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Peer Review of Teaching Project: Survey of Project Participants

Paul Savory

University of Nebraska-Lincoln, psavory2@gmail.com

Amy M. Goodburn

University of Nebraska-Lincoln, agoodburn1@unl.edu

Amy Nelson Burnett

University of Nebraska-Lincoln, aburnett1@unl.edu

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Savory, Paul; Goodburn, Amy M.; and Burnett, Amy Nelson, "Peer Review of Teaching Project: Survey of Project Participants" (2004). *Industrial and Management Systems Engineering -- Reports*. 7.
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Results from Peer Review of Teaching Survey

In planning for the future of the Peer Review of Teaching project, we are seeking feedback on your experience in the project (i.e., writing a course portfolio, possibly having it externally reviewed) and the impact that your experience has had on your teaching. While each of the partner campuses (University of Nebraska-Lincoln, University of Michigan, Kansas State, Texas A&M, Indiana – Bloomington, and University of Kansas) have shaped the project experience differently for campus participants, we are seeking feedback from participants of all the project partners to get an overall assessment of the project.

Adminstered from August 25, 2004 – September 22, 2004

Request for participation went to 135 “faculty” participants with portfolios on the project web site (www.courseportfolio.org) as of August 2004. Excluded were graduate students, non-project faculty, “old” portfolios, and UNL faculty coordinators

86 faculty responded to the survey. Thus a response rate of 64%. Of the respondents:

- 43 from UNL**
- 15 from Indiana**
- 8 from Kansas State**
- 13 from Texas A&M**
- 7 from Michigan**

QUESTION: On average, how many courses do you teach per semester?

UNL

2
2
3
2
Three
1 a year
4
3
3 per semester
1
2
38020
2
2
One
2
two
2
2
1
3
two
1
1
4
2
8 labs
2
Three
2
2
1
three
two
3
2
1
1
3
two
3
2

MICHIGAN

one
One
2

1
1
2 (now retired)
3

TEXAS A&M

3
2
2
2
four
2
1 course
1
3
1
2
1
two

KANSAS STATE

2
37988
two
2
two
2 or 3
3
2

INDIANA

2
2
2
2
2
1
1 per year (I'm part time)
2
2
2
Two
two
3 to 4 (not including internship
supervision)
three
Three

QUESTION: On average, how many students do you teach per semester?

UNL

- 20
- 45
- 40 students at a time in 2 labs and approx. 150 in lecture
- 55
- 80
- 25
- 85
- 500
- 100
- 60
- 70
- 40
- 80-90
- 40
- 20
- 30
- 80
- 75
- 40
- 40
- 35
- 50-185
- 200
- 50
- 50
- 65-70
- 50
- 40
- 225
- 116 this semester
- 70-80
- 40
- 85
- 75
- sixty
- 140
- 20
- Varies considerably
- Between 20 and 250, depending on the course
- 48
- 100
- 85
- 80

MICHIGAN

- 20

70
18
85
30
100-120
60

TEXAS A&M

80 or so
240
75
150
150
20
135
65
175
200
100
120 or 20
200

KANSAS STATE

50
104
20-130
50
60
170
80
60

INDIANA

80
70
50
80-100 (highly variable)
70
75
16
400
75
50
25-30
50-60
200-250
25-30
110

independent study with graduate students

Job applications

Job applications

Job applications

Job applications

Job applications

Job applications

Job applications

Job applications

Job applications

Job applications

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

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Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

My Classroom

Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion

to explain my course structure to GTAs and adjuncts who are teaching the same course

MICHIGAN

Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Merit review
Merit review
Merit review
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
Presentations at conferences in your discipline
Presentations at teaching-related conferences
Presentations at teaching-related conferences
Scholarly publications
Scholarly publications

suggestions to Associate Dean & to colleagues
Tenure and Promotion
Tenure and Promotion

TEXAS A&M

Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Department program review
Department program review
Job applications
Job applications
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
My Classroom
New Faculty Orientation
Presentations at conferences in your discipline
Presentations at teaching-related conferences
Presentations at teaching-related conferences
Presentations at teaching-related conferences
Presentations at teaching-related conferences
Scholarly publications
shared with junior colleague as example of self-assessment, peer review, portfolio development
Teaching awards

Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion

KANSAS STATE

Accreditation of department/area
Accreditation of department/area
Accreditation of department/area
campus teaching workshops
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Department program review
Interaction with an education PhD student
Job applications
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
Merit review
My Classroom
My Classroom
My Classroom
My Classroom

My Classroom
My Classroom
My Classroom
My Classroom
Presentations at conferences in your discipline
Presentations at conferences in your discipline
Presentations at teaching-related conferences
Presentations at teaching-related conferences
Presentations at teaching-related conferences
Presentations at teaching-related conferences
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion

INDIANA

Accreditation of department/area
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Colleague Conversations
Curricular Revision
Curricular Revision
Curricular Revision
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Curricular Revision
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Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Curricular Revision
Department program review
Department program review
Department program review
Development of programming for faculty development
I sent a version of the teaching statement I wrote for the portfolio to a new online teaching journal. It was not a scholarly piece, which is why I'm including it here.
Job applications
Job applications

Job applications

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

Merit review

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

My Classroom

Other

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at conferences in your discipline

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences

Presentations at teaching-related conferences
Presentations at teaching-related conferences
Presentations at teaching-related conferences
Scholarly publications
Scholarly publications
Scholarly publications
Scholarly publications
Scholarly publications
Scholarly publications
Scholarly publications
Scholarly publications
Scholarly publications
Scholarly publications
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Teaching awards
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion
Tenure and Promotion

QUESTION: If you have used your course portfolio, how was it received in the contexts that you've checked above? (e.g., did readers think it was strong evidence of the intellectual work of teaching?)

UNL

- I haven't had a chance to use my course portfolio in teaching awards, merit review, and so on. But I plan to use it as I think it is important ... I will have to wait until the next review to use the course portfolio.
- Everyone that I recall speaking to about my course portfolios was very complimentary. They mostly expressed that it was a very easy way to understand the structure and content of the course as well as the intellectual rigor involved in writing the curricula.
- by "used" above, I mean made reference to--I haven't shown the actual document to others since the project
- Initially, most did not know anything about it, nor did they feel it was all that significant. After showing them how it helped me improve my approach to teaching and how powerful a tool it really is, they seemed to give the project more credit.
- Reports indicate to me the audience found the evidence convincing and they were impressed with the detailed level of analyses used. I received two teaching awards and positive departmental reviews since including parts or full reference to my portfolio.
- I provided a format to include information for promotion file other than student evaluations. I believe it was viewed positively by reviewers since no one on the P & T committee questioned my teaching accomplishments.
- It has always received a positive response, although not always as strongly positive as I would hope.
- I talked about it on several occasions during faculty meetings and some of my colleagues are now participating in it. So far, readers have been very impressed with it.
- The medium was so innovative that I don't believe they got a good grasp of what it was all about.
- Favorable response.
- Students seem to respond positively to having the chance to contribute.
- I believe my department chair appreciated the work that went into creating the portfolio.
- no response as yet
- I will be using the materials I produced via my participation in the peer review of teaching project this fall and spring for the first time. I feel as if I'm on solid ground in having these types of materials that document a systematic approach to reflecting on my teaching. I hope my hunch is correct!
- I have not received detailed feedback on the course portfolio, but it is an integrated and integral part of my overall teaching portfolio, which has been warmly received by colleagues. I suspect participation in this project was helpful in my successful candidacy for a teaching award.
- don't know
- Yes, readers thought it was strong evidence of the intellectual work of teaching.
- I have not gotten feedback from my portfolio. It is still early, so I hope to hear more in the future.
- Yes, that was the general reaction.
- Mostly I have used it to show others what I taught, how I taught, and how it was received. Unfortunately, I have received little feedback regarding the portfolio itself.
- Evidence of teaching scholarship; Evidence of course improvements; evidence of accomplishments in teaching
- It was given to a national audience. The portfolio was well received because it was a rarity and a much needed tool for the area it represented.
- I presented it at the national Peer Review Conference held spring 2004 at UNL. My presentation seemed to be very well received as it was focused and concrete and therefore easy to understand and discuss.
- Nobody in my department buys the idea of a teaching portfolio -- it is widely viewed as a waste of time.
- I do not know.

- I don't know how the awards committee considered the portfolio in their deliberations -- there was no feedback. Developing the portfolio was a significant help in my review of my course and reflection on how to improve the course.
- Unknown at this time (no response yet)
- The portfolio was used to discuss the curriculum of my course with the other instructors who also teach the course, but were not involved with the review. I also plan on it being featured in my Annual Report of Faculty Activities.
- to be honest, it probably wasn't read.
- I assume that the course portfolio had a positive impact in both areas that I mention. However, I have the impression that my home institution as a whole values course portfolios less than student teaching evaluations and advising graduate student theses.
- We have adopted as a department the course portfolio for promotion and tenure.
- In the context of merit/promotion reviews, my teaching was well evaluated and presumably the portfolio helped (but it's hard to know ...). The use of my portfolio at a teaching-related conference was well received.
- Typically people are impressed with the work, but I think there is some confusion about what it is, and how P and T committees should look at the portfolio.
- I have been frankly disappointed with the way my colleagues have viewed my participation in the peer review project. Most of them did not "get it." They did not understand the amount of effort nor the payoff for being involved in the project.

MICHIGAN

- All the feedback I received was very strong. I believe it helped me make a strong case for promotion.
- Only parts of it have been used in a scholarly paper such as examples of student work. The paper has not been submitted yet.
- There was no response.
- It was fairly well received. I think if the review process had been more positive, the portfolio would have been more useful.
- --a mixed response.

TEXAS A&M

- Generally just used parts. It was very well received.
- The portfolio was well received.
- very well received
- I think it has generally well-received, but some view it as a waste of time and not worth much. I think it would "hold more water" if I could demonstrate that, indeed, an external "peer" has actually reviewed and critiqued it. As it stands now, it is analogous to a manuscript that is "in prep" or "submitted," but never published.
- Umm. I suggested it (and the other three be used as a weak model for
- In general a strong, positive response.
- Received good responses.
- I didn't get any direct feedback but we sent the website to academicians who were asked to write a evaluation for my promotion.

KANSAS STATE

- The response was positive; the portfolio was seen as "useful."
- It made an good impression on my department colleagues who reviewed it as part of my tenure and promotion documentation.
- The portfolio was a useful document for the merit review process and annual review process in order to demonstrate my commitment to reflective teaching. It was also useful to me as I revised the course for a subsequent semester.
- It has been well regarded.
- Very positively. I was the first faculty member at my university to use it for tenure review. I received very good feedback.

- Some people on the committee might have, but all of the items were rolled into one merit number, so I can't be sure how much it was worth to them.

INDIANA

- The jury is still out on that. It clearly did not have an impact on my tenure case. In the context of conferences, I do believe that the people who attended the session were there due to interest in this technique specifically as a means of demonstrating teaching excellence and the intellectual work associated with it.
- Very well in some--I am still waiting for how it will be received in the tenure and promotion process as part of my evidence for excellence in teaching.
- Not applicable at this time.
- It has been praised, but you know, I wonder if we're really at the point where we feel we can be fully frank. Concern for teaching (particularly at research universities) is a custom so widely more honored in the absence than in the presence that those of us who do care about it are reluctant to risk driving people away. And also one's presentations are always the best face (as Dan reminds us that they should be, since our scholarship in our fields is always our best face). So this is really difficult to tell.
- I got no direct feedback on the portfolio from IU colleagues/peers involved in the annual review of pre-tenured faculty. Individuals in SOTL offices were very complimentary.
- I am undergoing the tenure process right now. While my portfolio is included, I am not sure that my department really cares to see it or will pay any attention to it. The major thing the portfolio did for me was to change the way I assessed at my own teaching efficacy. What I got out of this were better ways to collect info to document the learning going on in my classrooms and show how I can best facilitate that learning.
- I will be using my portfolio in October at the inaugural SoTL conference and again in November at a scholarly conference in Boston. As I am not tenure-track faculty and only teach part time, I have not really used the portfolio except for my own thinking. I hope that some day, however, it will come in handy when I need to show others the kind of teaching I do and my commitment to student learning.
- In most venues, the course portfolio was received very positively. Individuals were very impressed with the amount of quantitative data collected and used to answer scholarly questions about the classroom. The portfolio was positively received by my dept with respect to merit review. In addition, as a result of having my portfolio published online, I am now considered by some to be a resource for questions on the portfolio.
- I think it was given some consideration in an annual review, counting both as a publication (sort of) and as evidence of caring about teaching.
- By collecting data for my portfolio, I was able to see what changes were needed to enhance my students learning. After the portfolio was assembled, I was asked to submit it as part of the nomination process for a teaching award, which I won. I also wrote an article on the portfolio process and its impact on my students learning for a major journal in my field (science education) and I have been asked to make some revisions & resubmit the article. In addition, I have presented a workshop on the creation and use of portfolios at a regional conference, and will be making a similar one at an upcoming international conference in November. Not only has my portfolio been well received, my participation in this Teaching Project enabled me to become a reflective practitioner, a skill I have been able to share with my undergraduate students who are future teachers.
- The group was very receptive. I had lots of great questions and good feedback as well.
- I am not sure how it was used as a criteria for awards or merit review as the dept chair did not comment on the portfolio submission. The development of the course portfolio did help me to critically think about student learning and the markers I use to assess their learning. Developing the portfolio has helped me to link with colleagues who also value the scholarship of learning which in turn has afforded me the opportunities to present at a conference.
- Submitted course portfolio along with dossier for promotion to Full Professor, based on excellence in teaching-- and was successful in being promoted. Reviewers cited strong evidence for excellence
- So far there seems to be some ambivalence by some of my peers. My documents have just been put forward for promotion so I don't know that yet. I have just instituted the first comparison of the subject in the classroom so I don't know about that either.

QUESTION: My participation in the Peer Review of Teaching project has been useful in...**helping me to improve my teaching in my target course (the one I focused my project participation on)**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Agree
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Strongly Agree
- Strongly Agree
- Agree
- Agree
- Agree
- Strongly Agree
- Strongly Agree
- Agree
- Agree
- Agree
- Strongly Agree
- Strongly Agree
- Strongly Agree
- Agree
- Strongly Agree
- Strongly Agree
- Strongly Agree
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- Strongly Agree
- Strongly Agree
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- Strongly Agree
- Strongly Agree
- Strongly Agree
- Strongly Agree
- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Agree

Agree

MICHIGAN

Strongly Agree

Indifferent

Agree

Strongly Agree

Agree

Agree

Agree

TEXAS A&M

Strongly Agree

Strongly Agree

Agree

Agree

Strongly Agree

Strongly Agree

Strongly Agree

Agree

Strongly Agree

Strongly Agree

Strongly Agree

Agree

Agree

KANSAS STATE

Strongly Agree

Strongly Agree

Agree

Agree

Strongly Agree

Strongly Agree

Agree

Indifferent

INDIANA

Agree

Agree

Agree

Strongly Agree

Agree

Agree

Strongly Agree

Strongly Agree

Agree

Strongly Agree

Agree

Strongly Agree

Not applicable

Strongly Agree

Agree

QUESTION: My participation in the Peer Review of Teaching project has been useful in... **helping me to improve my teaching in other courses I teach**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Indifferent
- Agree
- Not applicable
- Agree
- Agree
- Agree
- Not applicable
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Agree
- Agree
- Strongly Agree
- Agree
- Agree
- Indifferent
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Agree
- Not applicable
- Agree
- Agree
- Strongly Agree
- Strongly Agree
- Not applicable
- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Agree
- Agree

MICHIGAN

Agree
Disagree
Agree
Agree
Agree
Agree
Agree

TEXAS A&M

Strongly Agree
Agree
Agree
Agree
Strongly Agree
Agree
Not applicable
Agree
Strongly Agree
Agree
Strongly Agree
Agree
Agree

KANSAS STATE

Strongly Agree
Strongly Agree
Agree
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Agree
Strongly Agree
Indifferent
Agree

INDIANA

Strongly Agree
Agree
Agree
Strongly Agree
Not applicable
Agree
Not applicable
Agree
Strongly Agree
Strongly Agree
Agree
Not applicable
Not applicable
Strongly Agree
Agree

QUESTION: My participation in the Peer Review of Teaching project has been useful in... helping **me to develop better methods for documenting and analyzing my teaching and the resulting student learning**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Indifferent
- Agree
- Strongly Agree
- Indifferent
- Agree
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Strongly Agree
- Agree
- Indifferent
- Agree
- Strongly Agree
- Agree
- Agree
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Strongly Agree
- Agree
- Agree
- Strongly Agree
- Strongly Agree
- Strongly Agree
- Agree
- Not applicable
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Agree
- Strongly Agree
- Strongly Agree
- Agree
- Agree
- Strongly Agree
- Indifferent
- Agree

Strongly Agree

MICHIGAN

Agree

Agree

Indifferent

Agree

Agree

Agree

Disagree

TEXAS A&M

Strongly Agree

Agree

Agree

Agree

Strongly Agree

Agree

Agree

Indifferent

Strongly Agree

Agree

Agree

Agree

Agree

KANSAS STATE

Agree

Strongly Agree

Indifferent

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Strongly Agree

Strongly Agree

Indifferent

Indifferent

INDIANA

Strongly Agree

Strongly Agree

Strongly Agree

Strongly Agree

Agree

Strongly Agree

Strongly Agree

Strongly Agree

Agree

Strongly Agree

Agree

Agree

Not applicable

Strongly Agree

Strongly Agree

QUESTION: My participation in the Peer Review of Teaching project has been useful in... **helping me to identify, articulate, and revise course goals and learning objectives**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Agree
- Strongly Agree
- Strongly Agree
- Indifferent
- Strongly Agree
- Strongly Agree
- Agree
- Agree
- Agree
- Strongly Agree
- Not applicable
- Agree
- Agree
- Agree
- Strongly Agree
- Agree
- Indifferent
- Agree
- Agree
- Agree
- Agree
- Agree
- Strongly Agree
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- Agree

MICHIGAN

Strongly Agree
Agree
Agree
Agree
Agree
Agree
Agree

TEXAS A&M

Strongly Agree
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KANSAS STATE

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QUESTION: My participation in the Peer Review of Teaching project has been useful in... **helping me to identify an issue in my teaching and to develop a plan for investigating it**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

Indifferent
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MICHIGAN

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TEXAS A&M

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KANSAS STATE

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INDIANA

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QUESTION: My participation in the Peer Review of Teaching project has been useful in... **fostering self-reflection and awareness about my own teaching practices**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

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INDIANA

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QUESTION: My participation in the Peer Review of Teaching project has been useful in... **building a vocabulary for discussing and evaluating teaching as intellectual work**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

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MICHIGAN

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TEXAS A&M

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KANSAS STATE

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INDIANA

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QUESTION: My participation in the Peer Review of Teaching project has been useful in... **developing a sense of what constitutes an effective course portfolio**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Indifferent
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- Strongly Agree
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MICHIGAN

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TEXAS A&M

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KANSAS STATE

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INDIANA

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QUESTION: My participation in the Peer Review of Teaching project has been useful in... **providing structures and strategies for creating a course portfolio**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Agree
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- Strongly Agree
- Agree
- Indifferent
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MICHIGAN

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TEXAS A&M

Strongly Agree
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KANSAS STATE

Not applicable
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INDIANA

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Strongly Agree
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QUESTION: My participation in the Peer Review of Teaching project has been useful in... **developing a sense of how to read and assess others' teaching materials**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Disagree
- Agree
- Strongly Agree
- Agree
- Agree
- Strongly Agree
- Agree
- Indifferent
- Agree
- Agree
- Disagree
- Agree
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Indifferent

MICHIGAN

Agree

Disagree

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TEXAS A&M

Strongly Agree

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Agree

Strongly Agree

Agree

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Agree

Agree

Agree

Strongly Agree

Agree

Indifferent

KANSAS STATE

Strongly Agree

Strongly Agree

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Strongly Agree

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Indifferent

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INDIANA

Agree

Strongly Agree

Strongly Agree

Strongly Agree

Agree

Indifferent

Agree

Strongly Agree

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Agree

Not applicable

Strongly Agree

Agree

QUESTION: My participation in the Peer Review of Teaching project has been useful in... **generating strategies for integrating the documentation of teaching into my classroom practices**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Disagree
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Agree

MICHIGAN

Agree

Agree

Indifferent

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Not applicable

Disagree

TEXAS A&M

Strongly Agree

Not applicable

Agree

Agree

Strongly Agree

Agree

Agree

Indifferent

Agree

Agree

Agree

Strongly Agree

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KANSAS STATE

Strongly Agree

Agree

Indifferent

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Strongly Agree

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Strongly Disagree

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INDIANA

Strongly Agree

Agree

Agree

Agree

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Strongly Agree

Strongly Agree

Indifferent

Strongly Agree

Agree

Strongly Agree

Not applicable

Agree

Strongly Agree

QUESTION: My participation in the Peer Review of Teaching project has been useful in... **helping me/my department to identify and revise curricular goals/practices across departmental courses**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Disagree
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MICHIGAN

Agree
Disagree
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Indifferent
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Strongly Disagree

TEXAS A&M

Strongly Agree
Not applicable
Agree
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KANSAS STATE

Strongly Agree
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INDIANA

Disagree
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Disagree
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Strongly Agree
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Indifferent

QUESTION: My participation in the Peer Review of Teaching project has been useful in... **providing me opportunities to learn about teaching issues in other academic areas/departments**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

Indifferent
Strongly Agree
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Strongly Agree
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MICHIGAN

Indifferent

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Disagree

TEXAS A&M

Strongly Agree

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Agree

Agree

Strongly Agree

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Strongly Agree

Strongly Agree

Strongly Agree

Strongly Agree

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KANSAS STATE

Agree

Agree

Agree

Disagree

Agree

Agree

Strongly Disagree

Indifferent

INDIANA

Strongly Agree

Agree

Agree

Agree

Agree

Not applicable

Agree

Agree

Agree

Strongly Agree

Agree

Indifferent

Agree

Not applicable

Strongly Agree

Agree

QUESTION: My participation in the Peer Review of Teaching project has been useful in... **becoming part of a group of faculty who can create and advocate campus teaching policies**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Strongly Agree
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MICHIGAN

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Not applicable

Strongly Disagree

TEXAS A&M

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Indifferent

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Agree

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Agree

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Strongly Agree

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KANSAS STATE

Strongly Agree

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INDIANA

Strongly Agree

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Strongly Agree

Strongly Agree

Indifferent

Strongly Agree

Not applicable

Strongly Agree

Strongly Agree

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Agree

Not applicable

Strongly Agree

Agree

QUESTION: My participation in the Peer Review of Teaching project has been useful in... **developing leadership skills in supporting and improving teaching at the campus level**

(Scale: Strongly Agree, Agree, Indifferent, Disagree Strongly Disagree, Not Applicable)

UNL

- Strongly Agree
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TEXAS A&M

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KANSAS STATE

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Not applicable

Strongly Agree

Agree

QUESTION: Briefly describe how your teaching has changed as a result of your participation in the Peer Review of Teaching project. What has been the impact on student learning in your courses?

UNL

- The peer review project provided a formal structure for me to change things in my class that had not been working well -- especially by better connecting class activities and assignments with desired learning outcomes. I was also better able to focus on process-learning. These are things I wanted to work on, and the peer review project was provided a context and motivation to deal with these things.
- I am more "aware" of things now. My delivery is less "arbitrary" and less "regimental". I have always been able to incorporate games and fun stuff into my courses; but the "delivery" of regular lectures might be a bit too dull at times, or lack of motivating factors ... these days, I think I am better at communicating and motivating the students about what I expect and what they should expect out of the courses.
- It is now much easier to achieve learning goals. I now go straight to the desired end result and then develop specific activities that will make the end result possible.
- I use rubrics where I did not before. (1) I design more meaningful rubrics for students and myself, (2) I have a more balanced set of assignments ; ones for incentive and keeping students "on-task" and ones used for evaluating student learning outcomes. I weigh each of these differently whereas in the past they all got equal weight (which I came to realize was not appropriate or fair), (3) have completed an experimental study looking at complexity of instructor and student discussions online and in classroom. (4) -I have reduced the amount of reading assignments and increased the amount of time in discussion of assigned readings. (5) I have witnessed one graduate student demonstrating the high quality of writing and synthesis I had hoped for on masters' comprehensive exams following her participation in the revised course. I hope for more proof in exams taken by MA students in fall and spring exam
- I am more concerned with the question "How do I know if students are learning what I want them to learn?" I use more minute papers in class to gauge student learning through their comments. I have tried to tie objectives more closely to activities. I am not sure if student learning has been impacted yet. I feel that the course is more coherent and learning activities are more closely tied together.
- I think it has helped me develop a mechanism for effective feedback on changing my teaching. I used to change all of my courses each year somewhat, but without a clear understanding of what the change would do to enhance learning in the class. Peer Review has helped me develop a structure to implement positive change with a defined goal.
- The feedback that I provide has become much more detailed and "user-friendly." Students have indicated that they have a better idea of how their grade was calculated/assigned.
- I am more willing to listen to student concerns, but I also understand that as a professor there are some things that I should still be able to expect students to do.
- More cognizant of the teaching process as it relates to other cognates the students encounter.
- I am better able to define course objectives and then structure course material to support those objectives.
- I've incorporated student feedback in a more structured manner.
- More responsive to and more aware of students' day-to-day learning.
- My teaching became more planful and I became a more empathetic teacher. I believe my students learn more and I certainly have better interactions with them.
- I've been more aware of processes involved in aligning specific student learning activities with course goals and objectives.
- I am more attentive to student learning -- especially identifying goals and measuring/documenting students' performance in light of those goals. Students seem more attentive as well, and are able to self-assess. This project helped me integrate student self-assessment into my courses.
- More aware of learning strategies. Better methods for communicating course goals and desired outcomes
- Better able to reflect on successes and failure, redesign, etc.

- Peer teaching gave me the confidence to try new approaches to teaching the course. I now ask more of the students in creativity and self directed responses to case studies.
- My involvement contributed to a greater understanding of students' needs relative to the evaluation of their course work, prompted me to revise and refine my assessment strategies, and contributed to a subsequent improvement in students' response in the course setting.
- I am more aware of my style of teaching and now understand how to measure student outcomes.
- I am much more systematic in thinking about outcomes and trying to tie the course experiences to them. I think students find my courses better organized and more unified in main messages.
- I revised the assignments to include more reflective journaling and discussion. I framed the guiding questions to investigate the challenges, successes, and needs that were emerging as the students interacted with the children in the lab. As a result, the students reflected on their own skill development as well as the skill development of the children they were teaching in the lab. Students then began asking more questions and we went on from there reflecting on our roles as teachers and researchers. The journaling provided a written documentation of the process.
- My Peer Review experience encouraged me to finally get rid of lecture. I don't think I will ever lecture in a course again. I spend my prep time making worksheets and peer instruction materials rather than lectures. I made the leap to a 100% student-centered pedagogy because of my peer review experiences. It made me completely aware of how little my students were learning.
- Makes me think more about what I am doing in the class room.
- I've become less lecture delivery focused and more oriented towards in-class work and practical application. I have not been able to measure student learning routinely, but I do sense an increase in interest and class participation/discussion.
- My course is now goal-driven--not textbook driven. Everything I do in my course has a reason behind it, linked to the goals of the course.
- The project has strengthened my focus on teaching toward course goals and increasing the use of 'student-centered' learning methods in my classroom.
- I have stepped outside the book and learned to teach what is important. I also have learned how to gauge the students and make sure they are leaving with what is important.
- My participation has enabled me to anticipate and coordinate student responses in the classroom and organize syllabi accordingly. Through detailed reflection on syllabi and teaching practices, I believe that I am now more successful in developing student learning over the course of a semester.
- Student work has improved dramatically because of #1 the clarity in the delivery of the material, #2 my time is managed much more effectively and that allows, #3 the students to see the results of their projects and understand their progress (via grading rubrics)
- Become better organized and target. Students are better motivated.
- Consciousness raising with respect to a number of issues related to teaching
- The process of participating in the project helped me articulate specific goals for my courses and figure out whether and how what I was actually doing in class was linked to those goals. This helped me adapt course practices that are more explicit, which fosters student learning.
- I am much more focused in my course goals and grading. The PRTP has also helped me to be more consistent in grading subjective areas of study. I also have a much better understanding of the role my target course plays in the overall curriculum, and a better understanding of the curriculum in general.
- I am more organized as a teacher. My classes are better organized.

MICHIGAN

- The course evaluations from students were stronger this semester than ever.
- I was writing a course portfolio on a brand new course. The course has certainly evolved and improved, but I am not sure that I can credit the course portfolio with that. I was also writing on the first course that I have ever taught. I had so much growth and change to do, that again, no one experience can get credited with affording me the greatest growth opportunity.
- I think my students are clearer on my goals. Because of the project, I am more aware of the need to allow students to reflect on the differences between Indonesian and American cultural values so that they can more clearly understand the Indonesian ones.
- I think the process helped me identify more carefully the connection between teaching, learning and evaluation. It has made me more brave in trying innovative teaching methodologies.

- I'm not sure that my teaching and my students' learning has actually changed all that much. The project did make me consciously aware of some of the things I had been doing, and enabled me to specifically try to include them.
- I certainly thought through my course and those of my colleagues, and the experience was valuable. I am not convinced of the value of all this portfolio creation, except when you need to demonstrate how you design a course for a prospective employer. I'm not convinced that there is a good solution for the problems of how to assess student learning.

TEXAS A&M

- My writing assignments in all of my classes are more clearly tied to my course objectives. Therefore, I believe the students are more clear on my expectations for the assignments. I also believe they do better as a result.
- I am more reflective in my teaching and thoughtful about student learning.
- The portfolio project gave me the opportunity to reflect constructively on my teaching by asking fundamental questions that are so easy to lose sight of: what do I expect students to gain from my classes, why, how will I accomplish those goals, etc.
- more student centered during lecture/discussions
- I participated in the project while developing my first independent course in my career and therefore I am unable to compare student learning due to the Peer Review Project. However, I believe that the project did help me design the course to achieve better student learning than would have been possible otherwise.
- Has encouraged me to institute mechanisms to measure teaching effective. Results not in at this time.
- I shifted my thoughts toward how to reach the "target" group that I realized I wasn't teaching very effectively. I'm a little behind in making any major changes in practice. I initiated one group activity that I think may help, but I have not yet assessed learning outcomes or come up with a good way to do that.
- Increased linkage between course objectives an exams.
- I'm much more concerned and focused on ways to evaluate the effectiveness of my teaching than before I participated. Also--the insights from professors teaching in other disciplines was refreshing and useful.
- Student evaluations went up.
- The course has been more organized and I have been less frustrated.

KANSAS STATE

- Students seem to have a clearer understanding of what is being asked of them, which has generally improved their performance in the class (e.g. clearer and more focused writing, evidence selected with a better sense of purpose).
- The main change has been my incorporation of more activities for active learning by my students. I feel this increases their participation during class, and therefore their opportunity to learn the material. I also began using Classroom Assessment Techniques as a result of discussing them during the Peer Review of Teaching project, and this gives the students an opportunity to discuss and write about what they have learned, and for me to see where problem areas might exist. I have implemented a pre-test/post-test for most of my courses, which helps me to document learning. I became sensitized to the fact that my exams may not provide a full measure of student learning; I am not sure I have "arrived" at measuring student learning, but I feel awareness of the issue is a good starting point!
- It encouraged me to revise some teaching practices for teaching online research methods. It also reaffirmed the importance of doing on-going assessment of my teaching practices, in order to assist student learning.
- I now make a more complete syllabus that better outlines my teaching goals. I roam more in the classroom so I can better reach the back of the room. I think more about all of the assessment activities in the classroom.

- Although I always used a variety of activities in the classroom, I was a bit intimidated by trying it in large (80+) classes. I have learned to do it effectively. I also think I approach student assignments with much more intentionality than I did previously. I've also learned to be much more clear about my expectations. Student comments about changes have been positive. The quality of their papers has improved markedly.
- The colleague who participated with me is a gifted teacher, and I valued my interactions with him. It gave me some insights into how I teach the course.

INDIANA

- I am much more aware of my teaching now - I thought I was aware before, but now I make sure that the activities I use do, in fact, connect to course objectives. I have come to realize that grading essays is a difficult activity for me - and I have begun to learn some techniques that can alleviate that pain. I'm taking more chances and extending myself out beyond my comfort zone - why? because I can document the effort, its impact, and know whether or not I ought to do it again.
- I am more deliberate about outcomes and what I am trying to achieve. I am also better able to design inquiry strategies to determine whether or not I am meeting goals in my courses.
- It is somewhat difficult for me to differentiate changes in my teaching that arise directly from the Peer Review of Teaching versus those that reflect the influence of other SOTL activities. The single major change has been use of a broader range of pedagogy in my classes, and the greatest impact has been to focus on fewer themes thereby enhancing the depth rather than breadth of learning.
- I understand MUCH more about course design, something I suspect people outside of education departments are not really trained to do, or rather, I realized that I preferred to organize my courses around goals and skills not content. And one thing does lead to another (see the next question).
- Better class discussions; Less "material" more thinking.
- my portfolio documented curricular changes and the intended student learning gains. While this taught me a lot about the practices that worked and those that were less effective, my department refused to maintain the changes when I was reassigned to a new course. Hence, despite the accumulated evidence, the whims of more senior faculty who wanted to return the course to the way they had previously taught it prevailed.
- My focus was on how students learn to write. I learned that I was assuming far too much about their entry skills and that I needed to back way up to help them learn the fundamentals before asking them to write complete essays. It has been immensely helpful to students.
- I feel that since being involved in SOTL in general, and the Peer Review project in particular, I more critically examine HOW my students learn and explore ways to document that learning has occurred. it has made me more attuned to student learning and the challenges students face in my classes.
- Due to space and time limitations, I cannot respond to this question. I would be happy to send you a draft of the article I've written. You can e-mail me at: jlongfie@indiana.edu
- Because I am in the early stages of revisions and reflecting on a one year effort, too early to say.
- The portfolio revealed serious weaknesses which I have attempted to address. Last semester was a difficult one for the course because my mother was dying in the middle of everything, so I really can't adequately judge.
- Streamlined objectives to be more relevant and more demonstratable
- Student learning is still to be decided, as I have the first comparison of interventions this semester. I feel that I have a better statement of expectations and grading as a result of instituting rubrics for a course.

QUESTION: As an outgrowth of your involvement with Peer Review, have you participated in any other department, college, or campus initiatives designed to support/improve teaching and learning? Briefly summarize.

UNL

- Yes. Gary Krause recently started an informal discussion group on the Omaha campus for COET faculty. I'm participating. I may have participated despite peer-review, but having been part of the peer review project I am more able to be an active participant.
- Yes, I participated in a campus wide Workshop on the future of teaching at UNL. I had already been (before the project) and still am an active participant in our CSE department's reinventing CS curriculum project. My research is building intelligent tools to support teaching and learning.
- I participated in the Constructing the Future: Teaching and Learning at UNL event in May 2004. I may also give a workshop to GTAs in my department who are preparing course materials.
- Not really. However, it has had a positive effect on how we approach curriculum issues within our department. (four of us went through the process at the same time.)
- I have participated in faculty discussion groups and committees re: Distance Education and re: use of Blackboard. I have also been invited to present at the campus TA workshop each fall on the topic of "grading". My reading in Peer Review and my own reflection of evaluation in my courses provided me a good foundation for developing my presentation materials.
- The department continues to discuss curriculum issues in a teaching circle and reviews courses to make sure courses in the curriculum build on each other.
- Yes, I have been involved in other endeavors, including taskforces on student retention and helping department chairs become more effective.
- Not yet, but I would like to.
- I participate in the department of Nutrition and Health Science teaching circle.
- I've begun work on developing student electronic portfolios.
- No, teaching proficiency is not valued in the College of Engineering here.
- No.
- No.
- I've initiated conversations with departmental colleagues based on my increased understanding of teaching and learning.
- None.
- no
- No
- I am working with another faculty member to improve two other courses in the department.
- I have frequently spoken on behalf of/in favor of Peer Review with departmental and college colleagues and have applied things that I learned while working through the process to curricular issues within my department (via work as chair of dept. undergrad curriculum committee)
- Presented my portfolio at two separate conferences.
- Yes, I took a leadership role in using an NCITE grant to work with other early childhood education faculty in using new technology and pedagogy in the Inclusive ECE Birth to Grade 3 teacher preparation program. I am also involved in developing a Signature Course for the students in the new CHES.
- I participated in the NCITE Grant Project with colleagues. It was an ongoing reflective process. We looked at the courses of study for the Inclusive Program and the assignments and strategies for teaching documentation skills to our students in that course of study. Assignments were revised as we looked at which types were duplicated and which might need to be strengthened. We incorporated the information into a course grid and finally into an informative student handbook so students could see how documentation skills are developed throughout the courses in their program of study.
- I am somewhat active in the Century Club. Gave a talk at the Peer Review Conference.
- Not yet.
- We are working on our curriculum in my major, and the discussions have helped much as I go through that process.

- Yes. As a result of interactions with peers, I chose to participate in a weeklong workshop that provided instruction on using the EDU online testing system. I have integrated this new testing system into my course this fall.
- I am in the process of coordinating a Peer Review Effort at UNO with a teaching circle I am involved with. I am also on the curriculum committee for my department and am working on having other professors use the process.
- No.
- No- I am not yet tenured so I still need to make significant progress in my research. I would like to do another portfolio. even if it is just on my own time, as a self evaluation.
- No.
- No
- I was pretty involved in various campus teaching activities before the Peer Review project, so participation was not a change, just an added dimension.
- Not at this point.
- My responsibilities have changed since Peer Review so have not had opportunities to do this.

MICHIGAN

- no
- No, I have not. I seemed to be the only person in my department who had their course portfolio done on time for our meetings. This is good in that I got lots of feedback, but it didn't help me to learn about others work.
- no
- Yes, I have been involved in helping organize Provost's Seminars on Teaching.
- Not applicable.
- No.

TEXAS A&M

- Yes, I attended the Wakonse South event this year.
- No
- Not yet, but I just finished a few months ago.
- I have not participated in other projects to date, but I hope to in the future.
- no
- Not directly. I was pretty involved before. I have been an advocate for peer review in my college and continue to promote initiatives for teaching and learning, but I think I would be doing that even without the peer review project.
- Not yet.
- I chair a subcommittee of the College of Veterinary Medicine's Curriculum Committee exploring access issues for international students interested in participating in our professional curriculum. I've also recently been made my department's representative to the college's Master teachers Panel.
- Encourage others to participate
- I have always done some of this. I recently attended a workshop on writing in the classroom and am considering a grant to support a teaching related research project.

KANSAS STATE

- I have remained involved with the Peer Review Activities on the K-State campus. I've looked into other groups and communities discussing teaching (some of them very good), but I prefer Peer Review because of its efforts to document evidence of student learning (one of the most important and challenging tasks before most college teachers).
- I became involved in the advisory committee for, and later a coordinator of, a campus initiative for faculty discussions and presentations aimed at improving teaching and learning.
- No other initiative, but I will continue to be part of the Peer Review Project at K-State in the future.
- I plan to mentor a pair participating in Peer Review
- Yes. I am a campus leader in the Peer Review project. I also participate with a group that brings speaker to campus to address teaching issues.
- No.

INDIANA

- I have attended school and campus SOTL events - and I do seem to be the 'go to' person in the department when it comes to the practice of teaching.
- I am a part of our campus Scholarship and Teaching and Learning Initiative.
- Yes. As a faculty member active within the Scholarship of Teaching and Learning program at IUB.
- Yes. Actually, I think before I wrote the portfolio or perhaps while I was writing the portfolio, I participated in what was called the "Freshman Learning Project" at the time (now called the Faculty Learning Community), and out of that grew the "bottleneck" project (I think you've probably talked to David Pace about that). The idea is to identify bottlenecks in student learning and figure out how to get students through them. One of your questions above is ambiguous--you asked whether participation in the project helped me or my department revise curriculum. As it happens, my department went through some curriculum reform while I was DUS, and I did use my insights, but I don't think that this sort of activity is even on the department's radar (although there is a small and doughty band of individuals for whom it is important).
- Will look at evidence of "learning" this semester.
- I work extensively with the Scholarship of Teaching and Learning group on campus which grew out of my portfolio project.
- I am a faculty developer by trade, so this question is difficult to answer directly. However, the portfolio helped me think about teaching in new ways and contributed greatly to my work as a developer.
- yes - I have participated in many IU SOTL events, have been part of a group that presented a workshop on course portfolios at the AAHE meeting, and have been an active participant in IUs course portfolio initiative.
- As a graduate student I did not had the opportunity to do any of these things. However, I have used by involvement to present at a regional conference & will be doing so again at an upcoming international conference. This year I started my academic career at another university & have already contacted the Teaching-Learning Center about presenting workshops on this campus.
- No
- I'm a member of FACET, our teaching academy, and I now have a better appreciation of what all my colleagues in that organization have been talking up for years. I was a resister. I'm not a convert. I enjoy the change!
- Participated in FACET, SOTL group, disciplinary portfolio group (led by me)
- I did a poster for a Scholarship of Teaching and Learning Meeting here on campus.

QUESTION: Do you believe the Peer Review of Teaching project should continue? If yes, should the format or emphasis change? If so, how?

- A qualified "yes". I think it is important to have a structured (University endorsed) program for discussing, evaluating, and improving teaching/learning. Such a program also sends a message that the University values teaching as a scholarly activity. However, I'm not convinced that the "Peer Review of Teaching" program is the best vehicle. Even the title, for example, does not reflect what I took away from the experience. For our group this was an exercise of self-reflection and self-review, not peer-review.
- Yes!!! The emphasis should not change. The format maybe. At times, some participants dominated the discussions too much -- tough to cut them off. So, maybe a bit more supervision/moderation by the organizers would help.
- Yes! Participation in the PRoT project is very time consuming but also quite rewarding. In addition to the stipend awarded for participation, faculty should be given a release from some of their teaching or service load to make time for all the reading, writing and discussion required by PRoT. Also, there should be more encouragement and support from chairs and deans as well as a participant's colleagues.
- I strongly believe it should be continued. It is particularly important for new faculty. I'm not sure I would want to change the current structure.
- Yes it should continue. I think it offers junior and seasoned faculty an opportunity to reflect on their teaching like no other institutional prompt does. I think it has influenced the quality of P& T documents going forward as well as the quality of teaching for some of those candidates. Change? I think it needs to remain at least a semester long project with regular (5-6) meetings of participants for discussion and feedback and sharing. I think the reflection papers could be in response to a set of readings even before the participant begins work on their own class. I think it benefits participants to look at more than one colleagues' reflections/papers. Encourage a year 2 follow-up (if not participation) to prompt faculty to implement changes outlined in year one and continue the data-based reflection and decision-making.
- Yes, the project should continue. I liked the format of using a team of faculty from a department. Having faculty discuss teaching issues is of value in itself. The formal process of developing a course portfolio forces faculty to look at specifics. Strong leadership and resources are needed for the successful continuation of the project.
- Only if the process is valued at the administrative level
- Absolutely. I like the emphasis of the program now. I think we could do a much better job of integrating department chairs into the process and selling them on the concept.
- It should definitely continue and I liked the format because we actually got a lot of writing done during meetings. The setup was somewhat time consuming but it helped stay on track and finishing the necessary steps.
- Yes
- Feedback was limited to our face-to-face meetings. I've had no feedback from the online material.
- I don't know. I was a member of Peer Review of Teaching my first year as a fulltime faculty member. The process would probably would have been more beneficial after I had acquired several years experience teaching.
- Yes; however, I think there should be a division between undergraduate and graduate instruction in the Peer Review of Teaching project. I teach only graduate students and much of the conversation and focus was on undergraduates.
- Yes. Include the concerns of faculty who teach smaller enrollment classes.
- The Peer Review project was helpful and I believe it should be continued. For the most part I liked the format. Perhaps more small groups within the context of the large group meetings would be helpful. Our small group did not meet faithfully and the meetings we did have were not all that productive. However, I learned a lot from the large group discussions.
- I'm not sure, but it might be helpful to have fewer, but longer sessions, if possible.
- It should continue, but it has seemed to me that it should develop a stronger infrastructure and more public forums for helping shape the teaching culture on campus. It's a great program, but seems diffuse. (Though I know others have had more and better continuity experiences.)

- yes. Should spend more time on portfolio.
- Yes,
- Yes, it should continue in the same format with the same emphasis.
- Absolutely. I suppose there may be small ways in which the format or emphasis might be changed or might be improved, but looking at it with a broad view, I think it's an effective format as is.
- I would like to see course portfolios used to assess teaching in addition to student evaluations.
- Yes. Format was good
- Yes. Format good. Change in attitude needs to happen at the administrative level. It would be good to have admin endure the project. Hands on application is a good learning tool for those higher up on the food chain.
- Yes, I think it is a good project and beneficial to those involved
- Yes
- Improving teaching (like everything else) is a slow growth process. I don't think it is realistic to expect a huge leap forward because of peer review. However, a small step in the right direction is very significant. The expectations of the Peer Review process need to be realistic.
- Intro in January. Pick up class room data during the spring semester. Run most of the activities during the summer. I found it hard to work on the activities, do the reading and stay up with the classroom activities at the same time.
- Yes, I think the Peer Review project is extremely valuable. I'd like to see the project become more "public" -- that is more open to informal discussion and planned topic discussion that is open to both those who have and who have not participated. I think this might help stress that there are a core of faculty to place a high value on their teaching role.
- Certainly. I did not have as much interaction with my partner as I expected. In fact, we were always split up at our meetings, so I actually had the least amount of interaction with him. I would have enjoyed "set" time to interact with him as a part of our large-group sessions. But, I certainly think it should continue.
- The project was beneficial to myself, and, I believe, the students in my course. I feel that it would be beneficial to undertake peer review in many undergraduate courses that have been taught in the same format for more than 5 years. The format could be revised to give greater lead time to develop the items that we would use to document student learning.
- Absolutely, but keep it the same.
- Yes. I think the most successful aspect of the program is the combination of faculty members from the same Department. Bringing people together from the same Department as they work on a course portfolio creates useful dialogue about many aspects of curriculum and pedagogy. I found the Advanced Peer Review to be less successful because it lacked sufficient common language across the disciplines.
- YES. I think all new faculty should participate in this project at least once.
- Yes. no.
- Yes continue. Not sure regarding format
- Yes, I think all faculty members can benefit from the experience of participating in the project. I'm not sure what (if any) specific changes I'd recommend --- it has been a while since I participated, sorry!
- Yes. The program is especially helpful for junior faculty.
- I believe it should be continued. I like the current format. I'd like the campus administrators give more attention to it and encourage more faculty to participate.
- Yes, it takes more time than it is planned or expected if faculty wants to get quality results. Faculty's investment in time and effort should be more acknowledged. For example, instead of giving money compensation, give a class buyout, and meanwhile require an manuscript about teaching be written and submitted in addition to teaching portfolio.

MICHIGAN

- Yes. It was a fair amount of work, but also very productive. I am not certain other departments will see this kind of investment of time worthwhile.
- I think that it should continue, but that it is more appropriate for those examining curriculum change or that have a course, they have taught more than once. Or a course that has not been critically evaluated in a while. The one drawback to the project is clearly time. In order for it to be successful,

the instigation must be through the chair or with the chair of the department's approval in order to make those participating comfortable with spending their time on such a discussion.

- yes.
- Yes, I believe it should be institutionalized at our college, but as a junior faculty member I am not in a position to advocate for this too strongly.
- Yes, I do. I would hope that Departments & Colleges would see the worth of this approach to planning and implementing teaching goals, and would make it part of their evaluative process.
- I think there are probably more effective ways to improve teaching. I actually suspect that making it easier to share course materials in different institutions would have a big impact, for instance.

TEXAS A&M

- Yes. Much the same format -- I'd like to have the chance to attend/read some of the group sessions.
- Should continue. The current format worked well.
- Yes, I think more advanced warning about the requirements of the program would help. That is, in order to gain feedback, one has to teach the same class both semesters. For many faculty, that is a problem. I actually wanted to use a large-section class for my portfolio, but I wasn't scheduled to teach that particular class for a while.
- yes-should continue. would like to see it required for tenure and promotion!
- I think the project should definitely continue and I enjoyed the current format and emphasis.
- yes. I have no suggestions for change...it worked well for me as instituted.
- yes. Not sure. I think external feedback while I was still in the "mind set" of just having completed the portfolio would have been helpful. Not sure what should be done, but the pairing-up/partner aspects on our end needed some help. We both got busy and really didn't get serious about helping and critiquing each other until near the end when we had to "produce" our finished product.
- YES!
- Yes--format was pretty good.
- Yes. I think it is especially valuable to new faculty developing courses or old ones who are tired of the same old, same old. It is enough structure so things get done but not too much work to be overwhelming.

KANSAS STATE

- Yes! I have thoughts about how Peer Review might change, but I also believe that universities should continue to develop what has been working on their own campuses. So, in general, I like the current Peer Review format.
- Yes, I feel it should continue. I think there should be increases emphasis on course portfolio as a scholarly document, and on how to revise/update portfolios.
- Yes. It helps to be paired with someone in your department or discipline, as I was, so that we had some common ground as to our student learning outcomes and teaching practices.
- The format is great. It should be strongly encouraged of new hires.
- Absolutely. I think we must develop a format that makes review of course portfolio more efficient and recognized in the same way publications are.
- No. Are you kidding? The portfolio just involved a lot of paperwork that had nothing to do with the steps my colleague and had taken previously. It's just a lot of paperwork that gives somebody somewhere brownie points, and allows the university to claim it cares about teaching.

INDIANA

- Yes, yes, yes. I believe that the project is great - the current format and emphasis is what it needs to be. I would, however, add some education for administration and Sr. Faculty - to help them understand the purpose and utility of the portfolio. Essentially, it needs to spread beyond 'the choir' :)
- Yes, it should continue. I think over the years, the focus has moved toward what faculty need and the different types of course portfolios. As long as it continues in that direction, it is on the right track.
- Yes. I think its role can grow in importance with time, especially if it can become the expectation for tenure and promotion dossiers. 1. Continuation of initiatives (and incentives) to encourage faculty preparation of course portfolios. 2. Development of formal vehicles (e.g. an on-line journal) for publication and review of course portfolios.

- Absolutely. Until the peer review of teaching is standard. I think the emphasis has to be to get the participating institutions to figure out their own protocols for peer review of teaching. The problem/concern with portfolios is that one does them for a lot of different reasons, many of them related to personal development. On second thought, I'm not sure that this is a problem, as provided that there is documentation of teaching, a serious assessor can probably see through puffery. I have no idea how to solve this problem. Institutional change is so difficult to bring about...
- Yes-- at present depends on the faculty member to volunteer time to use resources/experience, but while this may be integrated in the teaching evaluation component of tenure process-- it is not "institutionalized" either from a departmental or school perspective so that all new faculty (much less senior; tenured) are exposed to the process. 2) The time commitment is not rewarded in the same way that visible efforts (grant proposals; ms submissions etc,) in research is recognized & encouraged.
- The process of preparing the portfolio was very transformative for me. Forcing me to think about the learning gains completely changed my approach to teaching. While I think that it is unlikely that I would prepare another portfolio myself, I strongly encourage other to go through the process so that they can develop in the same ways that I did.
- Yes! The work I did on the portfolio has been seminal to my growth as a teacher. The hard part was completing it after I had done the thinking and gathered the data. For me, in particular, it was so because I knew I was doing it for my own growth and not really for any other reason.
- YES it should continue!! however, more emphasis should be placed on the PEER review part of the project. I felt that most emphasis was put on creating a course portfolio, and the "review" part of the project was secondary. In fact, the "review" component should be the primary focus and should be expanded. (I had a chance to review 2 portfolios and felt that was among the most beneficial experiences I had with the project - I would like it if my portfolio were reviewed and I could receive feedback). I also feel that the portfolios (as many as those who wish this) be published - not just online, but perhaps part of a print text with an accompanying CD rom? perhaps the text could be an edited volume that showcases about 7 or 8 different portfolios - or better yet, portfolio writers' perception of the project - and then in the back of the book could be a CD rom that has these portfolios, in addition to other portfolios currently on the web? I would be very interested in participating in something like this!!
- Yes
- It should definitely be continued. I found that both (1) the face to face interactions with colleagues outside my discipline and (2) the process of putting a portfolio together had a tremendous impact on my teaching and my students learning. In fact, I learned that it's not really about my teaching; it's about my students learning.
- Yes, on some level but I am not sure how. There is so little time for collaboration
- Yes, absolutely, it should continue. I'm especially impressed with how our campus SOTL support staff (Jennifer Robinson, etc.) ease faculty into this process. I'd recommend other campuses investigate how they do this. They are superb at it!
- Should absolutely continue, with expansion to include more graduate faculty
- Absolutely. I don't see a need for change of the basic initiative. It would be helpful to have a review for those that have participated, since many did not receive any peer review of their portfolios.

QUESTION: Have you had your portfolio reviewed externally?

UNL

- No
- No
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MICHIGAN

- No
- No

No
Yes
No
No
No

TEXAS A&M

No
No
Yes
Yes
No
No
No
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Yes
No
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Yes
Yes

KANSAS STATE

No
Yes
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No
Yes
No
Yes
Yes

INDIANA

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Yes
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Yes
No

QUESTION: If yes (portfolio reviewed), was the review you received useful for your thinking and learning about teaching? If no, do you want an external review of your portfolio? If you do, how do you envision using the feedback?

UNL

- Yes. I would like an external review of my portfolio.
- My external review was useful and I made some changes to my course as a result of it.
- No--one focused on "diversity issues" that had little to do with the goals of the course, and the other seemed mostly interested in either praise or sniping without particulars.
- Yes it has been reviewed. It was good feedback following the process.
- Yes the three reviewers (all from my professional field) were able to compliment my efforts knowing first hand the challenge of teaching such a course to such an audience. They also offered useful suggestions for possible consideration in revising assignments or goals for the course. I am implementing one idea this fall.
- It is always beneficial to receive an outside review. Mine was beneficial even though the reviewer was not from my discipline.
- The review provided an outside perspective on my teaching activities during my first year of teaching fulltime at the university level. I have since modified many of my practices based upon the feedback provided.
- Haven't received feedback yet.
- The external review was not useful and was in fact disheartening. It apparently went to an "instructional designer," and he/she was not terribly kind about my "vague" syllabus. I had hoped for constructive feedback from someone who thought about teaching in roughly the ways I do. This just seemed to come from left (uh, right) field.
- It was useful...I revised several features of the course based on the feedback
- Very useful in confirming aspects that I suspected or intuited, but about which I needed confirmation. However, since the external reviews I received came so long after my participation in Peer Review (as recently as several weeks ago), they were less relevant to my (then) needs, since in the interim I've made other significant changes in how I approach work in the particular course on which I focused in Peer Review (Visual Literacy studio).
- It would be nice to receive a review. However, it is late in the game now, as I no longer teach that course.
- Had internal review but would like external review.
- The review was useful. It opened areas of thought that did not cross my way of thinking. In its essence, it has provided me with new innovative ways to teach and assess student success.
- I am not really interested in a review. That course doesn't exist anymore. I have changed so much as a result of what I learned in the Peer Review process that very little in my portfolio accurately describes my present course.
- I think that my portfolio was sent out externally through the project (i.e., other institutions), but I never received any feedback from that part of the process. I have presented my portfolio in peer review meetings and have received some good feedback on that.
- I would better be able to respond to this if my portfolio had been sent out in a timely fashion.
- The external review was very helpful. I have incorporated the suggested revisions from the external review.
- Yes, it was reviewed. It may be more instructive to have a couple reviews instead of just one. The external review was not the most important part of the project.
- Yes
- Moderately useful, largely consistent with what internal reviewers had said.
- Not very useful

MICHIGAN

- Not really very useful because the reviewer seemed to confuse a benchmark portfolio as a portfolio documenting improvements. As such the criticisms seemed misplaced.

TEXAS A&M

- No response yet.
- I am not sure---if it was, I was not given feedback
- I kept waiting, and now it has been so long, I would have to go back and re-read the entire portfolio myself (Hmm - not a bad idea anyway, huh?). If I got the feedback, I would take it under consideration as I revised and worked up the course for next semester. If it was favorable, I might use it as "fodder" for documenting excellent teaching to some administrator, but that's kind of a poor excuse for asking someone to take his/her valuable time to critique something. Also, unless administrators have some idea of the credentials of reviewers, such as critique would carry little-to-no weight.
- I thought the external review was great. The comments were helpful. The external review validates the process.
- yes

KANSAS STATE

- I would love external feedback. I wouldn't necessarily use it to adjust my classroom approaches (I've already used the Peer Review process for help in those adjustments). Instead, I would welcome the feedback for help/ideas in learning how to document better evidence of significant student learning.
- I had one of the two I have written externally reviewed, and the comments were useful - the process of better justifying some of what I wrote caused more reflection on my teaching.
- As far as I know, my portfolio has not received an external review.
- someone is looking at it right now.
- My portfolio is on the web site, but no one has reviewed it.
- No- it seemed totally disconnected from the other activities required of us, and it was a pain to complete.

INDIANA

- Yes, but after I make a few improvements. I would want to use it in my promotion and tenure file.
- It was helpful--it helped me to think about how I convey my thoughts, how to organize my thoughts.
- Not applicable
- Not formally. I know people have read my portfolio and commented on it, but I never did get formal comments from anyone. Yes, I think I'd like to know. It's like having someone read your scholarship in your academic field. Sometimes it's a deflating experience, but readers are incredibly useful. All systems are consistent from the insider's point of view and I'd like to know what an outsider would see.
- The review process was quite slow and somewhat disconnected. As I prepared my tenure package, there were also some additional issues. Since the review was anonymous and provided to me, it was hard to figure out how to incorporate them into my formal package. To be included in the core of my tenure packet, letters and reviews of this sort must be signed. My portfolio is an appendix to this documentation and the reviews were provided as an additional appendix which people may or may not ultimately read. It would have been useful had there been a way to convert the reviews to proper letters of support.
- I wish someone would review my portfolio, but I'm fairly certain that has not happened. In my estimation, getting the reviews done is the weak link in the process.
- I very much WANT to have my portfolio reviewed. I want to know if my "case" for student learning is in fact substantiated by my data. Does the reader feel I have "made the case", so to speak? Does the reader feel there are areas that could be cut down - and other areas that aren't adequately explored? I would use the feedback both to revise my portfolio and reexamine my teaching in this class.
- It was available, I think, but I have never seen an external review.
- My portfolio was reviewed informally but I would find it helpful to have had it reviewed formally. I would use the feedback to learn more effective ways to evaluate students learning (I'm interested in evaluating affective and metacognitive growth) and ways to communicate learning results to other academics.
- I have not seen the results

- I would, but after I have another round of it, and after I get Human Subjects permission, which because of all my personal complications, hasn't yet happened.
- Yes it was very useful and helped me to expand my learning opportunities for my students.
- Minimally useful, except for dossier review