Indiana University Best Practices in Peer Review

1. Frequent peer review of teaching enhances teaching and student learning.
2. Ideally, faculty should be involved in developing the campus peer review process.
3. Institutional leadership should support the peer review process and peer review should be considered in promotion and tenure evaluation.
4. Peer Reviewers are well trained; training is not a one-time process but must be ongoing to avoid drift from established procedures and mutually agreed upon criteria.
5. Peer Reviewers are ideally outside the discipline of the person being reviewed. Colleagues outside of the discipline may be best able to focus on aspects of pedagogy rather than focusing on content.
6. Summative and formative peer reviews are separate processes.
   a. Summative peer review is used for evaluation (promotion, tenure, teaching awards, etc.).
   b. Formative peer review is designed to assist in improving teaching and, therefore, should be confidential.
   c. Formative peer review is best conducted by a colleague who will not be evaluating the faculty member in the future for promotion or tenure.
   d. Formative peer review reports are the property of the faculty member and should not be required to be provided at any level of review.
   e. A faculty member should specify if they are requesting a formative or summative peer review prior to the beginning of the peer review process.
7. There are various types of Peer Review. All Peer Review should include a review of the course syllabus, exams/quizzes, and available course material.
8. A comprehensive Peer Review may also include classroom observation. When observing in the classroom, a pre-classroom visit with the faculty member is necessary followed by a feedback session. After the feedback session, a second classroom visit, followed by another feedback session is recommended. A single classroom observation is not recommended.
9. Multiple sources of information, methods of data collection, and points in time are necessary for a comprehensive peer review. Common sources of information would include: course syllabus, classroom materials (exams/handouts/etc.), student evaluations, classroom observations, and instructor self-assessment.
10. Feedback from a peer reviewer should be timely and include recommendations that can be implemented to improve student learning.