

## Peer Review of Teaching

There are two types of peer review that instructors can use to inform their teaching. Both types inform faculty development, but they have important differences in their purposes and outcomes.

*Formative peer review* is used by instructors to enhance teaching and learning as part of their reflective practice. These reviews are voluntary and focus on the instructor's unique teaching goals, needs, and interests.

*Summative peer review* is conducted to evaluate an instructor's teaching performance, such as for annual review, promotion and tenure, or teaching award nominations. These reviews focus on specific, pre-defined measures of teaching effectiveness.

	Formative Peer Review	Summative Peer Review
Goal	Enhancement of teaching/learning	Evaluation of teaching performance
Focus	Faculty-driven	External criteria
Privacy	Confidential	Semi-public
Feedback	Constructive, collegial	Evaluative, formal

Regardless of which type you choose, peer review can provide inspiring insights about teaching for both the reviewer and reviewee. Consider including both as part of your systematic process of reflective teaching.

## Requesting Peer Review

An important first step in requesting peer review is deciding which type of review you want to pursue. Talk with a supervisor and/or mentor for help deciding the review type you need (formative, summative, or both). Then, ask for recommendations or use the suggestions below to identify potential reviewers.

Formative Peer Review	Summative Peer Review
<a href="#">CELT Teaching Fellows</a>	<a href="#">FACET</a> Fort Wayne
Colleague (internal and/or external)	Expert (internal and/or external)
Teaching mentor	Supervisor

Visit [CELT's Peer Review Support page](#) for additional resources and information.

