

Procedures for Developing a Summative Peer Review of Teaching Protocol

Establishing the Purpose for Peer Review

What are the goals of the program?
For what reasons is teaching being reviewed?
What are the desired outcomes?
What kinds of information are you looking for and what will you do with it?
Who should get to see the information?
How can the outcomes of the peer review be used?
What are the impediments to implementation?

Determining What Will Be Reviewed

What is considered to be effective teaching in your department/faculty?
What ways of teaching are valued in your discipline?
What kinds of student learning is valued?
Are these values/expectations communicated clearly to the faculty?
What areas of teaching should be assessed? (i.e. course design, classroom performance, course materials, contributions to teaching within the department/discipline)
Are there already standards that exist for these areas that should be applied?

Choosing Who Will Be Reviewed

Who may benefit from taking part in this program?
Which faculty members will be involved?
What will be the policy regarding participation?

Deciding on the Procedures for Conducting Reviews

- a) When, how often and for what length of time will reviews take place?
 - Will teaching be reviewed once, or multiple times? Will it be reviewed during one course, or in various courses?
 - At what point(s) during the term/year will evidence be gathered? At what point(s) during a faculty member's career?
- b) What will be reviewed?
 - What aspects of teaching will be reviewed?
 - For the aspect of teaching being reviewed, what are the crucial elements?
 - What are the expectations for performance on these elements?
- c) What evidence will be collected?
- d) How will evidence be collected?
 - Who will the reviewers be?
 - What types of tools should be used to gather evidence in a consistent way?
 - What criteria will be used in the design of these tools?

Implementing the Review Process

What input will faculty have into the peer review process?
What control, if any, will the faculty member have over the process?
How will the expectations for the review be communicated to the faculty?

Revising, Renewing and Sustaining the Review Process

What type of follow-up will occur after the review process?
What resources will be available for establishing and sustaining the program?
How will the plan be documented and communicated?
How will the plan be monitored and assessed?
How often will it be reviewed and revised?
What kind of support will be made available to faculty member whose teaching is in need of improvement to meet the unit's standards?