

Elements of Formative Peer Review

- Designed to nurture habits of **trust, care, and respect** in our scholarly interactions, and to make scholarly production **accessible** to the broader public
- Facilitated by a **review coordinator** who nurtures discussion, ensuring that it unfolds in a caring, collegial way
- Includes a **composer-nominated reviewer** who is publicly engaged with the issue at hand
- Asks composers for a brief **community ethics statement** that explains how the work engages and cites the arguments, experiences, and findings of individuals working within stakeholder communities
- Unfolds on an **open, streamlined platform** designed to guide review teams in rich and inclusive dialogue
- Asks review teams to consider the *PPJ*'s primary style criteria:

Relevance

Does the work engage members of a particular community about an issue of special concern to that community?

Accessibility

Does it invite approachable conversations with a broad audience?

Intellectual Coherence

Does it employ concepts that advance and deepen understanding of the issue?

Scholarly Dialogue

Does it participate in pertinent conversations within the academy and beyond?

- Invites reviewers to compose a **public holistic response** for considered publication in the *Journal*