

UniSA has established the Summative Peer Review of Teaching (SPRT) process to provide individuals with additional evidence and feedback about their teaching. Those eligible include academics who are:

- applying for promotion, either on a Teaching Academic or a Teaching and Research pathway – to develop an additional evidence-base to support their application.
- new to UniSA – all continuing and fixed-term academic staff appointed from 1 July 2016 with teaching responsibilities will undertake a SPRT as part of their probationary period.
- identified by their line manager (through the performance development and management process) as likely to benefit from a SPRT to enhance elements of their teaching practice.

The SPRT process supplements other forms of teaching and learning data, (e.g., myCourse Experience, student feedback, learning analytics, grade distributions, progression rates, etc.), that collectively can be used to inform activities such as probation, promotion and performance development.

Trained UniSA staff are central to the Summative Peer Review of Teaching process in the role of **Reviewers**. The SPRT activity comprises a three-hour workload each for the two Reviewers (trained UniSA staff) consisting of: 1) pre-review organisation, observation and reporting of the evidence highlighted by the Reviewee (the person whose teaching is being reviewed). The Peer Review Manager (Dean of Programs or equivalent, or delegate) is responsible for initiating and closing each SPRT. Each step is facilitated by UniSA's Summative Peer Review of Teaching (SPRT) software. The following sections present information that would be useful for Reviewers.

Resources that inform and support the SPRT process

The following resources can be accessed from the [TIU's Summative Peer Review](#) webpage:

- *The SPRT process* (an outline of the SPRT process)
- *SPRT Dimensions of Teaching to be observed* (the dimension against which teaching can be reviewed)
- *Review environments and elements* (examples of teaching environments and aspects for review)
- *Example SPRT form* (an annotated copy of the report template provided in the SPRT software)

Additional resources:

List of UniSA trained reviewers categorized according to academic units.

Introduction to the SPRT software

The SPRT process at UniSA is supported by specially designed software. Access to the [SPRT online tool](#) is available only to Peer Review Managers (Deans of Programs or their delegates); trained Peer Reviewers; and Reviewees who have had their review of teaching initiated. The SPRT platform facilitates and documents each stage of the review process.

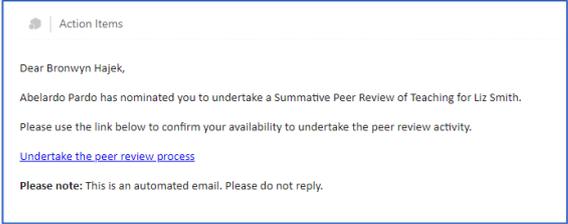
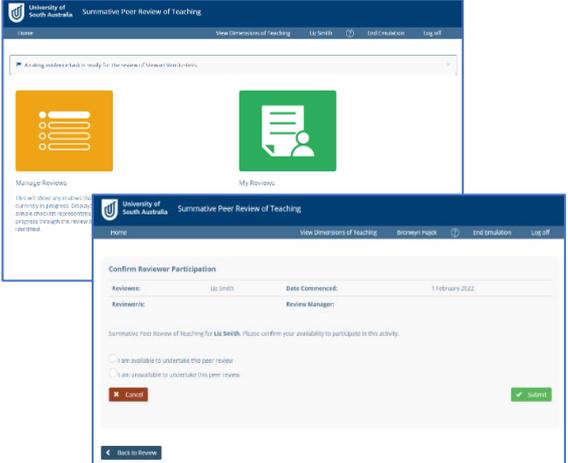
- The Review Manager can track the progress of the review at each stage.
- A link to SPRT can be found in the Staff Portal under the Online Tools pillar.
- A login is required for access.
- [Summative Peer Review of Teaching Help](#) is a learnonline help resource addressing commonly asked questions regarding the use of the online platform.

The SPRT comprises four stages which are detailed below:

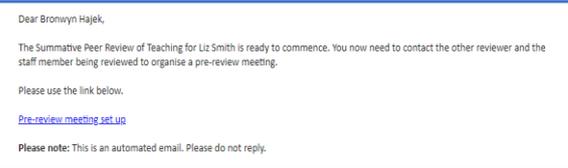
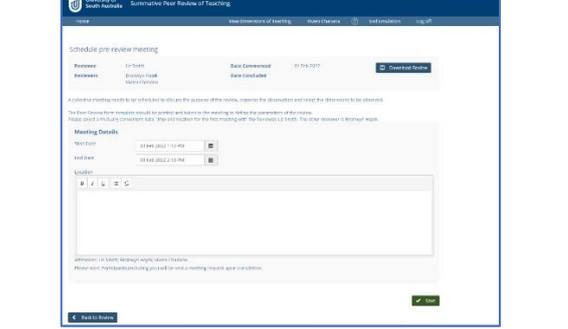
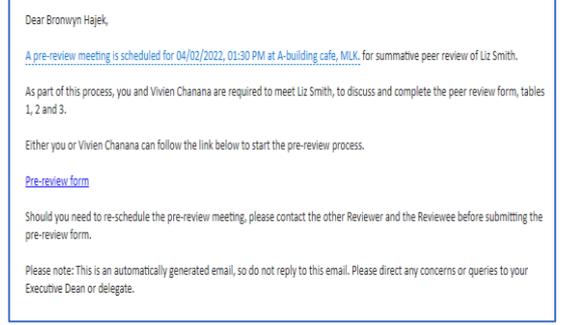
Stage 1. Nomination as a reviewer

The SPRT process is initiated by the Peer Review Manager (Dean of Programs or their delegates) using the SPRT online tool. This step typically occurs during a meeting between the reviewee/applicant and the Review Manager where

agreement is reached on the course offering that will be reviewed, along with the names of two eligible reviewers (one from the reviewee's discipline and the other from a different discipline).

<p>A. Invitation to participate</p> <p>The selection of names by the Review Manager will trigger an email to each of the nominated reviewers, who have the option of accepting or declining the invitation to participate.</p> <p>Any Reviewer who identifies a conflict of interest should decline to undertake the review at this stage.</p>	 <p>The screenshot shows an email titled 'Action Items' addressed to Bronwyn Hajek. It states that Abelardo Pardo has nominated her for a Summative Peer Review of Teaching for Liz Smith. It includes a link to 'Undertake the peer review process' and a note that this is an automated email.</p>
<p>B. Confirm reviewer participation</p> <p>To respond to the invitation, the Reviewer can click on the URL in the email to navigate directly to the Confirm Reviewer Participation page.</p> <p>(Alternatively, Reviewers can access the SPRT software and click the flagged task notification at the top of the page.)</p> <p>Indicate your availability for the review via the radio buttons and Submit.</p> <p>The Review Manager will be notified of the decision by an automated email.</p>	 <p>The screenshot shows the 'Summative Peer Review of Teaching' interface. It displays a 'Confirm Reviewer Participation' form for Liz Smith, with a date commenced of 1 February 2022. The form has radio buttons for 'I am available to undertake this peer review' and 'I am unavailable to undertake this peer review', along with a 'Submit' button.</p>

Stage 2. Pre-review organisation

<p>C. Notification to begin</p> <p>Once two reviewers have confirmed their participation, the peer review can begin. This triggers an email to each of the reviewers informing them that the review is ready to begin.</p>	 <p>The screenshot shows an email addressed to Bronwyn Hajek stating that the Summative Peer Review of Teaching for Liz Smith is ready to commence. It includes a link to 'Pre-review meeting set up' and a note that this is an automated email.</p>
<p>D. Schedule the pre-review meeting</p> <p>The first task is to organize the pre-review meeting.</p> <p>Reviewers are responsible for contacting each other and the Reviewee to arrange a day/time/venue for the meeting. The meeting should take no longer than one hour.</p> <p>Once agreed, either Reviewer can access the SPRT software to set up the pre-review meeting in the system.</p> <p>When the information is saved, all participants receive an email and calendar invitation for the pre-review meeting.</p> <p>The Reviewer notification includes a link to the pre-review form which is to be completed with the observation details that the participants agree on during the pre-review meeting.</p> <p>(Note the Reviewee will not receive the link to the pre-review form. They will instead be invited to submit up to five links of resources to support the</p>	 <p>The screenshot shows the 'Schedule pre-review meeting' form in the SPRT software. It includes fields for Reviewee (Liz Smith), Reviewers (Bronwyn Hajek and Vivien Chanana), and Meeting Details (Date, Time, Location). A 'Submit' button is visible at the bottom right.</p>  <p>The screenshot shows an email addressed to Bronwyn Hajek stating that a pre-review meeting is scheduled for 04/02/2022, 01:30 PM at A-building cafe, MLX. It includes a link to 'Pre-review form' and a note that this is an automatically generated email.</p>

review.)

E. The pre-review meeting – deciding on the observation details

The purpose of the pre-review meeting is to:

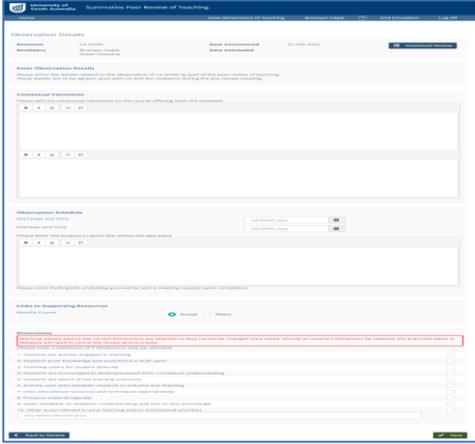
- set the date, time and location of the observation process (no more than 1 hour duration, whether taking place at a real-time teaching event or examining a course learnonline site, virtual classroom, workbook, study guide, etc.);
- discuss the teaching activity to be observed;
- discuss any relevant components of the supporting documentation; and
- select the dimensions of teaching that will be reviewed (ideally three and no more than four).

These details are recorded in the **Observation Details** form by either Reviewer. The form should be completed during the meeting or soon afterwards.

In discussion, alternative resources to those already submitted by the Reviewee may be identified to support the review. In that case, links to previously provided **Resources** should be rejected by the Reviewers here. The Reviewee may access the SPRT tool to submit new or replacement links to support the review (up to 5) until the Observation begins.

The Reviewee drives the final selection of dimensions against which some aspect of their teaching will be reviewed. The participants should identify and agree on relevant indicators of the dimension in the context of the teaching activity to be observed.

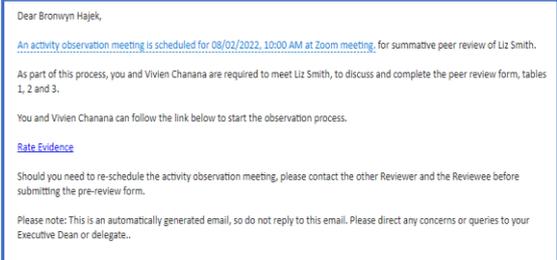
If the incorrect dimensions have been saved, they can be modified in this form by the Reviewers up until the recorded date of the Observation. The dimensions cannot be changed once the review has begun.



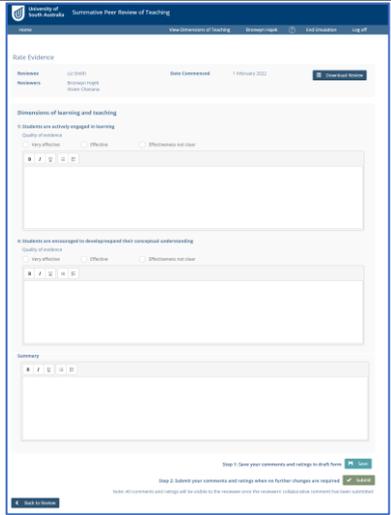
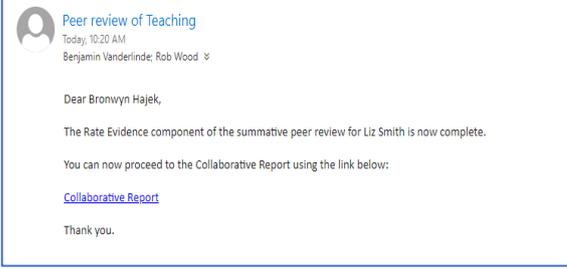
F. Scheduling the observation

Once the Reviewers have completed the Observation Details, a calendar invite for the observation is sent to all participants.

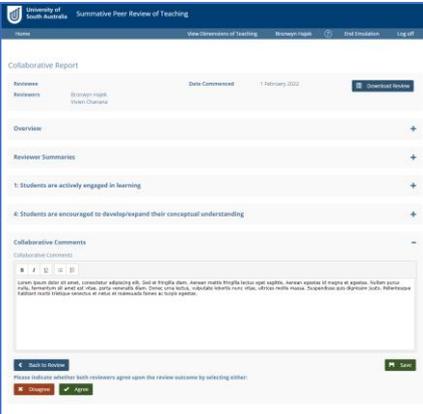
Reviewers are provided with a link to individually rate evidence during the observation process.



Stage 3. The observation

<p>G. During the observation session</p> <p>The observation of teaching activity must take no longer than one hour and is undertaken by both reviewers at the agreed time.</p> <p>Each Reviewer must independently Rate Evidence, rating the effectiveness of the evidence provided for each selected Dimension of Teaching.</p> <p>Comments should be entered to support the choice of rating.</p> <p>An overall summary comment should also be provided.</p> <p>Reviewers may enter their observations directly into the system during the activity (ensure you Save regularly) or enter the data into the system after the event.</p> <p>Save comments and ratings in draft form for later revision.</p> <p>When no further changes are required click Submit.</p>	
<p>H. Confirmation to proceed</p> <p>When both Reviewers have submitted their independent rating of observed evidence, a confirmation email is sent to the Reviewers with advice to proceed to the next stage, the Collaborative Report.</p>	

Stage 4. Collaborative reporting

<p>I. The Collaborative Report</p> <p>Reviewers can now view the other's ratings of evidence. They should collaboratively review and discuss their independent judgements and prepare a short statement of collaborative comments.</p> <p>The Collaborative Report can be entered into the system by only one of the Reviewers.</p>	
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When the Reviewers have agreed, the collaborative report is made available to the reviewee for viewing. The reviewee must then lodge (or decline to lodge) a brief rejoinder. These final steps of the SPRT process trigger emails to the Review Manager, acknowledging the completion of the final report and rejoinder. The Review Manager can then view and close the completed SPRT. For a printable, pdf copy of the full report, click **Download Review**. The Peer Review Manager, Reviewers and Reviewee all have access to a pdf version of the entire report. (The rejoinder will not be included in the Reviewers' copy of the report.) The Reviewee can submit the pdf report as evidence for their promotion, probation or performance development. Reviewers can access all the peer reviews they have completed.