



ACHENA Peer Reviewer Duties

(updated July 2020)

Expectations

The success of the site visit during the accreditation process depends on well-qualified Peer Reviewers. Peer Reviewers represent school administration, faculty, students and public stakeholders in no way associated with the school under review. Where possible, such teams shall consist primarily or exclusively of Peer Reviewers who do not also simultaneously serve as Commissioners. Peer Reviewers choose when to participate in either site visits and/or off-site reviews, where travel is not necessary. A site visit Peer Reviewer becomes familiar with a school program's Self-Study prior to a site visit. They travel as a team to conduct on-site interviews and individually generate an observational record and contribute to a final Site Visit Report, to be written and submitted by the Team Leader. An off-site Peer Reviewer may assist with the evaluation of any reports and documents generated during ACHENA's accreditation process. Peer Reviewers adhere to ACHENA Volunteer Commitment, Conflict-of-Interest and Whistle Blower agreements to maintain the highest standard of integrity in all their deliberations and personal conduct on behalf of the commission and their stakeholders. They possess:

- Willingness to travel to a homeopathic school or program for interviews and observation
- Willingness to review any miscellaneous reports, including the Site Visit Report for which travel is not required
- Current or recent involvement in evaluation program or experience relevant to responsibilities of specific role of the Off-Site Review Team
- Familiarity with the standards and criteria written in the ACHENA Eligibility and Accreditation Manual and understanding of how to apply those standards during a peer review
- Dependability. To be responsible in meeting attendance and obligations
- Objectivity. To focus on ACHENA Standards, while setting aside personal bias, and to evaluate the school program's operation against ACHENA's established accreditation criteria
- Communication skills. To interact with others in professional manner while obtaining appropriate evaluation information
- Accurate recall and detailed note taking and/or report writing skills
- Capacity for deductive reasoning and logical analysis
- Respect for the confidentiality required in the accreditation process
- Flexible and cooperative attitude towards others
- Physical ability to fulfill responsibilities
- Completion of an Accreditation and Peer Reviewer Orientation or of having served on an accreditation Review Team within the past two years

Personal Qualifications and Ethical Commitment

After training by ACHENA, Peer Reviewers understand and are able to evaluate all of ACHENA's Standards of Accreditation and, as mentored by a Peer Reviewer team member, reviews documents submitted by schools in relation to all stages of the accreditation and re-accreditation process. They are

expected to adhere to ACHENA's ethical principles of professionalism and collaboration with students, program administrators, and ACHENA team members.

- *Ability to Conceptualize.* Since issues related to accreditation are not easily reduced to simple terms, Commissioners need the ability to think abstractly, both in terms of present and future certification plans. Strong written and verbal communication skills are an asset.
- *Broad Perspective.* Commissioners must be able to view the entire accreditation process as a whole and understand and respect that decisions made in one area have an impact elsewhere.
- *Objectivity.* Commissioners must exercise open-minded, flexible thinking and independent judgment necessary internal and external decision-making authority. Commissioners must respect opinions that differ from their own and exercise tolerance in allowing everyone to express their point of view.
- *Commitment.* Commissioners must be committed to leading the homeopathic community, as evidenced by past activities and accomplishments or by strong interest in helping to advance the field of homeopathy. Courage of convictions and enthusiasm are necessary to cope with inevitable change, while experience and wisdom of those who have encountered similar problems over the years are likewise essential.
- *Conflict of Interest.* Commissioners must maintain transparency and uphold their written pledge to avoid conflicts of interests with regard to the homeopathic stakeholders ACHENA serves through its organizational mission and activities. All Commissioners shall consistently work to understand the potential personal, financial, political or administrative conflicts of interest in their written and verbal interactions with homeopathic schools and administrators, homeopathic students and practitioners or the public who may have a stake in ACHENA's mission and goals.
- *Teamwork.* Since much of ACHENA's work is conducted within committee structures, Commissioners must demonstrate willingness and ability to work as part of a team.
- *Diversity.* As a whole, Commissioners ought to possess diverse skills such as higher education instruction or administration, financial administration or budgeting, program planning and evaluation, qualitative and quantitative data processing and interpretation, public relations and marketing, writing, legal and/or organizational skills. All Commissioners contribute collectively to demographic diversity by region, current position and education.

Peer Reviewer Terms of Service

There is no limit to the number of Peer Reviewers ACHENA may train for their on-going pool, nor to the length of time that each Peer Reviewer may choose to serve, as they are able. However, if a Peer Reviewer has not attended a Peer Reviewer Training in over five years, they must undergo retraining before assisting with another review. Peer Reviewers commit an estimated minimum of twenty-fourty hours of service per school that is undergoing the Peer Review process, in addition to attending scheduled online review meetings.