



## Ohio State University Libraries Peer Review of Teaching Program\* General Guidelines

- The Peer Review of Teaching Program, sponsored by the Instruction and Outreach Committee (IOC), is intended to promote professional development of OSU librarians as effective classroom teachers, and can provide documentation for a librarian's [teaching portfolio](#).
- Participation in this program is not required for promotion and tenure review. Librarians may choose to undergo "formative" peer review for their own development as teachers:

**"Formative evaluation:** Within the context of teacher evaluation, the term *formative evaluation* describes activities that are to provide teachers with information that they can use to improve their teaching.... The information should be rich in detail so that teachers can obtain clear insights on the nature of their teaching strengths and weaknesses."

(Chism, Nancy Van Note. (1999.) *Peer Review of Teaching: A Sourcebook*. Bolton MA: Anker Publishing Company.)

- Any OSU faculty librarian may serve as a reviewer, and teaching librarians may ask any librarian with whom they feel comfortable to provide formative peer review. However, in order to provide reliable feedback, reviewers should have several years of experience as teaching librarians.
- IOC recommends that both potential reviewers and librarians interested in obtaining formative evaluations:
  - Review and use the [attached documentation](#);
  - Attend information sessions on peer review of teaching sponsored by IOC.
- Teaching librarians who undergo review may choose to place the resulting documentation in Section 4 (Teaching) of their personnel files. (This is not required.)

*\* Portions of the documentation for this program were adapted with permission from the University of Illinois at Chicago -- University Library Faculty Teaching Support and Documentation Committee:*

<http://www.uic.edu/depts/lib/staff/commwork/teaching/index>