



# Peer review of teaching: Development of a faculty approach

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## University of Melbourne Faculties and Graduate Schools

- Faculty of Architecture, Building & Planning
- Faculty of Arts
- Faculty of Business and Economics
- Melbourne Graduate School of Education
- Melbourne School of Engineering
- Melbourne Law School
- **Faculty of Medicine, Dentistry and Health Sciences**
- Faculty of Science
- Faculty of Veterinary and Agricultural Sciences
- Faculty of Victorian College of the Arts and Melbourne Conservatorium of Music





## Faculty of Medicine, Dentistry & Health Sciences

6 schools

incorporating  
32  
departments,  
centres,  
institutes



**8,300 total students**  
3,000 undergraduate  
3,800 higher degree CW  
1,500 graduate research

**1,500 academic staff**  
**4,000 honorary staff**

+ Affiliated hospitals and  
Research institute partners



# Introducing peer review of teaching

WILSON 2014

<b>Pre-2015</b>	<b>2015</b>	<b>2016-</b>
<b><i>Mixed approaches</i></b>	<b><i>Minimum expectations</i></b>	<b><i>Systematic rollout</i></b>
<ul style="list-style-type: none"><li>• Individuals</li><li>• Courses</li><li>• School initiatives</li><li>• Broad experiences</li></ul>	<ul style="list-style-type: none"><li>• 1+ PRT p.a.</li><li>• Action taken p.a.</li></ul>	<ul style="list-style-type: none"><li>• Model</li><li>• Support</li><li>• Communication</li><li>• Distributed leadership</li><li>• Evaluation</li></ul>



WILSON ET AL (2011)

## Preparing

- Focal areas and goals determined
- Partners selected
- Plans negotiated

## Reviewing

- Reviews
- Notes
- Discussion
- Written feedback
- Reflection documented

## Acting

- Goals, plans, actions and impacts documented
- Process used to inform PDR discussions, improvements to practice and evidence of teaching practice



VIDEOS OF INTEREST

## MDHS academics talk about peer review of teaching

### A SIMPLE PROCESS



### EXPERIENCES AND APPROACHES



How are MDHS staff engaging in peer review of teaching?

What are the benefits and challenges of peer review of teaching in the Faculty?

How could the Faculty's approach to PRT be improved?

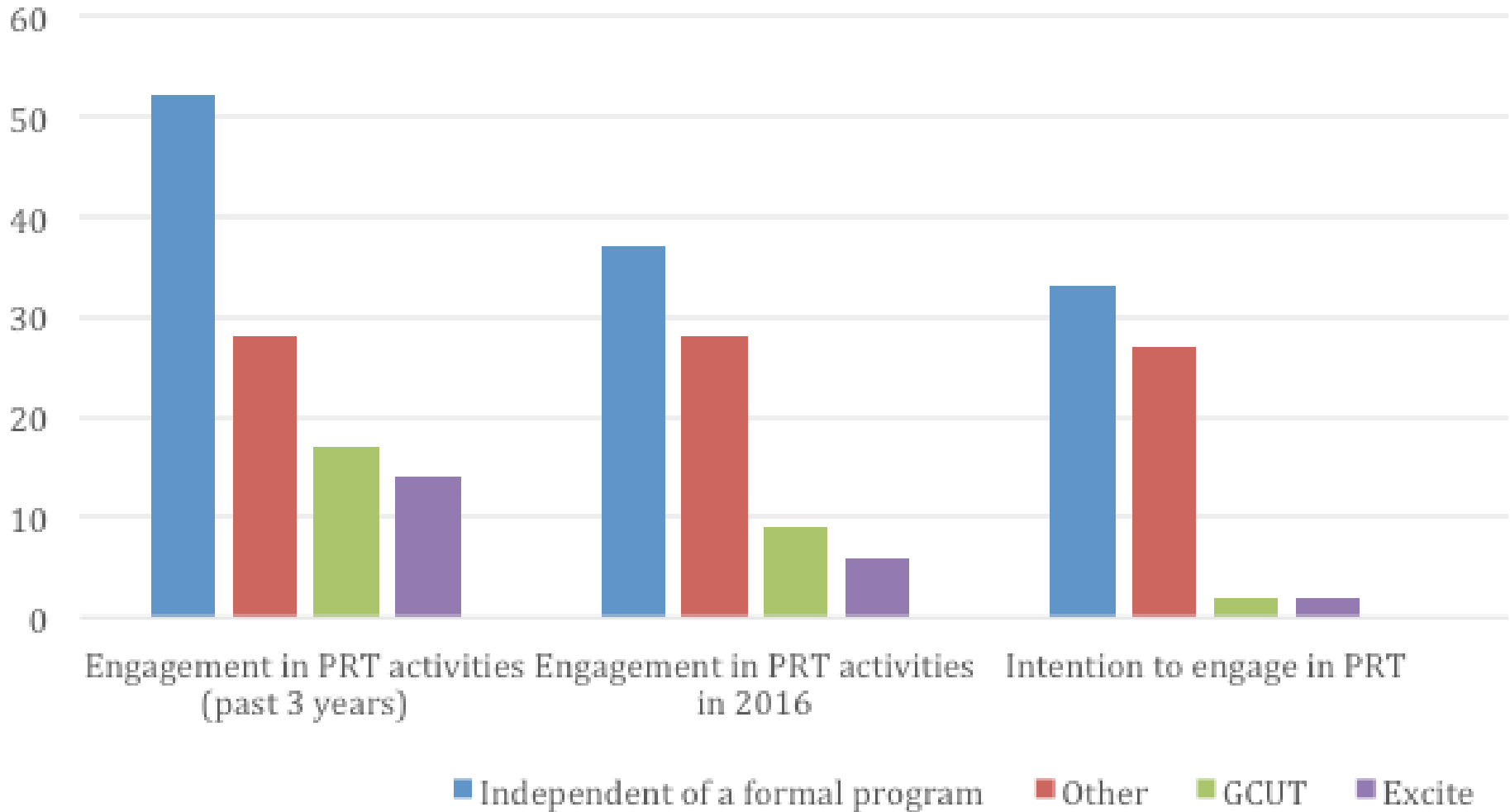


2016-2017

<b>2016 dates</b>	<b>Methods</b>	<b>Participants</b>
June	Focus group	Heads of Schools or nominees (8)
July-Oct	Survey	Academic staff (173) mostly T&R
Sept-Nov	Focus groups Interviews	5 focus groups (25) Individual interviews (3)
Nov-Dec	Analysis	All participants (209)



## Engagement in peer review of teaching

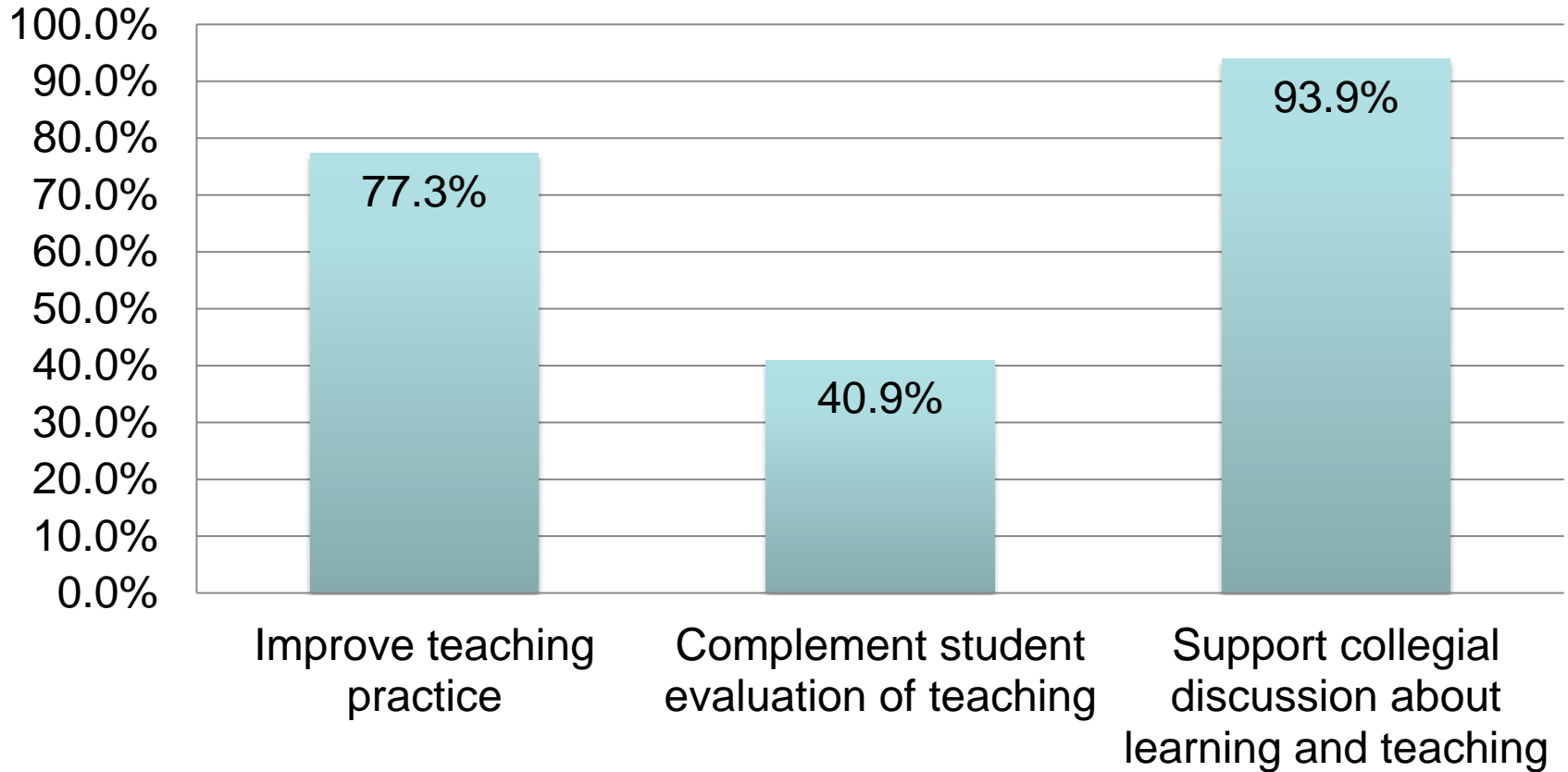




WILSON GROUP

## 96% of respondents had found PRT useful

What was useful?



*“I wouldn’t do it if I didn’t have to do it... it gets in the way of my life, but only in a minor way. I think everyone should have to do this.”*

(Focus group participant)

*“It’s challenging academics in ways like never before.”* (Focus group participant)

*“As part of this process this year, I had a colleague from within the school come in and review me, and the feedback she provided me was really valuable.”* (Focus group participant)



*“How do you spend time addressing all the feedback you’ve received in the peer review process, when you have no time?”*  
(Focus group participant)

*“As someone who has come to the university full time, it’s hard to make anyone do anything. Even people who are enthusiastic about this come up against a culture of people who can’t teach, who don’t want to do this.”* (Focus group participant).

*“If I had had this when I was first teaching, it would have been great... but it won’t be as beneficial now that I have been teaching for 35 years.”* (Focus group participant)



## Opportunities

- Increasing uptake through distributed leadership
- Building upon existing resources and support
- Improving integration with performance development
- Ongoing development to ensure applicability and relevance for all staff and types of teaching

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Professor Marilyns Guillemin, Associate Dean Learning and Teaching, Professor, Centre for Health Equity, Melbourne School of Population and Global Health, Faculty of Medicine, Dentistry and Health Sciences



**Questions?**