of Session _____
(e.g. lecture/tutorial/workshop)

Number of students in course: _____

Number of students in this class: _____

Date and time of session: _____

Length of session: _____

Part of session observed: _____

Reviewer

Learning and teaching reviewer

Discipline reviewer

Reviewer's name: _____

School & Faculty: _____

Please read the details included in the *Dimensions of Teaching to be Observed* listed earlier in this document

A. General comments

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
1. Students are actively engaged in learning Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
2. Students' prior knowledge and experience is built upon Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
3. Teaching caters for student diversity Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
4. Students are encouraged to develop/expand their conceptual understanding Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Students are made aware of key learning outcomes</p> <p>Your examples and comments:</p>	No evidence	Some evidence	Clear evidence	Extensive evidence
<p>6. Actively uses links between research and teaching</p> <p>Your examples and comments:</p>	No apparent examples	Some examples	Many examples	Extensive examples
<p>7. Uses educational resources and techniques appropriately</p> <p>Your examples and comments:</p>	Effectiveness not clear	Effective	Very effective	Exceptionally effective
<p>8. Presents material logically</p>	Logic not apparent	Logic apparent	Logic very clear	Logic exceptionally clear

<p>Your examples and comments:</p>	<table border="1"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
<p>9. Seeks feedback on students' understanding and acts on this accordingly</p> <p>Your examples and comments:</p>	<table border="1"> <tr> <td>No apparent examples</td> <td>Some examples</td> <td>Many examples</td> <td>Extensive examples</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Effectiveness not clear</td> <td>Effective</td> <td>Very effective</td> <td>Exceptionally effective</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	No apparent examples	Some examples	Many examples	Extensive examples	<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"/>
No apparent examples	Some examples	Many examples	Extensive examples														
<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"/>														
<p>10. Other areas relevant to institutional priorities</p> <p>Your examples and comments:</p>	<table border="1"> <tr> <td>No apparent examples</td> <td>Some examples</td> <td>Many examples</td> <td>Extensive examples</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Effectiveness not clear</td> <td>Effective</td> <td>Very effective</td> <td>Exceptionally effective</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	No apparent examples	Some examples	Many examples	Extensive examples	<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"/>
No apparent examples	Some examples	Many examples	Extensive examples														
<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. Your summary of the quantity and quality of evidence and outcomes observed

Peer Review of Teaching for Promotion Applications:

Peer Assessment of Written Documentation

Information, Protocols and Review Form for *External* Peer Review Team

Support for this document has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this document do not necessarily reflect the views of the Australian Learning and Teaching Council.

1. The objective of the Peer Review process

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.

This peer review of teaching process covers two areas of academic practice: classroom performance and non-classroom curriculum activity. Academics who apply for promotion and elect to 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 internal peer review team (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 will be used by the relevant academic promotion committee to inform their decisions about the merits of the promotion application of the applicant.

Academics who apply for promotion and elect to have their non-classroom curriculum activity peer reviewed (separately from or in addition to their classroom teaching) will have their teaching portfolio and/or teaching component of their promotion application sent to a partner university, where a two-person External Peer Review Team (EPRT) will consider the relevant portions of the application, which may include an IPRT report. 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, so the specific information that will be sent for external peer review will depend on local requirements. Using the criteria in the external peer review form, the EPRT members will make a determination as to the quantity and quality of the evidence presented by the applicant on the standard of their contribution to teaching. The EPRT's two individually-written reports will then be returned to the home university, to be used by the relevant academic promotion committee within that university.

The reports prepared by IPRTs and EPRTs will provide academic promotion committees with sources of expert advice on the quality of an applicant's teaching and the standard of their contribution to educational practice, based on a comprehensive peer review process.

Because 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. With this in mind, the IPRT and EPRT 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. At the same time, individual institutions may include additional criteria relevant to the local educational context.

Protocols for both the IPRT and EPRT have been prepared with due recognition of the fact that they may need to be adapted to meet the requirements of individual universities.

2. The External Peer Review Team

2.1 Role of the External Peer Review Team

External Peer Review Teams will make a determination as to the quality of the evidence presented in each applicant's set of documentation. Each EPRT member will prepare a separate report, although they may choose to discuss their reviews with each other. An EPRT member will NOT express a view as to whether an applicant should/should not be promoted.

2.2 Composition of the External Peer Review Team

Universities will need to select a pool of suitable staff members who may be appointed to External Peer Review Teams. Each team will comprise two peer reviewers; one will be well credentialed and experienced in learning and teaching, and the other will be from a discipline area broadly relevant to the specific applications received for review.

The peer reviewers should be suitably qualified and skilled staff with recognised expertise in the field of learning and teaching. In most cases they would be chosen from those who have been recipients of an internal or external teaching award, have formal qualifications in learning and teaching, and/or have an educational research profile. The reviewers will be of at least Senior Lecturer level, and each peer review team will have at least one member at Associate Professor or Professor level.

All reviewers must be approved by the DVC(A), or her/his nominee. Once approved, these reviewers will form the university's panel of learning and teaching peer reviewers, with individuals drawn from the panel to be included in an EPRT and/or an IPRT for that university.

2.3 Preparation of members of the external peer review teams

There is an expectation that all peer reviewers will undergo appropriate professional preparation. In most circumstances, the workshops, information sessions or any other suitable means of preparation will be planned and presented as a collaborative exercise between the central Academic Development Unit and the Human Resources Department within the university concerned.

3. The process

3.1 Matching the partner universities

It will be the decision of each university as to which other university or universities will be approached to be external peer review partners.

3.2 Coordination and transfer of applications to and from a partner university

An appropriate member of staff must be nominated to be the **Coordinator** and contact person for the Peer Review process. This person will usually reside in the central Academic Development Unit and will be responsible for supervising the administrative tasks that the project requires.

Following the closing date for the receipt of applications for a promotion round, the staff member responsible for the processing of applications within the university concerned (the **Administrator**, usually an appropriate member of Human Resources) will advise the Coordinator of the names of applicants, with details of their Discipline, School and Faculty, who have elected to have their teaching peer reviewed as a component of the promotion process. This will enable the Coordinator to organise any requested internal peer review sessions. The Coordinator will convey to the partner university the number, discipline and promotion level of the applicants requiring external peer review, but **not** the names of the applicants. This will enable the Coordinator in the partner university to assemble individual EPRTs with appropriate members.

If IPRT reports are to be included in the documentation sent for external peer review, an appropriate process will need to be included so that the *internal* peer reviews are completed in time for inclusion in the *external* peer review process. The Administrator should prepare for the Coordinator a collection of all the applications submitted by academics who have elected to participate in the external peer review process, and the corresponding reports from the IPRTs if they are to be included, together with a covering sheet with the applicants' names, Schools and Faculties. The collection should be dispatched by a secure means to the coordinator in the partner university, who will then distribute each individual bundle (without the individual identification details) to the appropriate EPRT within that university.

3.3 The selection of the external peer review team

The Coordinator in the partner university will consult with available peer reviewers to determine the most suitable members for each EPRT. This consultation will be based on the discipline area of the applicant and the nature of their teaching practice. The Coordinator will then organise for the distribution of the relevant documentation to the appropriate team members. The DVC(A), or her/his nominee, will be informed of the members of each team.

3.4 Conflict of interest

Members of EPRTs will in principle not know whose application packages they are reviewing. However, in practice they may recognise an applicant from their list of publications, professional contacts etc. An EPRT member may by chance be assigned an application which she/he recognises as belonging to an academic with whom she/he has a close personal or professional relationship (these include family and financial relationships, current or recent former research partners or co-writers, and recent teaching colleagues). Recent close professional relationships are defined as those active within 5 years of the date of the application.

As peer reviews relate to promotion decisions, peer reviewers are required to act in accordance with the Ethics or Conflict of Interest policy of their university, and disclose any potential conflict of interest to the co-ordinator. The Coordinator will then make appropriate arrangements for another peer reviewer or EPRT to act in their place, if it is judged necessary.

3.5 External peer review team reports

As soon as the EPRTs have completed their *Reports by External Peer Review Team Members*, the applications, associated documentation, and EPRT reports will be returned to the originating partner university. The Human Resources administrator in the originating partner will forward copies of the reports to the applicant, who may write a commentary on the reports for submission to the promotion committee. If there is a marked discrepancy between the individual EPRT members' reports, or where an applicant can substantiate that an EPRT has significantly misinterpreted the evidence presented by the applicant, she or he may request that an additional review be conducted by a new EPRT. The decision to allow an additional review will be the responsibility of the chair of the relevant promotion panel. In cases where a new EPRT has been appointed at the approved, both the original and new EPRT reports and the applicant's commentaries will all be submitted to the promotion committee.

3.6 Confidentiality

Each member of the EPRTs, the Coordinator, the Administrator and any other relevant administrative staff handling promotion application material will treat all documentation and information provided by partner universities as strictly confidential. Hard copies of written application packages should be disposed of in confidential waste bins.

3.7 After completion

Applicants can make any further use of their summative peer review reports that they choose. They are strongly encouraged to incorporate reflections on and responses to their EPRT reports in their teaching portfolios or other similar documents.

4. Dimensions of educational practice to be reviewed

If academic staff are to be promoted on the basis that they have manifested a high level of excellence in teaching, promotion committees must be assured that evidence has been presented of high-quality outcomes in the relevant preceding years. The broad dimensions of learning and teaching activity that would be appropriate for the teaching component of a promotion application are:

1. Alignment of teaching practices with teaching philosophy
2. Effectiveness of teaching activity as evidenced through student engagement and outcomes
3. Effectiveness of curriculum and assessment design and development
4. Evidence of command of content in the discipline or field
5. Development of teaching based on feedback from sources such as students, peers, profession and/or community
6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching
7. Effectiveness of leadership in learning and teaching
8. Recognition of contribution to learning and teaching
9. Other areas relevant to institutional priorities

Dimension 1: Alignment of teaching practices with teaching philosophy

Indicative evidence for demonstrating this dimension may include:

- the inclusion of a reflective approach describing an educational practice that is grounded in the educational literature or uses discipline-based language to describe a thoughtful approach to learning and teaching. Subsequent examples used by the applicant to highlight their contributions to learning and teaching should show an alignment with their stated approach.
- the inclusion of a formal teaching philosophy, or statements that provide a rationale for the applicant's educational practice and its theoretical underpinnings. Although it is helpful when an applicant references sources from the educational literature to frame their philosophy, this may not be present in all applications. It should nevertheless be possible to determine what underpins an applicant's understanding of good learning and teaching.
- the presence throughout the application of the values and principles articulated in the teaching philosophy.

Dimension 2: Effectiveness of teaching activity as evidenced through student engagement and outcomes

Indicative evidence for demonstrating this dimension may include:

- some indicators of how the applicant has supported student learning in their particular educational context, including why they took a particular approach and what impact that approach had on student learning and student outcomes.
- some indicators of how the applicant enhanced student performance, used innovative teaching activities, catered for diversity in the student population, improved retention rates or academic standards or built on students' prior knowledge.

Dimension 3: Effectiveness of curriculum and assessment design and development

Indicative evidence for demonstrating this dimension may include:

- description of the applicant's approach to curriculum and assessment design. This may be written in discipline-specific language and may include examples of innovative or thoughtful approaches to aligning course objectives with learning activities and assessment tasks. It may include discussions about generic skill development or the use of graduate attributes.
- discussion of the applicant's use of diagnostic and formative assessment, with appropriate feedback, to direct student learning and improve student performance.

- examples of course requirements, innovative approaches to presenting discipline-specific content, innovative assessment practices, and the provision of effective learning resources.
- evidence of curriculum alignment showing that aims, learning objectives, content, teaching methods, assessment and evaluation are all planned and aligned to give the student a coherent learning experience.
- copies of course handouts that articulate curriculum alignment and student results that show high standards of effective learning, evidence of the wider use of the applicant's educational resources, or curriculum or assessment designs.

Dimension 4: Evidence of command of content in the discipline or field

Indicative evidence for demonstrating this dimension may include:

- copies of course handouts or content that show the use of recent research findings in the discipline, and/or current or topical content that would engage students in the learning process,
- examples of innovative approaches to presenting discipline-specific content, innovative assessment practices that use research findings from the discipline, or the development and provision of effective discipline resources that show a particularly deep understanding of the content in the field.
- descriptions of how the applicant keeps her or his expertise in the field up to date.

Dimension 5: Development of teaching based on feedback from sources such as students, peers, profession and/or community

Indicative evidence for demonstrating this dimension may include:

- statements of how the applicant has used feedback from students and other sources to improve her or his educational practice. This would normally involve collecting information from a range of sources and using that information to make changes to teaching practice.
- examples of survey results, peer evaluation results, feedback from professional review bodies or advisory boards, focus groups or community groups. Simply reporting feedback results would not normally be sufficient evidence of the effective use of feedback; the applicant should also provide some discussion on how s/he has used it.

Dimension 6: Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching

Indicative evidence for demonstrating this dimension may include:

- description/s of how the applicant has used educational or discipline-based literature to improve their teaching.
- evidence of professional development activities the applicant has undertaken to inform her or his educational practice. This may include discussing teaching and learning issues with colleagues, reading about teaching strategies, participating in teaching development activities, reflecting upon educational practice and engaging in research in relation to it.
- evidence of contributions to scholarly research in the applicant's discipline in the form of educational publications, conference presentations, books or monographs, or reports from grants in learning and teaching.
- evidence of participation in internal or external learning and teaching projects.

Dimension 7: Effectiveness of leadership in learning and teaching

Indicative evidence for demonstrating this dimension may include:

- the applicant holding formal positions of responsibility and leadership within her or his School, Faculty, University.
- the applicant contributing to decision-making processes within their own institution, or nationally/internationally, in order to enhance learning and teaching.
- the applicant being an executive member of committees for professional bodies associated with learning and teaching, or contributing to conference organizing committees.

Dimension 8: Recognition of contribution to learning and teaching

Indicative evidence for demonstrating this dimension may include:

- award of a learning and teaching prize, either within their own institution, by a discipline-based professional body, or by a national or international learning and teaching organization.
- award of a Fellowship or Visiting Scholar title by a relevant learning and teaching organization.
- invitations to be a keynote speaker, undertake major curriculum or discipline reviews, or be a member of a formal review panel for another institution.

Dimension 9: Other areas relevant to institutional priorities

- these may vary with each institution, so the documentation presented to the EPRT should make it clear whether a particular criterion is important and requires specific commentary from the EPRT.

Different universities may elect to forward different documentation, depending on their promotion policy and procedures. The EPRT members will use the documentation forwarded by the partner university, and will take into account the specific promotion requirements of the partner institution.

EPRTs will make a determination as to the quality of the evidence presented in each applicant's set of documentation. Each EPRT member will prepare a separate report, although they may choose to discuss their reviews with each other. A peer review team will NOT express a view as to whether an applicant should/should not be promoted. The *Reports by External Peer Review Team Members* will be returned to the applicant.

The documentation sent to the external peer reviewers will not include the name of the applicant, but will use a Peer Review ID for tracking purposes.

REPORT BY EXTERNAL PEER REVIEW TEAM MEMBER

COVER SHEET

(This sheet must be attached to external peer review reports)

The cover sheet and the External Peer Review Team Reports will be made available to the academic promotion committee that considers the applications for the corresponding promotion round. ***This cover sheet will not be returned to the applicant.***

Applicant

Name: _____

Peer Review ID for anonymity: _____

Faculty: _____ School: _____

University: _____

External Peer Review Team

Learning and Teaching Peer Reviewer

Name: _____ Status: _____

Faculty: _____ School: _____

University: _____

Signature: _____ Date: _____

Discipline Specific Peer Reviewer

Name: _____ Status: _____

Faculty: _____ School: _____

University: _____

Signature: _____ Date: _____

REPORT BY EXTERNAL PEER REVIEW TEAM MEMBER

Learning and teaching reviewer

Discipline reviewer

Applicant

Peer Review ID:

Faculty:

School:

University:

This report is intended to provide an academic promotion committee with a source of expert advice on the quality of the outcomes from an applicant's learning and teaching activities, based on conclusions drawn from a careful analysis of the evidence provided in an applicant's application for promotion.

The report does NOT include a recommendation that s/he should/should not be promoted.

The External Peer Review Team members, while adhering to the External Peer Review of Teaching processes and protocols outlined, should not feel constrained or restricted in their comments as they relate to the documentation presented for review. The following dimensions of learning and teaching activities would be appropriate for the teaching component of a promotion application. Since applicants will come from a variety of disciplines, the external review team will take into account the different formats that evidence may take in relation to different educational contexts.

1. Alignment of teaching practices with teaching philosophy
2. Effectiveness of teaching activity as evidenced through student engagement and outcomes
3. Effectiveness of curriculum and assessment design and development
4. Evidence of command of content in the discipline or field
5. Development of teaching based on feedback from sources such as students, peers, profession and/or community
6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching
7. Effectiveness of leadership in learning and teaching
8. Recognition of contribution to learning and teaching
9. Other areas relevant to institutional priorities

A. General comments

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
<p>1. Alignment of teaching practices with teaching philosophy</p> <p>Your examples and comments:</p>	No apparent alignment	Some alignment	Clear alignment	Extensive alignment
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Effectiveness of teaching activity as evidenced through student engagement and outcomes</p> <p>Your examples and comments:</p>	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
<p>3. Effectiveness of curriculum and assessment design and development</p> <p>Your examples and comments:</p>	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
<p>4. Evidence of command of content in the discipline or field</p> <p>Comments on quality of evidence presented:</p>	No apparent evidence	Some evidence	Clear evidence	Extensive evidence
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
<p>5. Development of teaching based on feedback from sources such as students, peers, profession and/or community</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p><input type="checkbox"/></p>	<p>Some examples</p> <p><input type="checkbox"/></p>	<p>Many examples</p> <p><input type="checkbox"/></p>	<p>Extensive range of examples</p> <p><input type="checkbox"/></p>
	<p>Use of feedback not clear</p> <p><input type="checkbox"/></p>	<p>Use of feedback satisfactory</p> <p><input type="checkbox"/></p>	<p>Use of feedback good</p> <p><input type="checkbox"/></p>	<p>Use of feedback exceptional</p> <p><input type="checkbox"/></p>
<p>6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p><input type="checkbox"/></p>	<p>Some examples</p> <p><input type="checkbox"/></p>	<p>Many examples</p> <p><input type="checkbox"/></p>	<p>Extensive examples</p> <p><input type="checkbox"/></p>
	<p>Quality not clear</p> <p><input type="checkbox"/></p>	<p>Quality satisfactory</p> <p><input type="checkbox"/></p>	<p>Quality good</p> <p><input type="checkbox"/></p>	<p>Quality exceptional</p> <p><input type="checkbox"/></p>
<p>7. Effectiveness of leadership in learning and teaching</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p><input type="checkbox"/></p>	<p>Some examples</p> <p><input type="checkbox"/></p>	<p>Many examples</p> <p><input type="checkbox"/></p>	<p>Extensive examples</p> <p><input type="checkbox"/></p>
	<p>Effectiveness not clear</p> <p><input type="checkbox"/></p>	<p>Effective</p> <p><input type="checkbox"/></p>	<p>Very effective</p> <p><input type="checkbox"/></p>	<p>Exceptionally effective</p> <p><input type="checkbox"/></p>
<p>8. Recognition of contribution to learning and teaching</p> <p>Comments on prestige of examples:</p>	<p>No apparent examples</p> <p><input type="checkbox"/></p>	<p>Some examples</p> <p><input type="checkbox"/></p>	<p>Many examples</p> <p><input type="checkbox"/></p>	<p>Extensive examples</p> <p><input type="checkbox"/></p>

Dimensions of learning and teaching activity:

9. Other areas relevant to institutional priorities

Your examples and comments:

B. Your summary of the quantity and quality of evidence and outcomes presented in applicant's documentation

**Peer Review of Teaching for
Promotion Applications:**

**Formative Peer Observation of
Teaching**

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

Support for this document has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this document do not necessarily reflect the views of the Australian Learning and Teaching Council.¹ The objectives of Formative Peer Review

Faculties, Schools or individual Departments may wish to offer a formative peer observation program, to assist staff members in improving their promotion prospects before they undertake the summative process as part of their promotion applications.

It is recommended that Faculties, Schools or Departments offering formative peer review programs use two-person teams of peer reviewers, to help the staff members being reviewed become familiar with the summative peer review process. However, it is important that both the formative process and the formative feedback reports given to staff members being reviewed be kept completely separate from any summative peer review processes, and from the summative reports that are designed for promotion committees. Staff members who serve in Faculty, School or Departmental Formative Peer Review Teams (FPRTs) for a colleague seeking promotion should therefore not be chosen as summative Internal Peer Review Team (IPRT) members for that colleague. This will facilitate objective reporting for the summative peer reviews.

Because 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. With this in mind, the peer review report 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. At the same time, individual institutions may include additional criteria relevant to the local educational context.

Protocols for formative peer review have been prepared with due recognition of the fact that they may need to be adapted to meet the requirements of individual universities.

Faculties, Schools and Departments are also welcome to use or adapt the Formative Peer Review protocols and proformas to use in a peer review program oriented to professional development if they wish. Information about other methods of peer review for professional development purposes is also available at: <http://www.cshe.unimelb.edu.au/research/prot.html>.

2. The Formative Peer Review Team

2.2 Role of the Formative Peer Review Team

When a staff member chooses to have her/his teaching peer reviewed, the FPRT members will gain first-order evidence of her/his teaching skills by observing the applicant in one or more teaching/learning situations.

2.2 Composition of the Formative Peer Review Team

The FPRT should comprise two reviewers, one of whom is a well-credentialed and experienced learning and teaching expert and one of whom is a discipline-specific expert.

2.2.1 The learning and teaching peer reviewer



The learning and teaching peer reviewer should be a staff member who has recognised expertise in the field of learning and teaching. In most cases they would have been the recipient of a teaching award, have formal qualifications in learning and teaching and/or have an educational research profile. They should be of the same level as the staff member being reviewed, or higher.

2.2.2 The discipline-specific peer reviewer

As far as possible, the discipline-specific peer reviewer should be from the same broad discipline area as the staff member being reviewed, and should have internal recognition and credibility as having an appropriate level of understanding of learning and teaching issues. They should be of the same level as the staff member being reviewed, or higher.

2.3 The selection of Formative Peer Review Team members

FPRT members should be selected from volunteers within Central or Faculty Academic Development Units and the Faculty, School or Department organising the formative peer review program. They should not be chosen by the staff member being reviewed.

2.4 Preparation of members of the Formative Peer Review Team

It is recommended that staff members acting as formative peer reviewers be given access to some training in the role. Some central or Faculty-based Academic Development Units, or Human Resource Units, may already offer training for FPRT members. Where this has not been formally organized, peer reviewers may download teaching example clips from www.adelaide.edu.au/clpd/peerreview and practice writing review reports using the documentation accompanying the videos.

2.5 Conflict of interest

Some staff members may participate in both formative and summative peer review programs as reviewers. As reviewer awareness of the results of prior formative feedback may alter or prejudice the results of summative review, reviewers who participate in both forms of peer review are required to act in accordance with the Ethics or Conflict of Interest policy of their university and disclose to the *summative* peer review **Coordinator** if they have acted as a *formative* peer reviewer for the promotion candidate to whom they are assigned. The Coordinator will then make the appropriate arrangements for another peer reviewer or IPRT to act in their place.

3. The process

3.1 Nomination of teaching session(s) to be observed

It is the responsibility of the staff member being reviewed to nominate the session(s) to be observed; these may be formal classes, tutorials, a flexible learning program, a laboratory class, etc. Practicalities such as the availability of the reviewers and location may have to be taken into account.

Applicants should provide the review team with a brief synopsis of relevant course and session learning objectives, along with any necessary handouts. They may also, if they wish, provide other information and documentation relevant to their chosen teaching sessions, particularly with regard to any alignment between the theoretical and practical aspects of their teaching: for example, it would assist the review team for applicants to inform them of the outcomes they are hoping their students will achieve during each session, and of the learning activities and teaching strategies they intend to use to support these learning outcomes. However, the nature and extent of the additional information provided is left to the applicant's discretion.

3.2 Meeting between the reviewee and FPRT before the observations

The FPRT should have a meeting with the staff member being reviewed before the observations of the teaching session(s). The purpose of this meeting is to provide the reviewee 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). This meeting will be organised by the participants, and while there is no set duration, thirty to sixty minutes should be sufficient to cover the ground required.

3.3 The observation(s)

The FPRT members will passively and unobtrusively observe the nominated session(s), and record their observations. It is recommended that the applicant let the students in the session to be observed know that there are visitors but not indicate the purpose is to review the applicant's teaching.

3.4 Meeting between the reviewee and FPRT after the observations

As soon as is practical after the observations have been completed, there should be a second meeting between the staff member being reviewed and the FPRT. The purpose of this meeting is to provide an opportunity for self-assessment on the reviewee's part, and formative feedback from the FPRT.

3.5 Self-assessment

The staff member being reviewed may, if she/he wishes, complete a self-assessment using the same instrument as the reviewers, and bring it to the post-observation meeting for discussion and comparison.

3.6 Completion of reports by the FPRT

As soon as conveniently possible after the session has been observed, both of the FPRT members should complete their reports independently. If they so desire, they are free to discuss their observations and reflections, but each should complete their final report independently.

The FPRT reports should be confined to the information presented by the staff member being reviewed in the pre-observation meeting, what was observed in the teaching session(s), and subsequent discussion with the applicant.

The completed report should be signed and forwarded, in confidence, to the staff member being reviewed.

3.6 After completion

Staff members who have participated in the formative peer review process, either as reviewees or as reviewers, are strongly encouraged to incorporate reflections on and responses to the results of their reviews in their teaching portfolios or other relevant documents.

PEER REVIEW OF TEACHING/LEARNING PROTOCOLS

Preamble

This document contains details of the nine proposed dimensions of teaching that should inform the process of peer observation of teaching. The nine dimensions of teaching outlined below are not independent; inevitably there is overlap across different dimensions. The dimensions largely reflect the “traditional” lecture/tutorial presentation format adopted by many academic staff. Other dimensions may be added/substituted to adjust to different teaching settings and styles, such as online teaching, small-group or problem-based learning sessions.

The dimensions of teaching used in this protocol, together with associated teaching strategies, are provided as a **broad guide only**. The strategies outlined are an attempt to illustrate the types of teaching behaviours judged to relate to, and enhance, the respective dimensions of teaching observed. They do not represent a list of required practices.

It is unlikely that any one teaching session would demonstrate all of the outlined teaching strategies to the same, significant extent. Some teachers may use a few selected strategies extensively; some may use several different strategies in combination so as not to be too dependent on a narrow approach to their teaching; some may use alternative strategies that have been shown to be effective for their particular discipline or group of students. Each of these approaches may have equal efficacy and validity; what is essential during the observed teaching session is the effective demonstration of a planned approach to teaching using strategies that have been identified beforehand and which incorporate appropriate aspects of the nine dimensions of teaching outlined, as well as others relevant to the context.

The pre-meeting between the reviewee and the peer reviewers is important. In that meeting academic staff will identify the strategies to be used during the teaching session to be observed and articulate any additional dimensions appropriate to the context. After the teaching session has been observed, the reviewers will meet briefly with the reviewee to allow for feedback and self-assessment, and to arrange any further review sessions that are desired.

DIMENSIONS OF TEACHING TO BE OBSERVED

Dimension 1: Students are actively engaged in learning

Indicative teaching strategies for demonstrating this dimension may include:

- fostering a supportive, non-threatening teaching/learning environment
- encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur
- using questioning skills which encourage student engagement
- providing immediate and constructive feedback where appropriate
- demonstrating enthusiasm for teaching and learning
- (for smaller groups) fostering extensive interaction
- (for very large groups) presenting in such a manner as to achieve maximum engagement

Dimension 2: Students prior knowledge and experience is built upon

Indicative teaching strategies for demonstrating this dimension may include:

- being fully aware of and/or determining students' prior knowledge and understanding
- building on students' current knowledge and understanding, and taking them conceptually beyond this level
- where appropriate, using and building upon student contributions and preparation

Dimension 3: Teaching caters for student diversity

Indicative teaching strategies for demonstrating this dimension may include:

- demonstrating an appreciation of the different levels of knowledge and understanding in a group
- addressing, as appropriate, different learning needs and styles within the group
- focussing on building confidence, enthusiasm and intrinsic motivation
- fostering students' responsibility for their own learning, encouraging them towards being self-directed learners, (as distinct from teacher-directed learners)
- using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed)
- recognising, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively
- exercising balance between challenging and supporting students
- designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning
- providing examples or opportunities for discussion that cater for cultural diversity

Dimension 4: Students are encouraged to develop/expand their conceptual understanding

Indicative teaching strategies for demonstrating this dimension may include:

- helping students bridge the gap between their current conceptual understanding and the next "level"
- helping students become aware of what the next levels are
- encouraging students to become self-directed learners by using the "lecture"/presentation as the stimulus for individual study/learning
- challenging students intellectually eg by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers. This usually involves questions such as "What do you think is going on"; "Why"; "What if...?" etc
- encouraging students to internalise or "construct" their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning)
- encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning
- working cooperatively with students to help them enhance understanding
- clearly demonstrating a thorough command of the subject matter

Dimension 5: Students are aware of key learning outcomes

Indicative teaching strategies for demonstrating this dimension may include:

- ensuring students are progressively aware of key learning outcomes
- focussing on learning outcomes at key points in the presentation
- ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed
- encouraging each student to accept responsibility for learning issues to follow-up and consolidate
- ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate

Dimension 6: Actively uses links between research and teaching

Indicative teaching strategies for demonstrating this dimension may include:

- emphasising, where appropriate, links between research outcomes and learning
- using research links appropriately, given the level of student conceptual development

- raising students' awareness of what constitutes research

Dimension 7: Uses education resources and techniques appropriately

Indicative teaching strategies for demonstrating this dimension may include:

- using IT techniques effectively, eg PowerPoint or multimedia presentations of a professional standard
- using, as appropriate, a balance of IT and other strategies
- using available classroom resources to support student learning effectively
- supplying resources, materials and literature to support student learning
- using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives

Dimension 8: Presents material logically

Indicative teaching strategies for demonstrating this dimension may include:

- providing an early brief structural overview of the session
- developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session
- providing time for reviewing at key stages, including closure
- establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings

Dimension 9: Seeks feedback on students' understanding and acts on this accordingly

Indicative teaching strategies for demonstrating this dimension may include

- seeking feedback progressively during the session eg through constant observation of interest level and engagement and by using specific questions to test understanding
- modifying the presentation to accommodate feedback messages
- seeking feedback towards the conclusion of the session to assist student to determine individual work to be consolidated

MEETINGS AND REPORTS

Pre-meeting of both reviewers with reviewee

1. Negotiate and refine details of the observation protocol
2. Check and finalise logistics for observation(s) and post-observation meeting
3. Academic staff member explains:
 - session objectives
 - rationale for chosen teaching strategies
 - how the teaching session fits in to the overall course
 - any additional dimensions appropriate to the context

Post-meeting of both reviewers with reviewee

1. Allow reviewee the opportunity to discuss whether the observed session allowed her/him the opportunity to use their planned approach. Why/why not?
2. Allow reviewee the opportunity to self-assess against the agreed dimensions and allow peer reviewers to sight a copy of the self-assessment.
3. Allow reviewee the opportunity to describe if he/she would do anything differently. Why?
4. Allow feedback from the reviewers to the reviewee.
5. Discuss details of a second observation session, if needed.

Formative Peer Review of Teaching Observation of Teaching Session Report

Applicant's details

Applicant's Name: _____

Faculty: _____

School: _____

Course Name: _____

Year Level: _____

Type of Session _____
(e.g. lecture/tutorial/workshop)

Number of students in course: _____

Number of students in this class: _____

Date and time of session: _____

Length of session: _____

Part of session observed: _____

Reviewer

Learning and teaching reviewer

Discipline reviewer

Reviewer's name: _____

School & Faculty: _____

Please read the details included in the *Dimensions of Teaching to be Observed* listed earlier in this document.

FORMATIVE PEER REVIEW**A. General comments**

Dimensions of learning and teaching activity:	Quantity and quality of evidence			
1. Students are actively engaged in learning Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
2. Students' prior knowledge and experience is built upon Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
3. Teaching caters for student diversity Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
4. Students are encouraged to develop/expand their conceptual understanding Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students are made aware of key learning outcomes Your examples and comments:	No apparent evidence	Some evidence	Clear evidence	Extensive evidence
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Actively uses links between research and teaching Your examples and comments:	No apparent examples	Limited range of examples	Good range of examples	Extensive examples
	<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"/>
7. Uses educational resources and techniques appropriately Your examples and comments:	No apparent examples	Some examples	Many examples	Extensive examples
	<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"/>
8. Presents material logically Your examples and comments:	Logic not apparent	Logic apparent	Logic very clear	Logic exceptionally clear
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>9. Seeks feedback on students' understanding and acts on this accordingly</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p><input type="checkbox"/></p>	<p>Some examples</p> <p><input type="checkbox"/></p>	<p>Many examples</p> <p><input type="checkbox"/></p>	<p>Extensive examples</p> <p><input type="checkbox"/></p>
	<p>Effectiveness not clear</p> <p><input type="checkbox"/></p>	<p>Effective</p> <p><input type="checkbox"/></p>	<p>Very effective</p> <p><input type="checkbox"/></p>	<p>Exceptionally effective</p> <p><input type="checkbox"/></p>
<p>10. Other areas relevant to institutional priorities</p> <p>Your examples and comments:</p>	<p>No apparent examples</p> <p><input type="checkbox"/></p>	<p>Some examples</p> <p><input type="checkbox"/></p>	<p>Many examples</p> <p><input type="checkbox"/></p>	<p>Extensive examples</p> <p><input type="checkbox"/></p>
	<p>Effectiveness not clear</p> <p><input type="checkbox"/></p>	<p>Effective</p> <p><input type="checkbox"/></p>	<p>Very effective</p> <p><input type="checkbox"/></p>	<p>Exceptionally effective</p> <p><input type="checkbox"/></p>

B. Your summary of the quantity and quality of evidence and outcomes observed

FORMATIVE

Peer Review of Teaching for Promotions Purposes

Internal Peer Review Team member training session

Convener's notes

Why is Internal Peer Review Team member training necessary?

As part of the Internal Peer Review of Teaching for Promotion Purposes, Internal Peer Review Team (IPRT) members are asked to make substantial, summative judgments about a colleague's teaching practice, in the context of their career advancement. If a peer review is done without reviewers having a clear understanding of the processes and assessment criteria used, it has the potential to significantly affect another's career or opportunity for promotion.

Common difficulties in producing Internal Peer Review reports

Discipline experts and Learning and Teaching experts can produce widely varying responses when asked to make judgments about the same applicant's teaching. This is often legitimate, and encouraged, as the two reviewers are looking for different things and the purpose of their reports is to provide two distinct perspectives to a promotion committee. However, it can become a problem if differences between the two reports stem from IPRT members having different, or even incompatible, understandings of what the assessment criteria they are using mean.

The purpose of IPRT member training sessions

The purpose of Internal Peer Review Team Member training sessions is therefore not to encourage identical interpretations or reports from Discipline experts and Learning and Teaching experts, but to assist in developing a common understanding of the assessment criteria being used in observation sessions, both within Internal Peer Review Teams and across the group of IPRTs operating at any given time. It also aims to acquaint IPRT members with the focus of their roles – assessing immediate performance in the classroom – and to develop their skill in using the reporting tool effectively, particularly with regard to supplying appropriate evidence to support their judgments.

Wider benefits

Staff members who participate in Peer Reviewer training sessions are engaging in a significant staff development activity which will not only enable them to function as peer reviewers, but also encourage reflection on their own teaching practise and, more broadly, on teaching in their discipline or area.

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One possible structure for a training/professional development meeting for IPRT members is outlined below. Depending on the number of IPRT members to be trained, it may be more effective to run two separate sessions with different training videos – one for reviewers working in qualitative disciplines, and one for reviewers working in quantitative disciplines.

A maximum of three years' gap between training sessions is recommended.

It may be useful to gather some feedback on this training process and the effect it has on IPRT members' reporting, once the peer review process is complete. Future rounds of reviewer training then can be modified and refined in response to the feedback, to make them more effective.

Process

Before the session

1. The convener sends report proformas to participants, allowing enough time for them to familiarise themselves with the processes and assessment criteria ahead of time.

During the session

1. The convener opens the meeting, welcomes and thanks the attendees for their participation in the peer review process, and outlines the series of exercises the session aims to cover, its objectives etc. They should emphasise here that the point of the training is not to produce identical responses – team members are after all looking for different things and offering different perspectives – but to generate a shared understanding of the assessment criteria. They should also emphasise that the point of the review process is to assess the applicant's *performance in the classroom* on individual occasions, not their wider teaching skills/scholarship (these elements are covered by the External Peer Review process).
2. All reviewers view Video 1. In order to create as situation as similar to a classroom observation as possible, the convener should not replay the video. It is therefore important to remind the reviewers to take notes while watching. 5 – 8 mins
3. Each reviewer drafts a short report using the reporting proforma. This can be a list of dot points, but must include some reference to the evidence on which their judgments are based. 10 mins
4. Reviewers divide into their teams and discuss their reports. What were their judgments, and why and how did they come to those conclusions? Where are the differences between their reports? Why? 10 mins
5. Each team reports back to the group on the differences and similarities between their reports, and their understanding of why these occurred. The convener may map these for all teams, and note any trends that arise for further discussion. 5 – 10 mins
6. The convener moderates a group discussion developing a common understanding of the assessment criteria (or any other topic that develops from the mapping of team responses). It is important that the convener does not try to impose meanings on reviewers at this point: they should be encouraged to develop them collaboratively. 15 mins

Some discussion of appropriate choice and use of evidence in writing the report should also be included here.

7. All reviewers view Video 2. Again, it is important that the reviewers take notes, as the convener should not replay this video after the first viewing. 5 – 8 mins
 8. Each reviewer drafts a short report using the reporting proforma. Again, this can be a list of dot points, but it must isolate instances of evidence that support their judgments. 10 mins
 9. Team members compare their reports and discuss where the differences and similarities lie this time, and why. 5 mins
 10. Teams report back to the whole group on how and why they made decisions this time, and what differences and similarities there were between their reports. 10 mins
 11. The convener opens the floor for any final questions, comments or concerns, and for team members to arrange further, individual meetings if they wish. 5 mins
 12. Close the session.
- Estimated length of session: 90 mins

Peer Review of Teaching for Promotions Purposes

Internal Peer Review Team member training session

Peer Reviewer's notes

Why is Internal Peer Review Team member training necessary?

As part of the Internal Peer Review of Teaching for Promotion Purposes, you will be asked to make substantial, summative judgments about a colleague's classroom teaching ability, in the context of their career advancement. If a peer review is done without both reviewers having a clear understanding of the processes and assessment criteria used, it has the potential to significantly affect another's career or opportunity for promotion.

Common difficulties in producing Internal Peer Review reports

Discipline experts and Learning and Teaching experts can produce widely varying responses when asked to make judgments about the same applicant's classroom practice. This is frequently legitimate, and encouraged, as you are looking for different things and the purpose of your reports is to provide two distinct perspectives to a promotion committee. However, it can become a problem if differences between reports stem from team members having different, even incompatible, understandings of what the assessment criteria mean.

The purpose of IPRT member training sessions

The purpose of this training session is therefore not to produce identical interpretations or reports from Discipline experts and Learning and Teaching experts, but to enable you to develop a common understanding of the assessment criteria applied to application packages, both within your own Internal Peer Review Teams and across the group of IPRTs operating at any given time. It also aims to familiarise you with the focus of your role – that is, assessing performance in the classroom and not scholarship of teaching – and to develop your ability to use the reporting tool effectively, particularly with regard to supplying appropriate evidence to support your judgments.

Wider benefits

By participating in this Peer Reviewer Training session, you are engaging in a significant staff development activity which will not only enable you to function as peer reviewer, but also enhance reflective practise and your awareness of teaching within your discipline or area.

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Session Outline

Before the session you will be sent a copy of the Internal Peer Review report proforma. Please take some time to familiarise yourself with the processes involved in this element of the Peer Review process, and with the assessment criteria provided, to prepare for Part 3 of the session.

Agenda

- 1) Welcome and overview of session aims.
 - 2) Video clip 1. 5-8 mins
 - 3) Draft short report using the proforma and citing evidence (can be outline or list of dot points). 10 mins
 - 4) Discuss reports in teams: judgments, differences, similarities, and the reasons for them. 10 mins
 - 5) Group discussion: similarities and differences between reports. 5-10 mins
 - 6) Discussion of assessment criteria and choice and use of evidence. 15 mins
 - 7) Video clip 2. 5-8 mins
 - 8) Draft new report using the proforma and citing evidence. 10 mins
 - 9) Discuss new reports in teams as before: judgements, differences, similarities, and reasons. 10 mins
 - 10) Group discussion: similarities and differences between new reports, and between previous/current decision-making processes. 10 mins.
 - 11) Questions, comments, concerns. 5 mins
 - 12) Close session.
- Estimated length of session: 90 mins

Peer Review of Teaching for Promotion Purposes

Internal Peer Review candidates' information session

Agenda

This session is designed to give you information about the Internal Peer Review process and the opportunity to raise any questions and concerns you may have with the co-ordinator.

- 1) Welcome and apologies.
- 2) Overview of Internal Peer Review process: its aims and objectives.
- 3) Outline of Internal Peer Review process.
- 4) Nature and function of Internal Peer Review Reports and role of reviewer – summative 'snapshot' of current teaching practise, focussing on performance in the classroom or other teaching arenas.
- 5) Opportunity for comment on or response to reports.
- 6) Discussion of assessment criteria: meaning and negotiability.
- 7) Questions, concerns and comments.
- 8) Options for practice: self-evaluation using report form/working with others
- 9) Close session.

Estimated length of session: 45 minutes.

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Peer Review of Teaching for Promotions Purposes

External Peer Review Team member training session

Convener's notes

Why External Peer Review Team member training necessary?

As part of the External Peer Review of Teaching for Promotion Purposes, External Peer Review Team (EPRT) members are asked to make substantial, summative judgments about a colleague's teaching history and current practise, in the context of their career advancement. If a peer review is done without reviewers having a clear understanding of the processes and assessment criteria used, it has the potential to significantly affect another's career or opportunity for promotion.

Common difficulties in producing External Peer Review reports

Discipline experts and Learning and Teaching experts can produce widely varying responses when asked to make judgments about the same application. This is often legitimate, and encouraged, as the two reviewers are looking for different things and the purpose of their reports is to provide two distinct perspectives to a promotion committee. However, it can become a problem if differences between the two reports stem from EPRT members having different, even incompatible, understandings of what the assessment criteria they are using mean.

The purpose of EPRT member training sessions

The purpose of the EPRT member training session is therefore not to produce identical interpretations or reports from Discipline experts and Learning and Teaching experts, but to assist them in generating a common understanding of the assessment criteria applied to application packages, both within External Peer Review Team and across the group of EPRTs operating at any given time. It also aims to acquaint EPRT members with the focus of their roles – assessing the scholarship of teaching that underlies classroom practice, and the effectiveness of teaching overall – and to develop their skills in using the reporting tools effectively, particularly with regard to supplying appropriate evidence to support their judgments.

Wider benefits

Staff members who participate in Peer Reviewer training sessions are engaging in a significant staff development activity which will not only enable them to function as peer reviewers, but also encourage reflection on their own teaching practise and, more broadly, on teaching within their discipline or area.

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A possible structure for an for EPRT member training session is outlined below.

It may be useful to get feedback on the effectiveness of this training process and the effect it has on EPRT members' report-writing, once the peer review process as a whole is complete. Future rounds of reviewer training can then be modified and refined to make them more effective at your university.

A maximum of three years' gap between training rounds is recommended.

A note on resources: conveners may find it useful to develop a collection of de-identified application packages (both successful and unsuccessful) that can be used as training resources in addition to those provided. This should cover as many levels, faculties and disciplines as possible.

Some of these applications can be modified and reserved for use in Part 6.

Session outline

In order to avoid the session running over time, some documents should be sent to the EPRT members in advance. This will need to be done a week or more before the session, to give reviewers enough time to complete an initial draft report on an application ahead of time.

Before the session

1. The convener sends out training materials – application packages, report proformas etc – to team members. NB: Each EPRT's members must get the same application package, which can be targeted to their faculty or discipline area.
2. Prior to the meeting, each reviewer should complete a quick draft report on the application package, working from their own understanding of the assessment criteria. This can be a list of dot points, but should include references to evidence that supports their judgments. 30 mins

During the session

1. The convener opens the meeting, welcomes and thanks the attendees for their participation in the peer review process, and outlines the series of exercises the session aims to cover, its objectives etc. They should emphasise here that the point of the training is not to produce identical responses – team members are after all looking for different things – but to generate a common understanding of the assessment criteria they will be applying.
2. In their teams, reviewers discuss the reports they drafted prior to the meeting. What were their judgements, and why and how did they come to the conclusions they did? Where are the differences between the two reports? Why? 10 mins
3. Each team reports back to the whole group on the differences and similarities between their reports, and their understanding of why these occurred. The convener may list or map these for all teams and note any trends that arise. 10 mins
4. The convener moderates a discussion developing key themes that arise from the mapping of the team reports. It may be worth spending some time on developing a common understanding of the assessment criteria at this point (it is important that the convener does not try to impose meanings on the reviewers: they should be encouraged to develop them collaboratively). 15 mins

Some discussion of appropriate choice and use of evidence in writing the report should also be included here.

5. The convener gives each team a new application package with a section highlighted and one or two key criteria indicated. The convener should direct the reviewers to work with these sections and criteria only, as the next exercise will otherwise take too long.

6. Each reviewer writes a draft report on the new application package, focussing on the marked sections and criteria. As before, this can be a list of dot points, but the reviewer must isolate instances of evidence that support the judgments made. 20 mins
 7. Teams compare their reports and discuss where the discrepancies and similarities lie this time, and why. 10 mins
 8. Teams report back to the whole group on how and why they made decisions this time, and what differences and similarities there were between their reports. It may be useful to compare the first round of judgments on one or more applications with the second round. 5 – 10 mins
 9. The convener opens the floor to any final questions, comments or concerns, and for team members to arrange further, individual meetings if they wish. 5-10 mins
 10. Close of session.
- Suggested length of session: 75 – 90 mins

Peer Review of Teaching for Promotions Purposes

External Peer Review Team member training session

Peer Reviewer's notes

Why is External Peer Review Team member training necessary?

As part of the External Peer Review of Teaching for Promotion Purposes, you will be asked to make substantial, summative judgments about a colleague's teaching history and current practise, in the context of their career advancement. If a peer review is done or without both reviewers having a clear understanding of the processes and assessment criteria used, it has the potential to significantly affect another's career or opportunity for promotion.

Common difficulties in producing External Peer Review reports

Discipline experts and Learning and Teaching experts can produce widely varying responses when asked to make judgments about the same application. This is often legitimate, and encouraged, as you are looking for different things and the purpose of your reports is to provide two distinct perspectives to a promotion committee. However, it can become a problem if differences between the two reports stem from members of the same team having different, even incompatible, understandings of what the External Peer Review assessment criteria mean.

The purpose of EPRT member training sessions

The purpose of this training session is therefore not to produce identical interpretations or reports from Discipline experts and Learning and Teaching experts, but to help each team to generate a common understanding of the assessment criteria applied to application packages. It also aims to familiarise you with the focus of your role as an External Peer reviewer, and develop your ability to use the reporting tool effectively, particularly with regard to supplying appropriate evidence to support your judgments.

Wider benefits

By participating in this Peer Reviewer Training session, you are engaging in a significant staff development activity which will not only enable you to function as an effective peer reviewer, but also enhance reflective practise and your awareness of teaching within your discipline or area.

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Session Outline

Before the session you will be sent a promotion application package and a copy of the report proforma. You will need to read the application package and draft a report on it, using the assessment criteria and report form. Your report can be a list of dot points under each heading, but should contain some reference to the evidence on which you base your judgments in each case.

The draft report should take no more than 30 minutes.

Agenda

- 1) Welcome and overview of session
 - 2) In teams, reviewers discuss previously completed reports. 10 mins
 - 3) Group discussion: differences and similarities between reports, and the reasons for these. 10 mins
 - 4) Discussion of assessment criteria and use of evidence. 15 mins
 - 5) New application: draft a response to selected criteria using the report form. 20 mins
 - 6) In teams, reviewers discuss new reports as before. 5 mins
 - 7) Group discussion: differences and similarities between new reports; differences in decision-making process. 10 mins
 - 8) Questions, comments, concerns. 5-10 mins
 - 9) Close of session
- Estimated length of session: 75 – 90 minutes

Peer Review of Teaching for Promotion Purposes

External Peer Review candidates' information session

Agenda

This session is designed to give you information about the peer review process, and the opportunity to raise any questions and concerns you have with the co-ordinator.

- 10) Welcome and apologies
- 11) Overview of External Peer Review process: aims and objectives.
- 12) Outline of External Peer Review process.
- 13) Nature and purpose of External Peer Review reports, and role of External Peer Reviewer – summative 'snapshot' of teaching history and current practice/effectiveness, excluding performance in the classroom or other teaching arenas.
- 14) Opportunities for candidates to comment on or response to reports.
- 15) Assessment criteria: meaning and negotiability.
- 16) Questions, concerns and comments.
- 17) Close meeting.

Estimated length of session: 45 minutes.

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Peer Review of Teaching for Promotion Purposes

Notes to Promotion Committee Members re: Internal and External Peer Review Team reports for applicants for promotion predominantly on the grounds of excellence in teaching.

These peer review reports are intended to provide third-party evidence (either first-hand, through direct observation of teaching, or through a close analysis of the written application) regarding an applicant's ability to support the claims made about her or his teaching ability in the application package. The reviewers who compiled the reports were requested not to make recommendations as to whether an applicant should be promoted. You may receive either an Internal Peer Review report and/or an External Peer Review report for a given applicant.

Internal Peer Review of Teaching reports

- Internal Peer Review of Teaching reports are designed to validate a candidate's teaching *performance* against specific criteria. They focus on what happens in the classroom (or other teaching venue/s), while the applicant is in contact with students. They are designed to offer evidence of whether an applicant is able to meet the criteria on a single designated occasion.

External Peer Review of Teaching reports

- External Peer Review of Teaching reports are designed to give you information about a candidate's *scholarship of teaching* and *long-term teaching effectiveness*; they focus on the parts of teaching work that occur outside of the classroom, and on educational research.
- Academics applying for promotion on the grounds of excellence in teaching may present research profiles based on scholarship of teaching. Some universities incorporate this under 'teaching' and some under 'research output'.

These reports are designed to assist you when you read the applicant's evidence. They should allow you to see alignment between the evidence presented by the applicant and the practices and standards relevant to excellence in teaching.

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Adapting Peer Review protocols

- Formative reviews: Will the formative process be separate from the summative process or not? Who will conduct formative peer reviews? Will applicants be reviewed by the same PRT member(s) for both formative and summative purposes? Who will organise formative peer reviews? At what levels/parts of the university structure will it be located— School, Faculty, Discipline?
- Internal reviews: Will Internal reports go external reviewers? How long are Internal reviews/reports valid? How are they integrated into the application process eg do they happen before or after the written application is submitted? Does the University have a set of guidelines or criteria for what should be achieved at each level of promotion, and how close a match will there be between these and the peer review criteria? Is Internal Peer Review required for all levels of promotion?
- External reviews: Will reports be external to the applicant's Discipline (ie done by an EPRT within the originating university), or external to their University (ie done by an EPRT from a partner university)? What should be submitted for review? When? If the material for review is not submitted at the same time as the application, how long is a review valid for? How close a match will there be between the Peer Review criteria and the criteria/structure for writing an application? Is External Peer Review required for all levels of promotion?
- Authority: What are the points of authority in the program? Who is involved? What roles (if any) will be taken by the DVC(A), PVC, Deans, Associate Deans L&T, Heads of Schools, ADU staff members and others? Who chooses and/or assigns peer reviewers?
- Appeals: What appeals processes will exist for applicants who are concerned about the reviews they receive?
- Administration: What role will your Academic Development Unit play in the summative process? What role will Human Resources play? To what extent will Faculties, Schools, Disciplines be involved?
- Partner university: Which university will you approach as a partner for external peer review (if any)? Will you aim for comparable PR systems at both universities? Who will handle the training and development of potential reviewers at your partner university – will it be a joint program, or handled internally by each university? Who will provide training resources?

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Peer Review Teams and equity issues

When creating Peer Review Teams, particularly for Internal Peer Review, you will need to consider equity issues and how these may affect the review process. Some questions you might wish to consider are:

- Reviewer rank: While the academic ranks of reviewers have been specified in the protocol documents as 'Senior Lecturer and above', it may be necessary to match ranks, personalities and roles within the university more exactly. Will peer reviewers holding senior administrative positions (eg Deans, PVCs, or Heads of Academic Development Units) be matched with team members of equivalent status? Will candidates applying for promotion to Level B have a Peer Review Team of any level, or one 'capped' at Associate Professor level? Will personalities and prior interactions of reviewers be taken into consideration when forming Peer Review Teams?
- Gender balance: Will Peer Review Teams be made up of one male and one female reviewer as a matter of policy? Will mixed-gender or all-female Peer Review Teams be required particularly for women applicants? Will this be necessary for Internal Peer Review only, for External Peer Review only, or for both?
- Cultural issues: Issues of cultural difference may need to be considered, both between members of the Peer Review Team, and between the members of the Peer Review Team and the applicant for promotion. Will one or both members of a Peer Review Team be chosen for an ability to address cultural issues arising from a given application? Will reviewers be culturally matched or diversified if necessary to address issues arising from cultural matters?

You may find that you have a limited pool of available reviewers and time, and that resources to fully cover all options may not be available.

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APPENDIX 3: COPY OF INDEPENDENT EVALUATION

External Evaluation Report for the Project

Peer Review of Teaching for Promotion Purposes: a project to develop and implement a pilot program of 'External Peer Review of Teaching' in four Australian Universities (PP6-46)

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1 June 2009

Introduction

This report takes as a starting point the original proposal submitted for funding submitted to the Carrick Institute for Learning and Teaching in Higher Education and the expectation of the Priority Projects Program area under which the funds were granted, namely:

Peer Review - the major outcome from this priority to be development and modelling of systems of peer review of learning and teaching in a number of Australian higher education institutions.

The evaluation is based on

- initial discussions with UNSW-based project director and project staff;
- subsequent discussions with the continuing project leader and project manager from The University of Adelaide;
- attendance at the dissemination workshop at Edith Cowan University in April 2009; review of all the publicly available web-based materials posted to the project website; assessment of the workshop feedback for all workshops; review of the 'public group' titled 'Peer Review of Teaching for Promotion Purposes' established by the project team on the ALTC Exchange;
- analysis of the material contained in the 'Final Project Report, May 2009'; and
- a brief review of the intent of two other peer review projects funded by the ALTC .

This evaluation report makes some use of the 'Carrick Institute Grants Scheme – Evaluating Projects' document, developed for the Institute by Cummings and Chesterton in 2007, and draws broadly on earlier work in evaluation by Lee Cronbach and Michael Scriven.

While some input was sought, and provided, in relation to project improvement (particularly with respect to evaluation tools used within the project), this report is substantially focussed on the merit or worth of the project and its outcomes. Some comment is provided on process issues, but the greater focus is given to the usefulness of the outcomes of the project and aspects that may impact significantly on future events, such as the actions of universities to institute some form of peer review of teaching for promotional purposes.

As an attachment to the Final Report, it is hoped that this report will highlight the strengths of the project outcomes, while providing constructive critique of the limitations of some outcomes. This report also indicates some aspects of implementing a peer review of teaching

program not currently covered in the project documentation. This may prove of further value to institutions considering the development and implementation of such a program.

Summary Evaluation Statement

The project team, particularly the current project leader and project manager, are to be congratulated on raising the profile of *summative* peer review in universities, through the production and dissemination of a useful set of ‘protocols, processes and tools’ for peer observation of classroom teaching and for peer evaluation of written materials and documentation. This material is easy to access and interrogate on the internet and able to be downloaded and adapted to suit individual institutional requirements.

The challenges associated with this project were very substantial. The sensitive nature of the subject is challenging, even confronting, to many academics and institutional leaders. Significant cross-institutional negotiation and agreement was required by the methodology. A high level of institutional endorsement and engagement was required if the trialing of processes to be used in academic promotion was to be effective. The lack of substantial engagement with senior management and promotion committees during the project was unfortunate.

Given the wording of the project title, to “develop and implement a pilot program of ‘External Peer Review of Teaching’ in four Australian Universities”, one might have anticipated more evidence of the adoption and implementation of summative peer review processes in these institutions. It is to be hoped that this will occur in the near future.

While ‘the development and trial of a robust procedure to improve the evaluation of teaching within the academic promotion process’ (from the ‘Project Summary’ in the Proposal documentation) occurred to a significant extent, it appears that the ‘robustness’ is yet to be actually tested *within* the academic promotion process.

The project broadly met its aims, and the resources available on the website are worthy of inspection by any institution considering the development and implementation of a summative peer review process. These provide a useful complement to resources provided by other ALTC funded peer review projects.

The Aims and Deliverables of the Project

A brief comment is provided below, relating to each of the five original ‘outcomes and deliverables’ of the project.

- **Establishment of tools and a model whereby teaching, like research, may be externally peer reviewed.**

The project has established tools whereby teaching may be peer reviewed. These are accessible on the project website, and available for adopting or adapting by other interested universities. A ‘model’ has been outlined to the extent of providing an indication of the process of undertaking a peer observation of teaching, documenting this, and dealing with some associated issues such as appeals, for what is identified in the project as ‘internal’ review. A process for assessment of teaching portfolios by external peer review teams is also

outlined. The flexibility and adaptability of the tools should make them appealing and useful in a range of institutional settings.

The distinction between ‘internal’ and ‘external’ review presented in the project is potentially problematic. While users of the material are not bound by the differentiation, the documentation does suggest that ‘internal review’ should have a focus on ‘observation’ while ‘external review’ focuses on examination of documentation about an individual’s teaching. In this context, the provision of ‘external’ peer review appears to have a somewhat different meaning than that assumed from the original outcome statement.

- **Development and trial of a robust peer review process to foster and acknowledge excellent teaching and learning in Australian universities.**

Through interaction with participants in the trials and through the dissemination workshops, the project has helped to foster and acknowledge excellent teaching and learning in Australian universities. Actual uptake and application of the resources provided through the project will further this. While there was strong support from participants (identified from end-of-workshop feedback data) for the material presented during the workshops being useful, practical and useable, senior management and promotion committee support will be essential for this to be realised.

The ‘robustness’ of aspects of the process was tested and improved through obtaining and acting on feedback from people involved in the trails (a largely supportive cohort) and through inspection of documentation generated as part of the trails. Good use appeared to have been made of the feedback to refine various aspects of the peer review process being proposed. However, considerably more work is necessary, particularly involving exposure of the process and its products to promotions committees, before such processes are likely to be accepted ‘for promotion purposes’.

- **Development of the capacity within universities to recognise, reward and promote high quality teaching and in so doing, improve the recognition of teaching within the culture of Australian universities.**

The actual generation and dissemination of the resources coming out of this project developed capacity in a significant number of individuals, with over 100 participants drawn from more than half of the universities in the country, involved in the dissemination workshops. It would appear that most of the capacity building from the project has, to date, been in the area of ‘recognising’ high quality teaching. The embedded use of the resources, ideally the implementation of an entire working model within a number of institutions, would demonstrate the development of the capacity to ‘promote and reward’ to a much greater extent. The time frame of this evaluation does not allow the observation of such a development. It may well be that in three to five years time considerable progress can be observed.

- **The articulation of ground rules and principles for a sustainable and effective process of external peer review of teaching that can be customised to the context of a specific university.**

While noting the ‘external’ *and* ‘internal’ conceptualization of peer review adopted in the project, a number of useful sets of ground rules and principles have been articulated in the documentation. These were tested and revised through feedback from participants in the various trial ‘rounds’, through structured interviews with peer reviewers, through a round-

table discussion, and during dissemination workshops. The rules and principles provide a useful starting point for universities to develop a customized and comprehensive set of guidelines for the implementation of an appropriate program of peer review. It appears likely that institutions will require more detailed rules and principles, and these will need testing within each institutional context. This situation is not unexpected and was appropriately anticipated by the project team.

- **A website maintained during and after the project by the Learning and Teaching Unit, UNSW, to inform interested universities of the processes followed and outcomes achieved (including resources) and to facilitate further sharing of practice across the sector as a whole.**

The project website is clear and easy to navigate. The posting of the Final Report will provide useful additional material. The inclusion of the literature review should prove of particular use to those wishing to gain a greater understanding of the theoretical underpinnings of the approach taken in the project.

The material accessible on the website is easy to download, modify and use. The project team is to be commended for the open and flexible approach it has taken to the provision of resources.

The commitment to maintaining the website is noted. Consideration could be given to raising the profile of the dissemination workshop PowerPoint slides as a resource that could be modified and used by others. They are currently located under 'Related Links – Dissemination Activities' but could also be highlighted under 'Professional Development Documents'. There is certainly an opportunity to expand the pool of resources currently collected.

Mention was made in the Final Report of the establishment of a discussion forum for Summative Peer Review of Teaching on the ALTC Exchange. To date this has not functioned as an effective medium for the exchange of ideas.

Process Issues in the Life of the Project

The continuing existence of the project was seriously challenged early in its life by the need to find an alternative institution to act as host, necessitating a change in project leader and staff working on the project. Under less than optimum circumstances, University of Adelaide and Professor Crisp, as the new project leader, were able to ensure the continuation of the project and the continuation of work already started. It should also be noted that, with the agreement of the ALTC, the four institutions involved in the project changed, with the University of Canberra withdrawing and the University of Wollongong becoming involved. The need for these quite major structural changes could have seriously disrupted the project and were beyond the control of the project team. Under the circumstances, the ALTC and the project partners could be quite satisfied with what was achieved, driven largely from the commitment and drive of the project staff from the Centre for Learning and Professional Development at The University of Adelaide.

It is of concern that more use was not made of the project Reference Group, and senior management who had given a formal institutional commitment to the project, particularly at times when the project was challenged. It does appear that the project ran at the periphery of the promotion process in all of the institutions involved and this limited the extent to which

the core purpose of the project “the modelling of systems of peer review of learning and teaching in a number of Australian higher education institutions” could be demonstrated.

Resourcing and Logistical Issues in Peer Review for Promotion Purposes

The strength of the project outcomes lies in their focus on to how teaching might be assessed and the mechanics and supporting instruments related to that process. While possibly not considered as a necessary part of this trail of a process of summative peer review of teaching and learning for academic promotion, a range of logistical issues is of vital importance at an institutional level. The project alluded to some of these issues but few were explored in detail. However, a consideration of these issues is necessary to enable senior managers to make meaningful judgements as to the feasibility of introducing effective and sustainable systems of peer review.

All institutions would need to assess and address the resourcing required to implement a system of peer review. The management requirements of such a system; the nature and term of any agreement with a ‘partner institution’; detail of the staff commitment required to complete an estimated number of applications for promotion annually; the availability of sufficient expertise to enable the system to function; specifics of the training and development requirements; aspects of timing of the conducting of reviews; obligations and limitations attached to the system to be instituted – these are just some of the many issues that need exploration as models of peer review of teaching are explored and developed further.

The Sustainability of the Project’s Focus and Outcomes

The initial proposal stated that each participating university will establish its own local reference group. The internal reference groups were to “incorporate representation from the Academic Board, Deputy Vice-Chancellor (Academic), Chairs of Academic Promotion Committees and Human Resources”, with invited student representation. These groups were seen as “critical to ensure that the effectiveness, ownership and ongoing sustainability of the initiative is maximised.” Only one such group was established in one institution but the critical role in sustaining the project’s focus and outcomes remains no less important.

The impact of the project across the sector will be evidenced largely by the extent to which senior managers and promotions committees take note and attempt to apply the outcomes, with appropriate modification, in their respective institutions. Observations of the extent of this impact should be undertaken over a period of years, before any judgement is reached.

The project has made significant gains. The project team has provided a solid base upon which further building is required.

APPENDIX 4: DISCUSSION OF LINKS BETWEEN THE PROJECT AND ALTC STRATEGIC PRIORITY AREAS

Peer Review of Teaching for Promotion Purposes: a project to develop and implement a pilot program of external Peer Review of Teaching at four Australian universities was funded under the ALTC's Priority Project's Program, and addressed the funding priority 'Peer review for promotion'.

The expected outcome of the project was, in line with Priority Projects Priority 4, to develop and model a functional, rigorous and customisable system of summative peer review of teaching (both internal and external) connected to the promotion process in Australian higher education institutions.

The project was a collaborative and cross-institutional endeavour that met the Priority 4 criteria. It:

- had a clear rationale and defined set of outcomes including the production of documents and tools for the peer review of teaching, support and professional development materials, and dissemination strategies;
- enhanced learning and teaching in higher education through the introduction of first-order evidence and consideration of the scholarship of teaching into the promotion process;
- was grounded in a strong theoretical framework via a literature review;
- followed a coherent strategy of focussing on summative peer review of teaching;
- aligned with the ALTC commitments regarding inclusiveness, long-term change, diversity, collaboration and excellence, by offering methods for promoting academics with a primary focus on teaching and establishing interdisciplinary and inter-campus peer review teams; and
- included plans for dissemination, which were modified during the project to engage local communities of practice.

The project has value for the sector as a whole in that it offers a model of appropriate and adaptable summative peer review procedures for academics for whom excellence in teaching is a significant component of their case for promotion. It uses and advances relevant existing national and international knowledge in that it selects options and models advanced in the literature and builds on them, negotiating a balance between the theoretically ideal and the practically achievable in order to create a functional system for the summative peer review of teaching.