FACET Initiative on Peer Review of Teaching
Approved by FACET Steering Committee
November 1, 2011

Statement of Policy and Procedures

FACET inductees are recognized by their peers as exemplary educators within the Indiana University system.

The FACET office is often asked to provide the names of FACET members willing to complete formative and summative peer reviews of teaching. Many times the stakes are high. Peer reviews impact one’s development as an educator and are often required in tenure and promotion dossiers, for teaching awards, and for application to FACET.

FACET advocates for excellence in teaching; a comprehensive Peer Review, based on the best practices of Peer Review in the literature, allows for the documentation of teaching excellence. As a respected organization of excellent teachers, the leaders of FACET adopted the strategic initiative of creating and maintaining a Peer Review resource. This resource facilitates the development of experts who conduct peer reviews of teaching as well as permitting those seeking a peer review a possible method of connecting with a peer reviewer.

FACET will provide a resource located on its current website to all faculty members who desire to develop the skills needed to participate in formative and/or summative peer review of teaching.

FACET will partner with the teaching and learning centers and directors on each IU campus to provide support on giving and receiving peer reviews of teaching.

The overall process was designed using the recommendations for practice presented by FACET member Nancy Van Note Chism in her book titled: Peer Review of Teaching: A Sourcebook, 2nd edition. Dr Chism is an acknowledged expert on peer review and her book has a very broad appeal among educators around the world.

The FACET Statewide office will maintain a list of FACET members who have been trained as peer reviewers on their individual campuses and would be willing to conduct peer reviews.

The interested faculty member (including those from other universities) will access the current FACET website. The site will contain examples for the peer reviewer, video examples of pre and post-peer review interviews, and links to other helpful websites. It will also direct the reader to other available resources (e.g., campus center for teaching and learning website).

The initiative will be advertised to faculty in the FACET newsletter, campus teaching and learning centers’ website, and other appropriate communication media.