

Appendix P: Sample Report

Peer Review of Teaching for Promotion Application

Australian Learning & Teaching Council

<http://www.adelaide.edu.au/teaching-projects/peerreview/documents.html#External>

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 <input type="checkbox"/>	Some alignment <input type="checkbox"/>	Clear alignment <input type="checkbox"/>	Extensive alignment <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 <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
<p>3. Effectiveness of curriculum and assessment design and development</p> <p>Your examples and comments:</p>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <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 <input type="checkbox"/>	Some evidence <input type="checkbox"/>	Clear evidence <input type="checkbox"/>	Extensive evidence <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>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive range of examples <input type="checkbox"/>
	Use of feedback not clear <input type="checkbox"/>	Use of feedback satisfactory <input type="checkbox"/>	Use of feedback good <input type="checkbox"/>	Use of feedback exceptional <input type="checkbox"/>
<p>6. Scholarly approach to learning and teaching; scholarly outcomes from research on learning and teaching</p> <p>Your examples and comments:</p>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Quality not clear <input type="checkbox"/>	Quality satisfactory <input type="checkbox"/>	Quality good <input type="checkbox"/>	Quality exceptional <input type="checkbox"/>
<p>7. Effectiveness of leadership in learning and teaching</p> <p>Your examples and comments:</p>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>	Exceptionally effective <input type="checkbox"/>
<p>8. Recognition of contribution to learning and teaching</p> <p>Comments on prestige of examples:</p>	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>	Extensive examples <input type="checkbox"/>

