

# PRT Working Group

## Kickoff Meeting

[Date]

*Evaluation without development is punitive, and development without evaluation is guesswork* (Theall, 2017, p.91).

### OVERVIEW & PURPOSE

Robust and effective peer review of teaching (PRT) is essential to comprehensive professional development that emphasizes growth and the importance of teaching to student learning. Between [dates or academic year], this working group will:

- Explore ways to create a departmental culture that encourages and supports effective, evidence-based teaching.
- Examine various methods that can be used to review current teaching practices and grow teaching excellence.
- Develop a protocol for peer review of teaching within [department, school, or college].
- Select or create instrument(s) to use for peer review of teaching within [department, school, or college].

### AGENDA

#### Welcome and Introductions (15 minutes)

- Facilitator(s) and members introduce themselves and choose 2-3 words to describe what makes a “good” teacher.
- Example set up: In our disciplinary fields peer reviewed research is the standard. We don’t evaluate scholarly research on the basis of a conversation in the hall or, “nice idea!” In scholarly research, we share and evaluate evidence. In teaching, we tend not to share real evidence. But as scholars we should work towards:
  - 1) sharing evidence of what we do in our teaching through observations, sharing syllabi and assignments and how we assess student work.
  - 2) review and reflect on our teaching according to standards of a disciplinary and university teaching community.

### **Discussion of goals and timeline (15-20 minutes)**

- What is our current culture and process for review of teaching?
- What is the value of creating/revising PRT in [department/school/college]?
- What is our project timeline?

### **Discussion of barriers (15-20 minutes)**

- What systems/logistics might be challenges?
- What are possible responses to peer review of teaching?

### **Individual Brainstorm and Group Share out (3-5 minutes; 15-20 minutes)**

- How can we mitigate negative feelings or reinforce positive attitudes about the process?
- How can we improve the culture to make it more routine and acceptable?
- How can one address particular issues, such as limited time, that will impact faculty and reviewers?

### **Individual Work and Wrap up (5 minutes)**

- Provide suggested readings
- Provide documentation of current procedures
- Provide examples of protocol from the institution or peer/aspirant institutions