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# Peer Review of Teaching Project: TIAA-CREF Hesburgh Award Application

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# Peer Review of Teaching Project:
# Making Visible The Intellectual Work Of Teaching

*The University of Nebraska-Lincoln's Nomination for the 2005 Hesburgh Award*

## Summary Statement

Peer review of teaching is effective for capturing and making visible the intellectual work of teaching. The University of Nebraska-Lincoln (UNL) has developed a faculty-led peer review of teaching program that engages faculty in investigating how course structures, teaching techniques, and assessment strategies enhance or detract from student learning. Over the past five years, key accomplishments of the Peer Review of Teaching project include: (1) helping 101 UNL faculty recognize and document their teaching accomplishments and students' learning, (2) supporting 28 department-based faculty teams (from 8 different colleges) to examine teaching and the resulting student learning outcomes, (3) building interdisciplinary campus communities between departments and colleges that support and refine scholarly inquiry into student learning outcomes across programs and curricular areas, (4) developing a financially sustainable teaching improvement program that has transitioned from being externally funded to being supported and funded by UNL's administration, (5) successfully disseminating our model for peer review to four other universities, and (6) hosting a national conference for leaders of the peer review of teaching movement to explore the current status of peer review and to discuss how this form of peer collaboration contributes to larger conversations regarding the scholarship of teaching and learning.

**The Peer Review of Teaching web site is accessible at:**

www.courseportfolio.org

# Peer Review of Teaching Project:
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***Significance*:** The Peer Review of Teaching Project is a model for making visible the serious intellectual work of teaching. The project uses the same process one would use to explore a research question by having faculty inquire, analyze, and document their teaching practices and the resulting student learning and then making these results accessible for use, review, and assessment by one's peers.

## A New Approach For Improving Undergraduate Learning

The University of Nebraska-Lincoln (UNL) is the primary research and doctoral degree-granting institution in the state of Nebraska. A primary responsibility for UNL's land-grant mission is the application and integration of knowledge and applied research in diverse areas, including the intellectual activity of teaching. In keeping with this mission, UNL faculty increasingly are asked to document, assess, and make public their teaching practices. Yet even faculty who value and support excellence in teaching often find it difficult to capture the scholarship of their teaching in a form that can be conveyed easily to others. Some questions they often pose include:

> *How can I show the intellectual work of teaching that takes place inside and outside of my classroom? How can I systematically investigate, analyze, and document my students' learning? How can I communicate this intellectual work in campus or disciplinary conversations*?

In response to these questions, UNL faculty have developed the Peer Review of Teaching Project (PRTP), an initiative that provides faculty with a structured and practical model for documenting and reflecting on both the *quantity* and *quality* of student learning in their courses.

**Challenge:** Faculty development efforts are often: (1) limited to one-time workshops that fail to provide sustained engagement or feedback, (2) focused on individual course outcomes, and (3) not related to the larger university goal of improving student learning results across disciplines and curricular areas.

**Solution:** Over an academic year, faculty work together in teams supported by departmental and interdisciplinary conversations to examine course structures and goals, teaching approaches, learning outcomes, and their links to department, college and university objectives.

## Peer Review Objective and Outcomes

The PRTP is a grass-roots effort in which campus faculty leaders recruit other faculty for participation in developing a campus community for discussing, assessing, and developing approaches for understanding, measuring, and documenting classroom effectiveness. Rather than advocating any particular teaching approach or technique, the PRTP focuses on helping faculty document student learning in their course and then reflect on if this student performance is reflective of the course and department goals. Specific outcomes for faculty participating in the project include:

- Reflecting upon, developing, and writing a course portfolio about one of their courses,
- Identifying common teaching and curricular issues across academic disciplines,
- Becoming skilled as a reviewer of a course portfolio (and other teaching materials),
- Discussing the challenges in teaching and addressing the needs of diverse student learners,
- Developing a common vocabulary for assessing the intellectual work of teaching,
- Being nurtured to become a leader in creating and advocating campus teaching policies.

## UNL's Peer Review of Teaching Model

The PRTP assists faculty in capturing the scholarly work of teaching by combining inquiry into the intellectual work in a course with a careful investigation of the quality of student understanding and performance. Faculty are encouraged to explore not only *what* students learn, but also to assess *how* they learn. At UNL, peer review teams consisting of 2-5 faculty members from a department or program participate in a year-long (August to May) fellowship where they write a *benchmark portfolio* which represents a snapshot of students' learning within a particular course. The portfolio enables faculty to generate questions that they would like to investigate about their teaching. They write three memos that reflect on their course syllabi and their goals for students, consider the particulars of how teaching methods are helping students meet the course goals, and document and analyze student learning. Throughout the year, fellows also meet with other project participants to share and discuss issues emerging from one another's investigations and from assigned readings on teaching-related issues. At the end of the year, fellows link the three memos together, integrating examples and analysis of student work into a course portfolio that represents their teaching and their students' learning. Completed portfolios are posted on an electronic website for peer sharing *(see Appendix A)*. Fellows are encouraged to invite readers from academic institutions outside UNL to peer review their portfolios for how it captures the intellectual work of their teaching. Fellows also participate in a two-day retreat where they reflect upon their fellowship experience and discuss their changed attitudes towards teaching and measuring student learning.

Once faculty complete UNL's fellowship year, they can continue investigating issues in their teaching through an advanced program where they work in an interdisciplinary team over the course of a single semester. Drawing upon Randy Bass's notion of seeing in one's teaching "a set of problems worth pursuing as an ongoing intellectual focus," advanced team participants identify an issue they want to systematically investigate through writing an *inquiry portfolio*. The advanced program provides faculty with opportunities to document improvements in their teaching over time and to assess the long-term impact of teaching changes, the success of teaching approaches, and the accomplishment of student learning. As faculty continue in the project, they are encouraged to take on campus leadership and mentor positions for supporting the improvement of teaching.

## What is Innovative and Unique about the Project

The PRTP promotes educational reform at three different levels – by assisting faculty in evaluating and improving their students' learning, by building a campus community that supports and refines this inquiry into student learning, and by challenging a research university's attitude and policies about teaching. As a result, the PRTP has helped to broaden the scope for improving student learning outcomes from individual classes to improving outcomes across programs, curricular areas, college departments, and different colleges. Key components of the project include:

- Having faculty explore what is going on in their classrooms, to analyze their course objectives, and to document and assess whether what they want to be happening is really happening. It offers a systematic and long-term approach that requires collection and analysis of student work. As such, it builds on the strengths that faculty already

> "The peer review of teaching project brings the discipline of research to the important issue of effective pedagogy in a university setting and frees us from the dependence on student evaluations. There is no more important or more difficult issue for universities than finding a way to improve classroom teaching in ways that preserves intellectual rigor. I am proud UNL is making this significant contribution." **– Harvey Perlman, Chancellor of the University of Nebraska - Lincoln**

share as researchers at a Ph.D. institution by having them apply their critical research skills towards their teaching.

- Supporting the external review and evaluation of faculty course portfolios. External reviewers assess the portfolios based on criteria such as the intellectual content of the course, the appropriateness of teaching practices, levels of student understanding, and the portfolio author's effectiveness in documenting his/her teaching. Having faculty outside of UNL assess the work parallels the strategy of using external reviews for scholarly publications and research proposals.
- Engaging department teams to talk about their teaching goals and the linkages between their courses. Often times, these are the first conversations that partners have ever had about their learning objectives and each other's student performance.
- Having faculty participate in interdisciplinary teaching conversations that are more focused than the usual sharing of teaching techniques. These conversations help faculty identify common teaching and curricular issues across academic disciplines (*e.g.*, writing critical exams, teaching with technology, using small groups, teaching via distance learning,)
- Developing campus leaders by supporting and encouraging faculty who complete the fellowship program continue in an advanced program and/or as a mentor to other fellows (*e.g.*, the three current PRTP leaders are themselves former project participants).
- Challenging UNL's campus culture towards teaching as peer review is recognized as a high-quality evidence-based measure of teaching effectiveness and is being integrated into UNL's policies for promotion and tenure, merit reviews, and teaching awards.

## Success and Impact

### *Impact on Individual Faculty*

During the past five years, faculty from 28 departments and 8 different colleges have written 79 course portfolios *(see Appendix A)* offering a careful investigation of student understanding and performance. *Appendix C* provides quotes from former faculty fellows on the impact of their participation in the project. During Fall 2004, a written survey of 43 former UNL faculty fellows found:

- 100% *strongly agree* or *agree* that the PRTP helped improve the course that was the subject of their course portfolio,
- 95% *strongly agree* or *agree* that development of a course portfolio helped them identify, articulate, and revise course goals, especially in regard to student learning objectives,
- 76% *strongly agree* or *agree* that the PRTP provided an opportunity to learn about teaching issues in other academic programs/departments,
- 70% *strongly agree* or *agree* that the PRTP has allowed them to become part of a group of faculty who can create and advocate campus teaching policies,
- 98% *strongly agree* or *agree* that the PRTP helped foster self-reflection and awareness about their own teaching practices.

### *Impact on the UNL Campus*

The PRTP has impacted UNL faculty's attitudes toward documenting, improving, and discussing teaching effectiveness and the resulting student learning**.** Faculty have used their project-generated course portfolios for annual reviews, teaching award applications, promotion and tenure portfolios, accreditation reviews, and department curriculum reforms. A small sampling of portfolio uses include:

- A team of four faculty from Visual Literacy used their course portfolios to determine connections in their sequenced 8-week course rotation and to revise course projects,

- A team of five faculty from Political Science used their participation to explore their core lower division courses and to develop a department program for mentoring new faculty members,
- A team of five faculty from Construction Management have used their course portfolios as foundation material for their department's professional accreditation review,
- A team of four distance education instructors (each teaching an internet-based course) focused their participation on exploring the technology, their approaches for teaching, and their means for measuring student learning in a distance education environment,
- A team of four faculty from the English department used their course portfolios to assess curricular connections across a new English major concentration,
- A group of faculty who teach large lecture courses in psychology, accounting, and management, studied how to develop multiple-choice exams that required application of theory and knowledge rather than rote memorization,
- A pair of faculty in Advertising substantially revised two courses that were sequenced, led a department conversation on revising the senior capstone course, and shared their project experience at an international teaching conference.

> "No question, UNL's Peer Review Project has given a powerful boost to the teaching of the many faculty members who have participated in the program. But in my view, it has also done something else far more valuable: it has provided the entire campus with a rhetoric and associated concepts that all faculty can use when thinking about what constitutes outstanding teaching. And in so doing, it has put the question of teaching excellence (as a practical consideration, not an abstract or debating issue) directly at the center of UNL's discussion of how we can build a better university." – **Richard Edwards, former UNL Senior Vice Chancellor of Academic Affairs (1997 – 2003) and current Professor of Economics**

The PRTP's impact on the campus community is reflected by the following:
- The College of Arts and Sciences and the College of Engineering require faculty to include faculty peer review as part of the promotion and tenure process,
- UNL hosted a 2-day campus forum (in 2002) involving five senior UNL administrators and thirty project participants to explore the current state of peer review,
- PRTP is promoted as essential to UNL's new and pre-tenure faculty during annual workshops and through UNL's teaching resource webpage for faculty,
- PRTP leaders were asked to participate in and help define the campus action plan resulting from UNL's "Constructing the Future of Teaching" retreat in 2004.

### *National Impact*

Former faculty fellows have been active in promoting the project and sharing their work. Some examples include:
- the course portfolio for a faculty member from Construction Management is available on his professional organization's web site to serve as a national model for the course,
- former fellows have presented their portfolios at over ten teaching-related conferences and six disciplinary meetings,
- former fellows have submitted four scholarly publications in regards to their experience with the project.

The PRTP leaders have been active in disseminating the project's accomplishments and model for faculty Peer Review of Teaching by:
- hosting (March 26-28, 2004) a national conference on the Peer Review of Teaching. This working conference brought together 196 faculty members, university administrators, and

faculty developers to explore the current status of peer review and to discuss how this form of peer collaboration contributes to larger conversations regarding the scholarship of teaching and learning. Featured speakers included: Lee Shulman, Pat Hutchings, Randy Bass, Barbara Cambridge, and Mary Huber.

- disseminating the peer review model to four external campuses (Indiana-Bloomington, Texas A&M, University of Michigan, and Kansas State University) from 1999-2004. Of the 172 portfolios on the project web site, 90 are from faculty participants of these partner campuses. Even though the external grant funding for this effort is now complete, each campus is continuing certain aspects of the PRTP. Three faculty from two schools (University of Kansas, Xavier University) outside our campus partnership have also posted portfolios on the web site,
- involving over 52 faculty members from around the world to serve as external course portfolio reviewers,
- publishing conference and journal articles *(see Appendix B)*,
- making presentation to over fifteen different universities and organizations,
- presenting at multiple American Association for Higher Education (AAHE) meetings,
- integrating feedback from key teaching organizations such as the Carnegie Foundation for the Advancement of Teaching,
- signing a book contract (in July 2004) with Anker Publishing for developing a monograph on the Peer Review of Teaching

## Support, Development, and Growth of the Project over the Years

The PRTP has been financially and pedagogically supported by UNL's Office of Academic Affairs and the Dean of the Office of Undergraduate Education. As a result, during the past ten years, the project has grown into the leading teaching improvement effort on the UNL campus. The following is a brief chronology of the project and the level of financial support:

**1994:** UNL sends a team of five faculty to participate in an AAHE national Peer Review Project.

**1995-1998:** UNL receives a $156,000 grant from FIPSE to provide thirty UNL faculty summer fellowships to engage in peer consultation on teaching. UNL's Office of Academic Affairs provides $73,800 in matching funds for supporting the effort.

**1999:** UNL's Office of Academic Affairs provides $100,000 of funding to support 15 additional faculty members to participate in the peer consultation project.

**1999-2004:** UNL receives funding from Pew Charitable Trusts ($750,000) and the Hewlett Foundation ($120,000) to disseminate a model of peer review to four partner campuses. UNL's Office of Academic Affairs commits over $290,000 to continue UNL's campus effort.

**1999-2000:** Five UNL faculty participate in the UNL fellowship program.

**2000-2001:** Nineteen UNL faculty participate in the fellowship program.

**2001-2002:** Twenty UNL faculty participate in the fellowship program.

**2002-2003:** Twenty-one UNL faculty participate in the fellowship program. Five former fellows participate in the advanced program.

**2003-2004:** Twenty-Two UNL faculty participate in the fellowship program.

***Current* (2004–2005):** UNL's Office of Academic Affairs commits $76,000 to continue the UNL PRTP. Fourteen UNL faculty are participating in this year's fellowship program and twelve former fellows are participating in the advanced program

## APPENDIX A: Faculty Course Portfolios

**Over 170 faculty course portfolios from the project (79 from UNL faculty) are accessible at the following web address:** **www.unl.edu/peerrev/participants/**

*(username = portfolio and password = pfolpass)*

### UNL Faculty Course Portfolios Written in 2004-2005

By May 2005, it is anticipated that 14 additional *benchmark* portfolios and 12 additional *inquiry* portfolios will be written and posted to the website by this year's current project fellows.

### UNL Faculty Course Portfolios Written in 2003-2004

- Bernstein, Stewart (Construction Management) "CET 3330 – Construction Planning And Scheduling"
- Gonzalez-Kruger, Gloria (Family and Consumer Sciences) "FACS 953 - Ethics for Family Professionals"
- Hachtmann, Frauke (Advertising) "ADVT 460 – Advertising Media Strategy"
- Kettler, Tim (Agronomy and Horticulture) "AGRO/SOIL 153 – Soil Resources"
- Krone, Kathleen (Communication Studies) "COMM 486 - Organizational Communication"
- Lin, Li-Wen (Family and Consumer Sciences) "FACS 382 - Parenting",
- Mamo, Martha (Agronomy and Horticulture) "AGRO/SOIL 366 - Soil Nutrient Relationship"
- Miller, Nancy (Clothing, Textiles, and Design) "TCD 413 - Textiles and Apparel Merchandising"
- Orey, D'Andra (Political Science) "POLS 100 - Honors Power and Politics"
- Pedersen, Keith (Construction Systems) "CET 3160 - Construction Specifications And Estimating"
- Powell, Larkin (School of Natural Resources) "NRES 311 – Wildlife Ecology and Management"
- Signal, Sloane (Advertising) "ADVT 357 - Communications Research and Strategy"
- Smooth, Wendy (Political Science) "POLS 338 – Women and Politics"
- Soh, Leen-Kiat (Computer Science and Engineering) "CSCE 235 - Introduction to Discrete Structures"
- Srisa-An, Witawas (Computer Science and Engineering) "CSCS 445/845 - Object-Oriented Systems"
- Trout, Barbara(Textile, Clothing, and Design) "TCD 314 – Visual Merchandising"
- Wang, Jun (Computer Science and Engineering) "CSCE 496/896 - File and Storage Systems"
- Xia, Ruth (Consumer and Family Science) "FACS 488 – Child and Family Policy"
- Zanner, William (School of Natural Resources) "NRES 477/877 - Great Plains Field Pedology"

### UNL Faculty Course Portfolios Written in 2002-2003

- Churchill, Susan (Family and Consumer Science) "FACS 271 – Infancy"
- Crisco, Ginny (English) "English 150 – The Culture of Place"
- Edwards, Carolyn (Family and Consumer Science) "FACS 170 . Introduction to Early Care and Education"
- Fritz, Dana (Visual Literacy) "VISL 140 – Visual Literacy Studio – *Inquiry Portfolio*"
- Gabriel, Mary (Family and Consumer Sciences) "FACS 270L - Development of the Preschool Child Lab
- Goodburn, Amy (English) "English 476 – Reading Theory and Practice – *Inquiry Portfolio*"
- Hallbeck, Susan (Industrial Engineering) "IMSE 321 – Applied Probability And Statistics for Engineers"
- Harris, Rochelle (English) "ENGL 150 – Composition I"
- Henze, Gregor (Architectural Engineering) "AREN 812 - Building Control and Automation Systems"
- Houser, Kevin (Architectural Engineering) "AREN 820 - Lighting II:. Theory, Design & Application"
- Jones-Branch, Julie (Family and Consumer Sciences) "FACS 497A/897A - Early Childhood Education Practicum"
- Lee, Kevin (Astronomy) "ASTR 103 - Descriptive Astronomy"
- Marvin, Chris (Special Education) "SPED 860 – Issues in Early Childhood Special Education"
- Mickelson, William (Educational Psychology) "EDPS 941 - Experimental Design and Analysis of Variance"
- Montaperto, Maria (English) "ENGL 150 – Composition I"
- Pugh-Lilly, Aalece (Educational Psychology) "EDPS 868 – Multicultural Counseling"
- Rigney, Melissa (English) "ENGL 151 – Composition II"
- Spencer, Nick (English) "ENGL 270 – Literary Critical Theory – *Inquiry Portfolio*"
- Swearer, Susan (Educational Psychology) "EDPS 949 - Cognitive Therapy With Children And Adolescents"
- Tiller, Dale (Architectural Engineering) "AREN 3200 – Lighting Fundamentals"
- Wentz, Tim (Construction Management) "CNST 305 - Building Environmental Technical Systems I"
- Woodward, Gordon (Mathematics) "Math 107H – Honors Calculus"

### UNL Faculty Course Portfolios Written in 2001-2002

- Ansorge, Charles (Educational Psychology) "EDPS 859 - Statistical Methods"
- Benes, Bev (Nutrition) "NUTR 151 – Introduction to Nutrition"

- Berryman, Charles (Construction Management) “CNST 305 – Environmental Systems I”
- Buck, Gail (Elementary Education) “ELMT 400 - Science Education Diversity Field Experience”
- Fischer, Bruce (Construction Management) “CNST 131 – Introduction to Construction Management”
- Fritz, Dana (Visual Literacy) “VISL 140 – Visual Literacy Studio”
- Ingraham, Elizabeth (Visual Literacy) “VISL 140 – Visual Literacy Studio”
- James, Michael (Textiles, Clothing and Design) “VISL 140 – Visual Literacy Studio”
- Jensen, Wayne (Construction Management) “CNST 241 – Construction Equipment and Methods I”
- Jones, Georgia (Nutrition) “NUTR 244 - Scientific Principles Of Food Preparation”
- Kolbe, Tom (Education) “CURR 307 - Social Studies Methods”
- Marvin, Chris (Special Education) “SPED 860 – Issues in Early Childhood Special Education”
- Morehouse, Toni (Special Education and Communication Disorders) “SLPA 464 – Phonological Disorders”
- Raffaelli, Marcela (Psychology) “PSYH 181 Introduction To Psychology”
- Schnepf, Marilynn (Nutrition) “NUTR 253 Cultural Aspects of Food and Nutrition”
- Sievers, Margaret (Curriculum and Instruction) “CURR 351 Human Technologies in Teaching”
- Wentz, Tim (Construction Management) “CNST 441 – Professional Practice and Ethics”
- Williams, Sandra (Visual Literacy) “VISL 140 – Visual Literacy Studio”
- Wright, Eugene (Construction Management) “CNST 112 – Construction Communications”
- Young, Linda (Nutrition) “NUTR 344 – Food and Nutrition for Healthy Living”

### UNL Faculty Course Portfolios Written in 2000-2001

- Anderson, John (Economics) “ECON 371 – Economic Development”
- Bernstein, Dan (Psychology) “PSYC 402 – Psychology Research”
- Bevins, Rick (Psychology) “PSYC 461 – Learning Processes”
- Comer, John (Political Science) “POLS 334 - Polls, Politics, and Public Opinion”
- Evans, Richard (Business) “Faulkner Writing Lab”
- Gallagher, Chris (English) “ENGL 200 - Introduction to English Studies”
- Garbin, Calvin (Psychology) “PSYC 350 – Research Methods and Data Analysis Laboratory”
- Goodburn, Amy (English) “ENGL 476 - Reading Theory and Practice”
- Hames, Raymond (Anthropology) “ANTH 212 – Introduction to Cultural Anthropology”
- McCollough, Martha (Anthropology) “ANTH 351- Native Peoples and Cultures of North America”
- McMahon, Patrice (Political Science) “POLS 160 - Introduction to International Relations”
- Morstad, Jill (Business) “Faulkner Writing Lab”
- Newman, Lex (Philosophy) “PHIL 101 – Introduction to Philosophy”
- O’Conner, Thomas (Business) “Faulkner Writing Lab”
- Petr, Jerry (Economics) “ECON 388 - Comparative Economic Systems”
- Rapkin, David (Political Science) “POLS 160 – International Relations”
- Ruchala, Linda (Accounting) “ACCT 308 - Managerial Accounting”
- Spencer, Nick (English) “ENGL 270 - Literary Critical Theory”
- Stara, Nancy (Accounting) “ACCT 412/812 - Federal Tax Accounting I”
- Wedeman, Andrew (Political Science) “POLS 272 – Non-Western Politics”
- White, Laura (English) “ENGL 465/865 - Nineteenth Century British Literature”

## APPENDIX B: Significant Publications

- Bernstein, D. 2002, Representing the Intellectual Work in Teaching Through Peer-Reviewed Course Portfolios. In: S. Davis & W. Buskist, (eds.) *The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles L. Brewer.* Lawrence Erlbaumm Mahwah, New Jersey. 215-229.
- Bernstein, D. and R. Edwards. 2001. Rigorous Peer Review of Teaching. *The Chronicle of Higher Education*. Jan 5: B24.
- Bernstein, D., J. Jonson, and K. Smith. 2000. An Examination of the Implementation of Peer Review of Teaching. *New Directions for Teaching and Learning* 83: 73-85.
- Goodburn, A. 2002. The Course Portfolio: Individual and Collective Possibilities. In: D. Minter & A. Goodburn (eds.) *Composition, Pedagogy, and the Scholarship of Teaching.* Boynton/Cook Portsmouth, NH.
- Goodburn, A. Fall/Winter 2002. (Re)Viewing Teaching as Intellectual Work in English Studies: Insights from a Peer Review of Teaching Project. *Reader.*
- P. Savory, D. Bernstein (in revision) “A New Paradigm for Peer Review of Teaching,” *Journal of Engineering Education*

## APPENDIX C: Faculty comments about their participation in the PRTP

"Through my participation, I was amazed and embarrassed to discover that I had course objectives I never taught, I had course objectives I taught but never assessed, I had course objectives I assessed and never taught, and I had material I taught and assessed but never listed as a course objective. By reorganizing the goals of my course, developing rubrics for evaluating student work, and assessing my classroom activities, I now have a focused approach for linking my teaching to my students' learning." – **Christine Marvin, Associate Professor, Special Education and Communication Disorders**

"My participation in the project has given me a fundamental understanding of how to determine my course goals and outcomes before developing the actual syllabus. I have been able to develop an excellent design for the course I was working on and, more importantly, I have been inspired to work with my department colleagues to create goals and outcomes for all our courses." – **Stuart Bernstein, Assistant Professor, Construction Systems Technology**

"Producing my inquiry course portfolio gave me a framework in which to refine my course. Although the methods I used seemed at first too scientific for a subjective area like art, the "Hypothesis, Data, Conclusion" structure allowed me to be more objective about my teaching. Participating in the project has helped me to write better curricula and more fairly evaluate student learning. The reflective writing process used in the project was so useful that it inspired me to assign my students to reflect in writing on their drawing process and progress. Among other things, this written component helps me to better understand their perceptions of the course and helps students to see their progress more clearly." – **Dana Fritz, Associate Professor, Art and Art History**

"I've always been somewhat unnerved by the role that student evaluations play in promotion and tenure in our department. In the absence of something else to provide another perspective or another piece of information, in many ways tenure decisions in regards to teaching are being made by 18, 19, and 20-year olds. The peer review of teaching project offers a valuable and useful component to supplement the student voice in evaluating teaching." – **John Comer, Chair and Professor, Political Science**

"As a new faculty member with no formal teaching experience, this project has helped me to become much more focused and efficient as an educator. I now feel confident in my capabilities and have a solid base from which to monitor my own progress and my students' learning." – **Sloane Signal, Assistant Professor, Advertising**

"As a result of my participation in this project and my interactions with peers, the biggest impact on my teaching has been for me to refocus my thoughts concerning course development. Instead of developing presentation materials first and then creating assessments to see if the students mastered the issues, I now look towards the end of the course and focus on what it is that I want students to learn and then structure the presentations to achieve these goals. As such, instead of blindly hoping to achieve my course goals, I now aim directly at them." – **Bruce Fischer, Assistant Professor, Construction Management**

"The project required me to be very conscious about how I was designing a syllabus, how I was evaluating students, and how I was approaching my teaching. It serves as a foundation on which my colleagues and I often start discussions about teaching and learning." – **Patrice McMahon, Assistant Professor, Political Science**

"By participating in the project, I have added lectures, discussions, and activities that are directly tied to course objectives, and I better monitor student groups. In addition, I have created grading rubrics that force me to clarify my expectations – this has allowed my students to understand what is expected of them." – **Larkin Powell, Assistant Professor, School of Natural Resources**

"This project has forced me to develop clear-cut goals and objectives that have now been defined in such a way that I can measure them. Along with teaching me how to self-evaluate my teaching, the project has also helped to improve my teaching." – **D'Andra Orey, Assistant Professor, Political Science**