

## **FACET/ILTE Junior Faculty Peer Review Timeline**

FACET policy on peer review:

- Peer review is a process, not an event.
- No peer reviews will be done in support of a faculty member's third-year review, promotion and/or tenure the semester before, or the semester in which, the dossier is due to the SRC.
- Peer Reviews are not conducted in the summer.
- Peer Reviews are only conducted at your request.

Two types of peer review: Summative and Formative

- Formative reviews are the confidential property of the faculty member and should only be summarized in the faculty member's dossier.
- Summative reviews are sent to both the faculty member and an identified administrative person (or persons) and can be included in dossiers. Reviewers understand that their report may be used when making personnel decisions.

### Suggested Timeline

#### **Year One, Fall or Spring Semester:**

Internal Formal Formative Review

- Someone from your department or school should perform a basic review to insure minimal school/department expectations are being met and that you are being supported.

Self-Analysis

- Perform a self-analysis to determine particular areas of teaching concern or focus (e.g., in-class group work).
- The product of your self-analysis will be used in Year Two (below).

Request your Peer Review during the spring semester for year two.

#### **Year Two, Fall Semester:**

Formal Formative Peer Review

- Use your self-analysis (from Year One, above) to provide focus when completing the peer review request form, and for the review in general.
- Initial meeting with reviewer, where goals for the review will be discussed and the timeline for the classroom visits and follow-up meetings established.
- A student focus group is recommended for those wishing to learn how students feel about a specific topic.

Making Use of Peer Review

- Develop one or more interventions (to be used in a subsequent semester) based on your conversation with the reviewer regarding the recommendations and suggestions.
- Also develop a plan for gauging the success of the intervention(s).

Fallback Position

Request "Formal Formative Peer Review" for Year Two, Spring semester.

### **Year Two, Spring Semester:**

#### Make Use of Interventions

- Make use of the interventions developed in fall semester and assess the effects on learning, etc.
- Document the process to show growth. The documentation can be used in annual reports, etc.

#### Follow-up Meeting with Reviewer

- If necessary, or if interested, you may have another meeting with your reviewer to discuss how the class has changed.

#### Fallback Position

- Do "Formal Formative Peer Review" this semester, if it could not be done during fall semester.

### **Year Three, Fall Semester:**

#### Make Use of Interventions

- Attempt to use any additional interventions not tried, or modified from spring semester of year two.
- Document the results of the interventions attempted during this semester.
- If you choose, the peer review process, including intervention successes and/or failures, may be summarized in your third-year review or promotion/tenure dossier.

#### Fallback Position

- If "Formal Formative Peer Review" was done during spring semester of year two, then use this semester to "Make Use of Interventions" as described above.

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### Additional Notes

Keep in mind the rhythm of the semester when requesting your review—beginning and ending of the semester are never appropriate—so you know there is enough time to accomplish your goals and complete the review process.

According to 2010 *Faculty Manual* (B-11; 2.; page 28):

The third year review will normally be completed in the spring of the semester of the third year of probationary service, and no later than two years prior to the year in which the tenure/promotion process is initiated.

By March 1 of the review year, the faculty member will submit a mini-dossier to the School Review Committee. The mini-dossier will follow the model specified by the Indiana University Southeast *Faculty Manual*, Section B.14.3.