

Faculty Peer Review: A Process to Evaluate and Improve the Quality of Teaching at the OUWB School of Medicine

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INTRODUCTION

Peer review is a common¹ and practical² process in medical school programs across the nation. At the OUWSOM we strive to provide a [quality educational experience](#) for our students and peer review is one way we can [continuously improve](#) the design and delivery of educational content students [engage with](#).

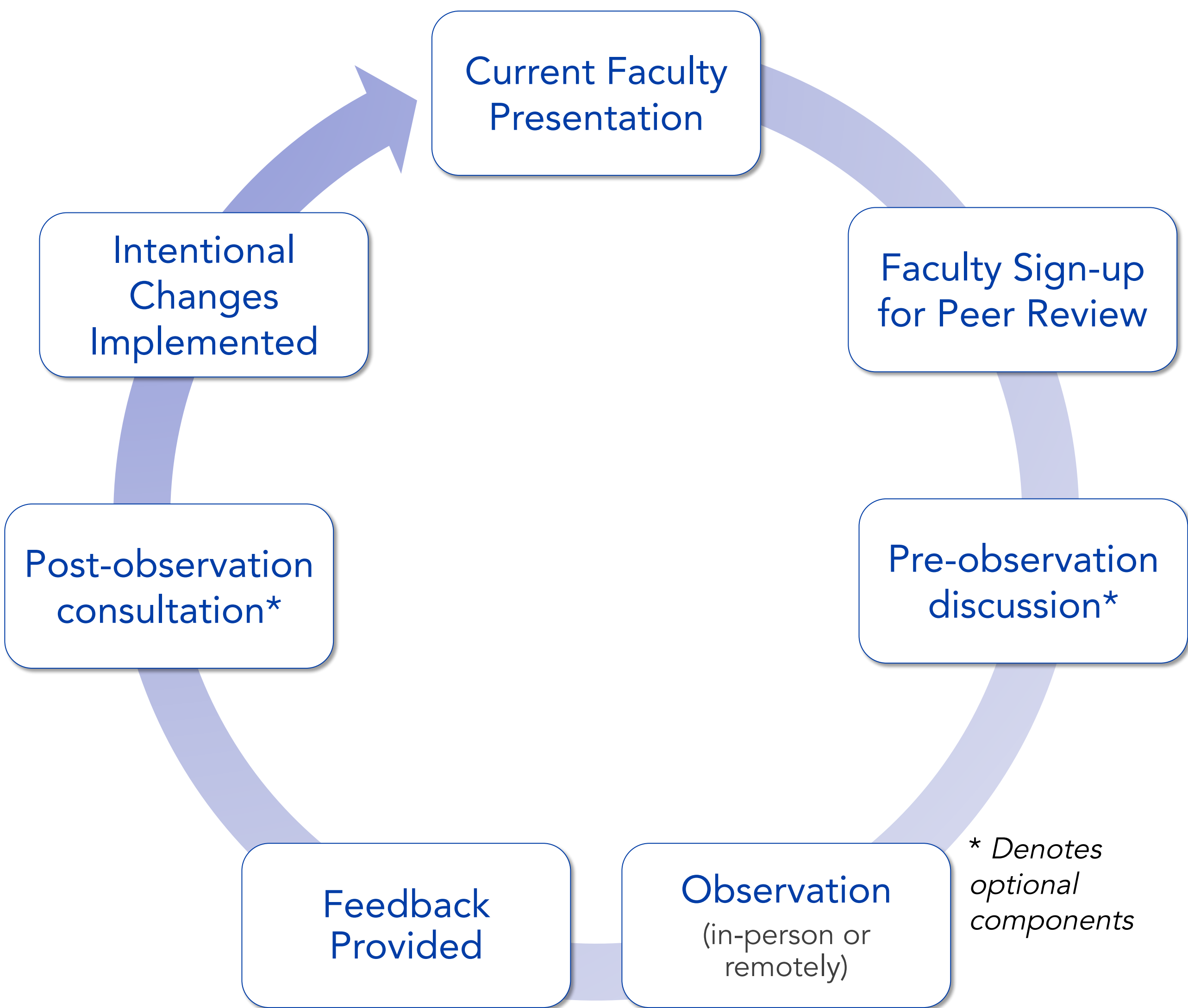
LEARNING OBJECTIVES

1. Recall the peer review process;
2. Recognize the value of peer review; and,
3. Give examples of how participating in the peer review can help your teaching effectiveness.

PEER REVIEW AT OUWB

The Peer Review process was previously developed and facilitated by Dr. Stephen Loftus. The current model of peer review at the OUWB School of Medicine began as a renewed effort toward [promoting teaching excellence](#) and functions as a mechanism to [provide formative and constructive feedback](#) for OUWSOM faculty.

Peer Review pairs a neutral observer with an OUWSOM faculty member. Faculty participation is [optional](#) but [highly encouraged](#). Observers review faculty delivery of educational content and any corresponding materials and report back their observations and any recommendations to the instructor upon completion of the process.



PROGRAM EVALUATION

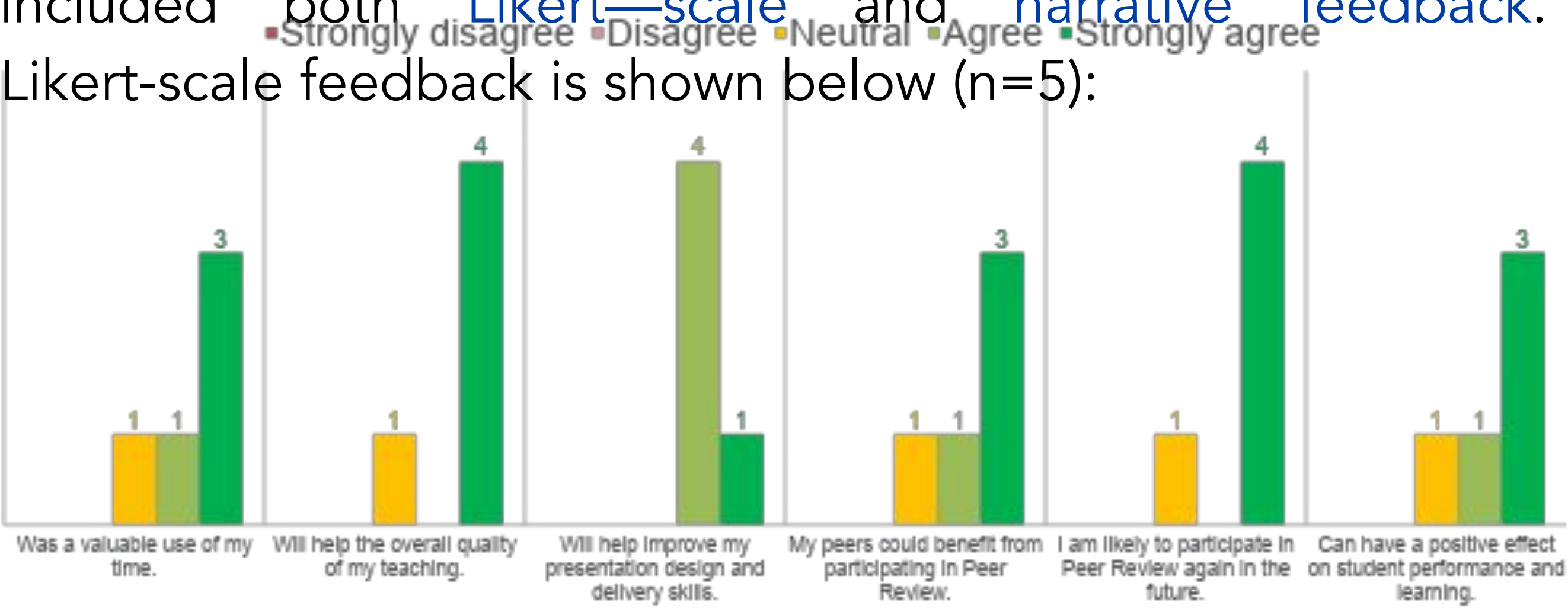
The current evaluation process for peer review involves informal [pre-](#) and [post-observation conversations](#) after feedback has been provided to the faculty member. Those pre- and post-sessions allow both parties to confer on specific goals for the process and to determine how best to proceed moving forward. Faculty can also provide feedback on what worked well, what could be improved, and share ideas on how to expand the program. Scan here to complete the [Peer Review sign-up form](#):

Note: Peer Review is only available only for OUWB faculty.



FACULTY FEEDBACK & DISCUSSION

We also collect [aggregate data](#) on the total number of participants, courses associated with participation, and direct engagement time with participants; since August 2023, eleven instructors have participated across nine different OUWSOM M1 and M2 courses. Program evaluation included both [Likert-scale](#) and [narrative feedback](#). Likert-scale feedback is shown below (n=5):



In narrative feedback, faculty reported a number of reasons for participating with many noting they had found it [valuable](#) previously. Most indicated that they had or planned to use their participation as part of their [application for promotion and/or tenure](#). Finally, most respondents believe the program should be [continued](#) and even [expanded for other teaching modalities](#).

Peer review is currently available for [large lectures](#), [small group discussions](#), and [online \(asynchronous\) content](#). We are also developing a peer review procedure for [lab sessions](#) as well.

REFERENCES

1. Gaygill R, Peardon M, Waite C, McIntyre I, Bradley D, Wright J. Attitudes towards peer review of teaching in medical education. Focus on Health Professional Education (2204-7662). 2017;18(2):47-60.
2. Metcalfe MJ, Farrant M, Farrant J. Peer review practicalities in clinical medicine. Advanced Medical Education Practice. 2010 Oct 13;1:49-52.

