SUMMATIVE PEER REVIEW OF TEACHING
FACULTY OF EDUCATION GUIDELINES FOR PRACTICE[1]

Table of Contents

---

[1] These Procedures were created by aggregating the Procedures documents created by: (1) the Faculty of Education "Summative Peer Review of Teaching Working Group" (Dr. A. Clarke, Chair, Members: Dr. C. Leggo, Dr. D. Pratt, Dr. C. Ruitenberg, Dr. K. Meyer, Dr. M. Buchanan) on Summative Peer Reviews of Teaching (approved at Sept. 24, 2012 Faculty Meeting with a recommendation of a Pilot Implementation + Reporting Back after 6 months; (2) Department of Educational Studies (2018) and (3) the Procedures created by the Faculty of Arts (2016).

This document is the result of consultation within the Faculty over various time periods and locations with the express purpose of ensuring that the SPRoT has a degree of conformity across the Faculty.

Procedures for Summative Peer Reviews of Teaching (SPRoT)

1. **Purpose of *Summative* Peer Reviews of Teaching (SPRoT):**

   Summative Peer Reviews of teaching are conducted at UBC:

   a. To provide an assessment of the Teaching and Educational Contributions for faculty members in the Professoriate and Educational Leadership streams and Lecturers—a "summative" focus primarily for purposes of informing re-appointment, promotion and tenure decisions.
   b. To meet the requirements of the UBC-UBCFA (2016-19) collective agreement (Part 4, 4.02 & Part 7, 8.02) that stipulates that teaching effectiveness is to be based on more than student feedback alone via the CoursEval/Student Evaluation of Teaching (SEoT) system.

   This document focuses on ***Summative Peer Reviews*** but with the recognition that Formative Peer Reviews—especially when done frequently and informally among colleagues—can be very effective means of improving instruction.

2. **Timing of Summative Peer Reviews of Teaching**
   a. **For those on tenure-track or in tenured appointments**, during the 12 months prior to submitting the case for re-appointment, promotion or tenure.
   b. **For any faculty members, including sessional instructors and lecturers, in those cases where problems have been identified with the teaching record,** at any time**.**
   c. **For Lecturers eligible for re-appointment**, during the 6 months prior to the Head submitting a recommendation for initial re-appointment.

3. **Summative Peer Reviewer Teams**
   a. The appointment of Summative Peer Reviewers typically involves the faculty member nominating potential arms-length candidates for the committee from which the Unit Head (or designate) will choose one (or more as the Unit Head deems appropriate). The Head will nominate their own representative(s) for the committee;
   b. The faculty member being reviewed can nominate arms-length peer reviewers on the basis of being subject matter experts or methodology experts or members of a pedagogically relevant professional community with specific equity considerations e.g., SOGI Education, Indigenous Education or Anti-Racism Education;
   c. Summative Peer Review of Teaching Committee members will be at arms-length from the faculty member being reviewed; committees may include one faculty member from outside the Department of the faculty member being reviewed. In the case where a faculty member from outside the faculty member's Department is included on the SPRoT

Committee, the Unit Head (or designate) will negotiate with other units to appoint an external reviewer.

 d. Reviewers are normally expected to have some SPRoT experience and/or training such as a SPRoT workshop. Participation as Summative Reviewers is to be recognized as a valuable service for the Faculty.

 e. All Peer Review of Teaching committees will include at least two faculty members. One of the reviewers located in the Department of the faculty member being reviewed will be identified by the Unit Head as the Chair.

4. Expectations of the Faculty and of Members of the Peer Review Committee

 a. Professional development, as necessary, will be offered by the Faculty to ensure the readiness of reviewers for their role.

 b. Faculty members, Unit Heads and Reviewers are expected to know the policy and procedures related to the Summative Peer Review of Teaching

5. Responsibility for Initiating Reviews

 a. The Unit Head (or designate) identifies all those who require a SPRoT during each academic year and sets the due date for each final report.

 b. The Unit Head (or designate) meets with each person subject to a SPRoT to discuss the possible composition of the Peer Review of Teaching Committee (PRTC).

 c. The Unit Head (or designate) decides who will chair the committee, who else should be asked to serve on it, and confirm when the final report is due.

 d. At any time, faculty members can point out to the Unit Head any particular equity concerns pertaining to the SPRoT and both faculty members and the Unit Head can identify a possible mechanism to address those concerns.

6. Conducting the Review

 a. The Chair convenes a meeting—in person or virtual—of the SPRoT committee to discuss and agree upon the details of the process. The outcomes of this meeting are then conveyed to the person being reviewed who is invited to ask process-related questions for clarification.

 b. The Chair requests from the person being reviewed:

  i. a list of all courses taught during the period covered by the review

  ii. the outlines for those courses, and,

  iii. if any are taught online, permission to request committee member access to those courses in Canvas.

  iv. any teaching dossier or statement of teaching philosophy that has been prepared.

  v. any information about teaching-related activities including curriculum development, pedagogical innovations, student supervision (undergraduate or graduate), practicum supervision, etc.

 c. The Chair requests a *Teaching Evaluation Report*
that summarizes SEoT/CoursEval results for any prior courses taught for in the home

Department.

d. SPRoT Committee members review the assembled print materials, then meet with the person being reviewed. This meeting should set the stage for the required classroom observations (for courses taught in face-to-face or blended formats) or the equivalent observations made within online courses.

➢ **For reviews involving face-to-face or blended teaching:**

- Dates should be agreed upon for a minimum of *two* class observations in 3-credit courses and *one* observation in courses of less than 3 credits. Observations should normally occur around the mid-point in the course.
- The instructor should inform students that class visits will be made by a colleague or colleagues, indicating the role of Summative Peer Reviews of Teaching in UBC's assessment of teaching. See Attachment 3…Sample Scripts for Notifying Students.
- The Committee should discuss and agree upon the criteria to be used during observations and communicate these to—and discuss them with—the person being reviewed.
- Committee members should independently record their observations and evidence of teaching effectiveness.
- If needed, the Committee meets with the person being reviewed to discuss their observations and pose any questions that arise from them.

NOTE: See Attachment 1 for guidance on criteria and a form to record assessments

➢ **For reviews involving online teaching:**

- The Committee should discuss and agree upon the criteria to be used during the review of online teaching and communicate these to—and discuss them with—the person being reviewed.
- The instructor should inform students that colleagues will be observing teaching/learning activities during the course as part of UBC's regular Peer Review of Teaching process. See Attachment 3…Sample Scripts for Notifying Students.
- Observations should normally occur around the mid-point in the course.
- Committee members should sign on to the course(s) in Canvas and make initial observations about the organization, content, assignments, forms of student engagement, instructor presence and guidance practices, etc., and make notes and record questions to discuss with the person being reviewed.
- The Committee meets with the person being reviewed to discuss initial observations of the course and raise any questions about the course and the role of the instructor.

- □ The Committee members visit the online course again to make any final observations.
- □ As soon as a reviewer has completed their observation they should request their access to Canvas be terminated and should notify the instructor when it has been.

NOTE: See Attachment 2 for guidance on criteria and a form to record assessments

➤ **For reviews involving advising and/or supervision responsibilities:**

- □ The Chair requests from the person being reviewed a list of recently completed and current students for whom they were/are advisor/supervisor.
- □ The Chair sends an email message—via the Department's Graduate Program Assistant—to each person identified explaining the Summative Peer Review of Teaching process, that it includes advising/supervision, that the Committee would appreciate a candid assessment the quality of advising/supervision provided by the person being reviewed, and that all responses will be treated as confidential.
- □ The Chair collects all responses received, removes identifying information, and distributes the comments to other committee members for their review.

NOTE: See Attachment 4 for a sample email message.

7. **Preparing the Report:**
   a. The SPRoT Committee meets to discuss the evidence gathered, with an eye to drafting a report that reflects the consensus views of Committee members. Typically, the members collaborate on writing the report, with the Chair overseeing the process and being responsible to circulate the penultimate draft to Committee members before submitting the final report to the Head.
   b. After making any final changes, the Report is then submitted to the Head and a copy provided to the person being reviewed.
   c. The Head will discuss the report with the member. The Head will then take the appropriate action based on the report.

   d. A typical SPRoT Committee report to the Head might include the following sub-headings:

-      Student evaluation of teaching – where possible, the report should include the Unit norms with respect to the courses taught by the Faculty member
-      The Faculty member's approach to teaching and learning

-      Classroom observations of teaching practice

-      Other teaching contributions

-      Contributions to curriculum and pedagogy innovation and/or development

-      Supervision of undergraduate, graduate, and post-graduate students – where possible, the report and should include the Unit norms with respect to the supervision undertaken by the Faculty member.

The SPRT report should conclude with one of the following recommendations:
-      The individual exceeds the standard of teaching expected of faculty members in this Department.
-      The individual meets the standard of teaching expected of faculty members in this Department.
-      The individual is below the standard of teaching expected of faculty members in this Department.

Attachment 1—Forms for Review of Face-to-Face & Blended Teaching

Summative Peer Review of Teaching

Course and Instructor Overview Form

(To be completed by course instructor)

Instructor's name:

Course number:

Course title & section:

Term offered (Winter
1, Winter 2, or
Summer:

Month/year of review:

Required or elective course?

Please indicate below any information about this course, and your role in teaching it, that may be especially relevant to the peer review. For example, Is this your first time teaching the course? Did you or someone else develop the course? Is this one of several sections of a course that others are also teaching? Have you made recent changes in the course that the reviewers should know about? Are most of the students enrolled in Department's programs or do they come from other programs? Does the course address controversial or sensitive topics?

Summative Peer Review of Teaching

Form for Reviewing Face-to-Face and Blended Teaching[1]

The criteria indicated in each section below are intended as a guide for reviewers. Committees may decide to add or remove criteria following discussions with the instructor. Please provide any relevant comments in the space provided, as well as an overall rating for each aspect of the course, using the following scale:

> 1= Needs Improvement
> 2= Approaches Expectations
> 3= Meets Expectations
> 4= Exceeds Expectations
> 5= Outstanding

1. **Sets clear goals and intellectual challenges or other appropriate engagements for student learning. You may want to consider the following as appropriate:**
   - ☐ Course materials contain clear information about learning objectives, appropriate assigned readings or equivalent, evaluation procedures, and policies (e.g., academic integrity, accommodations, and other regulations and procedures).
   - ☐ The instructor sets high yet reasonable expectations of learning appropriate for level of the course and its place in the curriculum.
   - ☐ Assignments and exams, if any, are designed to effectively assess stated learning objectives, and indicate how feedback will be provided to students.
   - ☐ In the session(s) observed, the instructor indicates what material/topics/activities/learning outcomes will be addressed during that class period.
   - ☐ Other (please specify): _____

   1= Needs Improvement
   2= Approaches Expectations
   3= Meets Expectations
   4= Exceeds Expectations
   5= Outstanding

   Overall rating on this dimension:

   Comments:

---

[1] Adapted from the UBC Faculty of Arts, *Peer Review of Teaching Guide* (Rev. September, 2015)

2. **The instructor employs appropriate teaching methods and strategies that actively involve learners.**
   - ☐ In course materials and in the session observed, instructor demonstrates command of subject matter and familiarity with recent developments in the field.
   - ☐ Methods of instruction are appropriately designed to further students' research, analytical, communication, and/or other skills as appropriate.
   - ☐ In the session observed, the instructor promoted student participation and engagement in learning.
   - ☐ The instructor demonstrates evidence of reflection on teaching and incorporation of improvements in teaching methods through student feedback, reading about effective instruction, etc.
   - ☐ Other (please specify): _____

   1= Needs Improvement
   2= Approaches Expectations
   3= Meets Expectations
   4= Exceeds Expectations
   5= Outstanding

   Overall rating on this dimension:

   Comments:

3. **In the session observed, the class was organized and planned.**
   - ☐ The instructor was prepared and organized.
   - ☐ Pace of class and amount of material covered was appropriate.
   - ☐ The level of teaching was appropriate to the students' abilities/background and the level of the course.
   - ☐ Any examples, diagrams, demonstrations, etc. were helpful.
   - ☐ Any handouts (downloadable or hard copies) were clear.
   - ☐ The instructor established the relevance of the material presented.
   - ☐ Outcomes for the class are reflected in student assessment for the course.
   - ☐ Other (please specify): _____

   1= Needs Improvement
   2= Approaches Expectations
   3= Meets Expectations
   4= Exceeds Expectations
   5= Outstanding

   Overall rating on this dimension:

   Comments:

4. **In the session observed, the class material was effectively communicated and the instructor interacted effectively with students.**
    - ☐ The instructor's delivery was clear, loud enough, the tone was varied, and eye contact was made with students.
    - ☐ Good rapport was established with the students.
    - ☐ The instructor presented material in a way to inspire student interest and engagement.
    - ☐ Audio-visual materials were used effectively.
    - ☐ Questions or comments were encouraged to promote student-instructor interactions.
    - ☐ Student participation was used to enrich learning (e.g., small group discussions, presentations, problem solving, hands on learning, etc.).
    - ☐ Other (please specify): _____

    1= Needs Improvement
    2= Approaches Expectations
    3= Meets Expectations
    4= Exceeds Expectations
    5= Outstanding

    Overall rating on this dimension:

    Comments:

5. **The instructor respects diverse talents and learning needs of students.**
    - ☐ The instructor promoted a stimulating learning environment for all students.
    - ☐ The instructor recognized and accommodates different student needs (including background preparation and pace of learning).
    - ☐ The instructor demonstrated sensitivity to intellectual and cultural differences.
    - ☐ The instructor used effective assessment techniques and assignments.
    - ☐ Other (please specify): _____

    1= Needs Improvement
    2= Approaches Expectations
    3= Meets Expectations
    4= Exceeds Expectations
    5= Outstanding

    Overall rating on this dimension:

    Comments:

6. **The instructor attends to the intellectual growth of students.**
   - ☐ The instructor checked to ensure students understood the material.
   - ☐ The instructor gave respectful consideration to a variety of intellectual positions.
   - ☐ The instructor listened to student questions and responded effectively, and was able to elaborate when necessary to increase students' comprehension.
   - ☐ Other (please specify): _____

   1= Needs Improvement
   2= Approaches Expectations
   3= Meets Expectations
   4= Exceeds Expectations
   5= Outstanding

   Overall rating on this dimension:

   Comments:

7. **Classroom management.**
   - ☐ The class started and finished on time.
   - ☐ There was evidence that the instructor uses established routines and that students respond to these routines as cues to take certain actions (e.g. the instructor signals the beginning of class and the students are in place and attentive.)
   - ☐ The instructor dealt effectively with any problems that arose that could adversely affect learning (e.g., inappropriate behaviour).
   - ☐ Sufficient time was provided to students to respond to questions asked.
   - ☐ Ground rules set at the beginning of the term were enforced as needed (e.g., use of cell phones, talking or interrupting at inappropriate times).
   - ☐ Instructor concluded the session effectively.
   - ☐ Other (please specify): _____

   1= Needs Improvement
   2= Approaches Expectations
   3= Meets Expectations
   4= Exceeds Expectations
   5= Outstanding

   Overall rating on this dimension:

   Comments:

8. **Overall assessment of teaching effectiveness**:

    1= Needs Improvement
    2= Approaches Expectations
    3= Meets Expectations
    4= Exceeds Expectations
    5= Outstanding (candidate for teaching award)

    Overall rating of teaching effectiveness:

    Comments:

Attachment 2—Forms for Review of Online Teaching

<div align="center">

Summative Peer Review of Teaching

Course & Instructor Overview Form[2]

(To be completed by course instructor)

</div>

Instructor's name:

Course number:

Course title & section:

Term offered (Winter
1, Winter 2, or
Summer:

Month/year of review:

Required or elective course?

When did this course last
undergo a major revision?

In relation to this course, are you a:

- o Course content author?
- o Course designer?
- o Course instructor?

---

[2] These forms have been adapted, with thanks, from a set of materials developed under the guidance of Dr. Jenna Shapka, Director of Graduate Programs in the UBC Faculty of Education, for use in Peer Reviews of online courses.

About the Course

1. *Please describe your role, if any, in design and/or content authorship of this course. This is particularly important if somebody else has authored content for your course, or if someone else had primary responsibility for course design. Describe any aspects of the course that you have modified, as well as any constraints you feel the existing course design has placed on your teaching practice. Indicate if the course addresses controversial or sensitive topics.*

2. *If there are components of the course that are not available within the Canvas course shell, please explain what these are, and provide the relevant URL(s) or other way to access these components. This may include other online workspaces (like Google docs), communication venues for students and instructors (like blogs or wikis), or supplementary materials such as textbooks or software.*

3. *Please describe any **other kinds of communication that may occur between students, or between students and instructors in this course** outside of Canvas and not described in #2 above.*

4. *Please describe your previous experience with online teaching, as well as how long you have been involved with the current course (e.g., is this your first time teaching it)?*

Summative Peer Review of Teaching

Form for Reviewing Online Teaching

(To be completed by peer reviewer)

Name of instructor:

Name, number and section(s) of course:

Term offered:

Date form completed:

Name of reviewer:

This Peer Review Form has two sections. Part A focuses on course content and design; Part B focuses on course instruction. For some reviews, only Part B will be relevant because the instructor may have little or no role in course content and design. The *Course and Instructor Overview* form completed by the instructor, as well as conversation with the instructor, will guide which sections are completed.

The criteria indicated in each section below are intended as guides for reviewers. Committees may decide to add or remove criteria following discussions with the instructor. Please provide any relevant comments in the space provided, as well as an overall rating for each aspect of the course, using the following scale:

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Part A: Course Content and Design

1. Intellectual Integrity	*Comments:*
☐ *Is the content significant, accurate, relevant, coherent, and complete?* ☐ *Is the course scholarly and engaging?* ☐ *Are the readings and instructional material appropriate, credible, and current?* ☐ *Are all resources and materials used in the course appropriately cited and referenced?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on this dimension:

2. Course Structure & Layout	*Comments:*
☐ *Does the syllabus/course overview provide a clear description of the course, including its objectives and structure?* ☐ *Is the role of the instructor clearly outlined?* ☐ *Are the expectations for student participation clearly outlined?* ☐ *Is the content format consistent throughout the course, and is navigation in Canvas logical and efficient?* ☐ *Are the readings easily accessible and available online when possible?* ☐ *Where appropriate, are exemplar assignments or rubrics made available?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on this dimension:

3. Pedagogical Strengths of Course Design	Comments:
☐ *Do the course activities engage students in active learning (e.g., beyond simple remembering and understanding)?* ☐ *Is technology used effectively and efficiently to ensure the advancement of the learning goals for the course?* ☐ *Are there a variety of assignments, are they spaced appropriately through the course, and are they relevant to the learning objectives?* ☐ *Is there sufficient flexibility that students can customize their learning?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on this dimension:

4. Role of Instructor	Comments:
☐ *Is there a welcome message and/or biographical statement from the instructor available?* ☐ *Are the instructor's availability and contact information readily available, ideally with multiple options for contact (email, phone, office hours, etc.)?* ☐ *Is the course structured such that the instructor's regular presence in the course is evident?* ☐ *Are announcements and/or Q & A forums utilized by the instructor to communicate important course information?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on this dimension:

5. Course Community	Comments:
□ *Does a 'get to know each other' activity exist at the beginning of the course so students can make personal connections?* □ *Do students have opportunities to collaborate with peers?* □ *Are there opportunities for students to form study or project groups?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on this dimension:

6. Overall Quality of Course Content & Design	Comments:
□ *Additional comments on the overall quality of the course content and design?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on course content & design:

Part B: Instructor's Approach and Pedagogy

1. Teaching Presence	Comments:
☐ *Does the instructor participate in 'get to know each other' activities and/or utilize a welcome message?*	
☐ *Has the instructor clearly explained their availability and how to contact them?*	
☐ *Does the instructor respond to questions and queries in a timely and respectful manner?*	
☐ *Does the instructor take advantage of all available tools and affordances to most effectively engage with students?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on this dimension:

2. Instructor Facilitation of Community	Comments:
☐ *Is a good rapport with and among students evident?*	
☐ *Does the instructor treat students with respect?*	
☐ *Does the instructor create a positive environment in which students are encouraged to seek assistance from each other regarding the assignments and learning activities?*	
☐ *Does the instructor help students feel that they are part of a learning community?*	

1= Needs Improvement

2= Approaches Expectations

3= Meets Expectations

4= Exceeds Expectations

5= Outstanding

Overall rating on this dimension:
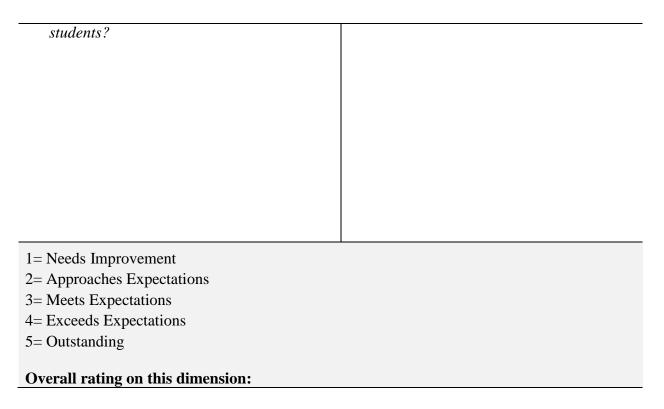
3. Instructor Facilitation of Learning	*Comments:*
☐ *Does the instructor provide motivation and encouragement to students to engage with the course content more deeply?* ☐ *Is the instructor highly engaged and do they have expertise in the course content?* ☐ *Does the instructor encourage, foster, and model a healthy exchange of course-related ideas and experiences among students?* ☐ *Does the instructor provide clarifications and elaborations, as necessary?* ☐ *Does the instructor facilitate discussions by encouraging, probing, questioning, or summarizing?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on this dimension:

4. Provision of Feedback	*Comments:*
☐ *Does the instructor provide timely, meaningful, and constructive feedback on course activities and assignments that are relevant to the course objectives and content?* ☐ *Where possible, does the instructor create opportunities to provide students with formative feedback?* ☐ *Does the instructor clearly communicate course and individual assignment evaluation criteria?* ☐ *Where appropriate, does the instructor provide exemplar assignments to*	

students?

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on this dimension:

5. Overall Quality of Instructor's Approach & Pedagogy	Comments:
☐ *Any additional comments on the overall quality of the instructors approach and pedagogy?*	

1= Needs Improvement
2= Approaches Expectations
3= Meets Expectations
4= Exceeds Expectations
5= Outstanding

Overall rating on instructor's approach and pedagogy:

Attachment 3—Sample Scripts for Notifying Students

Note: Suitably modified versions of the scripts below should be provided by the instructor to students prior to the first visits—face-to-face or virtual—of peer reviewers.

For face-to-face and blended courses:

"*One part of UBC's regular process for assessing the teaching of all instructors is called a 'Peer Review of Teaching.' A peer review of my teaching is being conducted this term. Two colleagues will be visiting this class and will be observing my teaching. They will not be actively participating in the class but will be present and taking notes.*

In addition to observing my teaching, they will be reviewing the course outline and instructional materials, meeting with me several times, and offering advice about any improvements I can make in my teaching.

I wanted to let you know about this process so you are not surprised when these visitors attend the class. [If the dates have been set for visits, please provide them to the students.]

Do you have any questions for me about this process?"

For online courses; to be posted as an Announcement in Canvas:

"*One part of UBC's regular process for assessing the teaching of all instructors is called a 'Peer Review of Teaching.' A peer review of my teaching is being conducted this term. Two colleagues will be observing our online activities during part of this term. They will not be actively participating in any aspects of the course but will be observing our postings and online interactions.*

In addition to observing my online teaching, they will be reviewing the course outline and instructional materials, meeting with me several times, and offering advice about any improvements I can make in my teaching.

If you have any questions or concerns about the review process, please let me know."

Attachment 4—Sample Email to Students Advised/Supervised

Sent on behalf of [name of Chair, Peer Review Committee]**:**

Dear current and former students,

As part of the regular process of review for all [appropriate appointment type/rank] *at UBC,* [name of person being reviewed] *is currently undergoing a peer review of teaching for* [year]. *We are contacting you as a current or former graduate student advisee to ask if you could please provide feedback regarding your experience with* [name]. *All feedback we receive is treated as confidential and your anonymity is protected.*

You may simply reply to this email with any feedback you wish to offer. Since student feedback is a critical part of the review process, we thank you in advance for taking the time to offer your insights.

Sincerely,

[name of Chair, Peer Review Committee],
Chair Peer Review Committee