

**Peer Review in university teaching** is a structured process where faculty colleagues evaluate each other's teaching practices, including:

- ✓ **Reviewing teaching materials** like curriculum, syllabus, and assignments.
- ✓ **Observing lecture practices** :presentation, teaching methods, & instructor–student interaction.
- ✓ **Assessing overall effectiveness** through teaching artifacts like course portfolio & student work.

## Why Peer Review?

- 🔍 Expert evaluation beyond student opinions.
- 🔍 Enhancing professional growth by identifying strengths & weaknesses.
- 🔍 Promoting mutual learning & reviewer confidence.
- 🔍 Supporting a collaborative academic community.

## Criteria for Selecting Peer Reviewers

**Institutional Experience:** knowledge of institutional goals and peer review processes.

**Integrity:** fair, objective, and confidential evaluations, with awareness of teaching choices.

**Trust & Mentorship:** building trust, offering constructive feedback and supporting teaching development.

**Thorough & Practical:** clear, comprehensive reports with actionable recommendations for improvement.

## Types of Peer Review



**Formative:** Provides constructive feedback to develop teaching skills.

**Summative:** Used in formal evaluations, such as promotion assessments, with clear criteria tied to university standards.

## References

- <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/#how>  
<https://teaching.pitt.edu/resources/assessment-of-teaching-peer-review/#purposes-and-benefits-of-peer-review>

