

CELT Formative Peer Review Fellows

[Program Overview](#)

Mission

The Formative Peer Review (FPR) Fellows program fosters a supportive, collegial culture of continuous improvement in teaching. Through mentorship, collaboration, and reflective dialogue, Fellows help faculty enhance their teaching effectiveness, strengthen their professional growth, and build connections across disciplines. The program promotes a university-wide community of educators committed to teaching excellence, innovation, and mutual support.

Program Objectives

1. Provide formative, collegial feedback to faculty through a collaborative process that promotes reflection, growth, and confidence in teaching.
2. Encourage and model best practices in teaching and peer review to strengthen instructional quality and student learning.
3. Cultivate cross-disciplinary community and shared learning to reduce pedagogical isolation and foster a culture that values teaching as a scholarly and developmental pursuit.
4. Support faculty in documenting and communicating their teaching effectiveness and professional growth for career advancement.

Formative Peer Review Process

All FPR Fellows engage in a three-step peer review process. This will include:

1. **Pre-Review Meeting:** During this meeting, the Fellow will take time to get to know the instructor, understand their teaching goals, and explore what they hope to gain from the review.
2. **Review:** Next, the Fellow will complete their review by either visiting the instructor's class (in-person or virtual), reviewing materials, and/or exploring their course from a learner perspective.
3. **Post-Review Meeting:** During this meeting, the instructor and the Fellow will discuss the Fellow's observations, interpretations of their observations, and feedback. Using this information, the instructor will create 1-3 actions items they can implement within their teaching.

At the end of the process, instructors will receive a formative feedback form that they can include in their teaching dossier to document their engagement with the reflective teaching process.

[What it Means to be a Fellow](#)

Formative Peer Review Fellows are reflective, compassionate educators committed to continuous improvement in teaching and learning. Effective Fellows demonstrate a record of teaching excellence, supported by evidence of student learning and engagement, participation in peer review, and sustained professional development.

Fellows bring strong interpersonal and communication skills to their work, approaching each review with a mentoring mindset. They listen carefully, offer constructive and confidential feedback, and engage colleagues with empathy, flexibility, and respect for diverse teaching styles and disciplinary contexts.

Grounded in evidence-based pedagogy and a growth-oriented approach, Fellows provide thoughtful, non-evaluative feedback that encourages reflection, builds confidence, and supports meaningful instructional improvement. At their core, Fellows embody collaborative teaching leadership: curious, supportive, and dedicated to helping others grow.

Eligibility

All full-time faculty members at Purdue University Fort Wayne (PFW) including tenure-track, tenured, lecturer, clinical, and professors of practice and emeriti faculty with at least three years teaching experience at PFW are eligible to apply.

Each term of the Fellowship is for three-years with the possibility of being invited to multiple terms.

Expectations of Fellows

FPR Fellows act in a positive and collegial manner and are supportive of their colleagues. Fellows actively communicate by attending monthly meetings and providing feedback and program support over email in a timely manner. The FPR program recognizes that schedules may vary significantly and impact a Fellow's ability to complete reviews. Ideally, each Fellow would complete one or more peer reviews per semester.

Before completing reviews independently, all new fellows should show evidence of completing a peer review training agreed upon with the Lead Fellow, an FPR Fellows' workshop led by the Lead Fellow, and two guided peer reviews with a senior fellow.

Application

Individuals interested in becoming an FPR Fellow who meet the eligibility requirements are encouraged to submit an application including the following elements:

1. Teaching Narrative
2. A Teaching Focused Dossier
3. Letter of Support from Chair or Director

Applications should be submitted in one PDF to the Lead Fellow, Becca Essig at ressig@pfw.edu. More information about each application component is included below.

All applications are reviewed and discussed by the Fellows. Clarifying information may be requested.

Teaching Narrative

The goal of the teaching narrative is for applicants to share their teaching beliefs, and for the FPR Fellows to get a glimpse of their teaching identity. The narrative has two primary parts:

1. A letter of intent where the applicant is encouraged to share their motivations for wanting to become an FPR Fellow. The applicant should discuss why they are interested in the role, and what prior experience or personal characteristics they have related to the role including any completed peer review trainings, received peer reviews as the reviewee, or completed peer reviews as the reviewer. Applicants are encouraged to provide specifics when possible. (Approximately 500 words)
2. A teaching philosophy where applicant is encouraged to discuss their perspective on the teaching and learning process. The applicant should discuss their beliefs, values, and experiences related to effective teaching and student learning. (Approximately 500 words)

Teaching Focused Dossier

Teaching dossiers should contain information about the applicant's teaching related activities formatted using the OAA 99-1 dossier format and template. Applicants should include a fully documented Section A and B, and all teaching, learning, education, and scholarship of teaching and learning related activities located in sections C & D. Applicants are encouraged to include descriptions of activities and reflective narratives throughout the dossier particularly to clearly communicate evidence of teaching excellence, experience with mentorship, and engagement with peer review.

Letter of Support from Department Chair or Director

Within the letter of support, chairs or directors are asked to state whether they support the applicant becoming a Fellow and whether they believe the applicant will be able to complete the commitments of the program along with their other teaching, research, creative endeavor, and/or service. Chairs/Directors are asked to comment on the applicant's record of teaching excellence and their alignment with the attributes described in the [What It Means to Be a Fellow](#) section.

Application Rubric

Criteria	Score	Comments
<p>Interest in Becoming an FPR Fellow: Motivations are very well articulated, ample relevant experiences are provided, characteristics and contributions position the applicant very well with the role of the FPR Fellows.</p>	<p>The articulated interest in becoming an FPR Fellow indicates this person is a match for the program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agree (4) <input type="checkbox"/> Mostly Agree (3) <input type="checkbox"/> Mostly Disagree (2) <input type="checkbox"/> Disagree (1) 	
<p>Teaching Philosophy: Beliefs about teaching and learning are clearly articulated, emphasize learning, and cite appropriate literature that grounds the philosophy. Approaches to teaching align with beliefs, usually evidenced through discussion of actual teaching interventions. The nominee clearly has a commitment to sustain best teaching practices and to consider continuous improvement.</p>	<p>The teaching philosophy indicates this person is a match for the program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agree (4) <input type="checkbox"/> Mostly Agree (3) <input type="checkbox"/> Mostly Disagree (2) <input type="checkbox"/> Disagree (1) 	
<p>Teaching Focused Dossier: Ample evidence provided of excellence in teaching with breadth and depth. Feedback from students and peers has been sought and meaningfully considered. Activities demonstrate a clear commitment to reflective teaching practices using student and peer feedback, engagement with peer review, and active participation in and contributions to the teaching community.</p>	<p>The teaching focused dossier indicates this person is a match for the program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agree (4) <input type="checkbox"/> Mostly Agree (3) <input type="checkbox"/> Mostly Disagree (2) <input type="checkbox"/> Disagree (1) 	
<p>Letter of Support: Chair/Director supports applicant’s teaching excellence and alignment with the core beliefs of the program. Chair/Director states support of the applicant becoming a Fellow and believes the applicant is capable of the commitment with their teaching, research, creative endeavor, and/or service loads.</p>	<p>The letter of support indicates this person is a match for the program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agree (4) <input type="checkbox"/> Mostly Agree (3) <input type="checkbox"/> Mostly Disagree (2) <input type="checkbox"/> Disagree (1) 	