

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Industrial and Management Systems Engineering
Faculty Publications

Industrial and Management Systems Engineering

3-2007

Peer Review of Teaching Project

Paul Savory

University of Nebraska at Lincoln, psavory2@gmail.com

Amy M. Goodbrun

University of Nebraska at Lincoln, agoodburn1@unl.edu

Amy Nelson Burnett

University of Nebraska at Lincoln, aburnett1@unl.edu

Follow this and additional works at: <http://digitalcommons.unl.edu/imsefacpub>



Part of the [Higher Education and Teaching Commons](#), [Operations Research, Systems Engineering and Industrial Engineering Commons](#), and the [Other Teacher Education and Professional Development Commons](#)

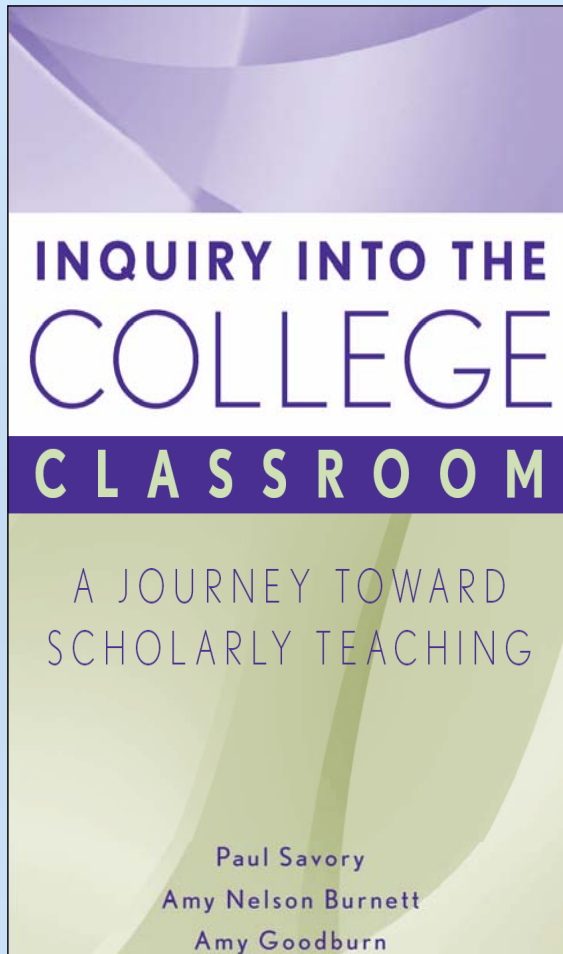
Savory, Paul; Goodbrun, Amy M.; and Burnett, Amy Nelson, "Peer Review of Teaching Project" (2007). *Industrial and Management Systems Engineering Faculty Publications*. 42.

<http://digitalcommons.unl.edu/imsefacpub/42>

This Article is brought to you for free and open access by the Industrial and Management Systems Engineering at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Industrial and Management Systems Engineering Faculty Publications by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

The UNL Peer Review of Teaching Project

Project Coordinators: Dr. Paul Savory, Dr. Amy Goodburn, and Dr. Amy Nelson Burnett



UNL's Peer Review of Teaching Project is a campus initiative to improve student learning by having faculty document how their course structures, teaching techniques, and assessment strategies enhance student understanding, learning, performance, and success.

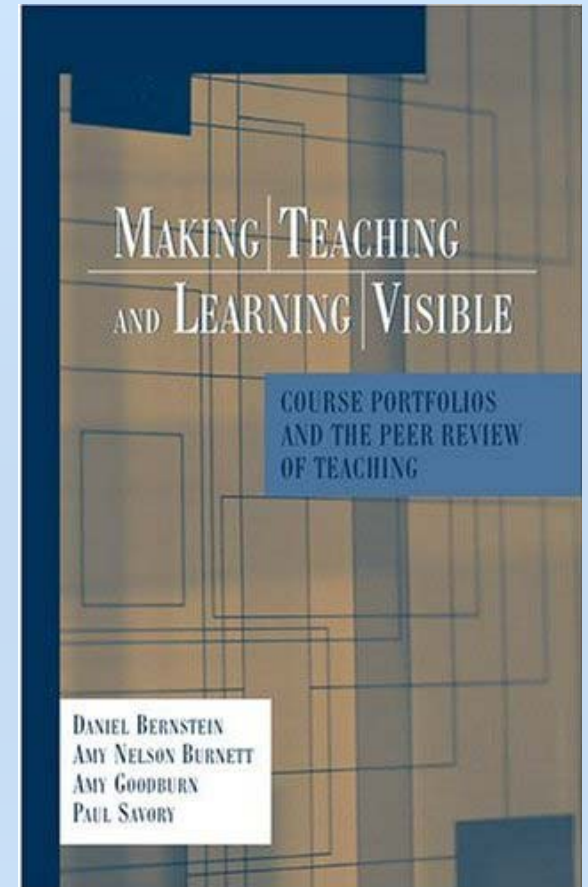
These two books describe and showcase the project and are based on the work of over **125** UNL faculty members (from **7** different colleges and **38** different department) in documenting their efforts to engage student learners.

Each year, faculty participants in the project teach over **1,300** undergraduate students.

In a survey of UNL faculty participants:

- **95%** agreed that creating a course portfolio helped them identify, articulate, and revise course goals and student learning objectives,
- **98%** agreed that the project helped foster self-reflection and awareness about their teaching practices.

Former project participants have used the strategies and skills they gained from this project in measuring and assessing student learning to obtain **\$1.8 million** in external research funding for UNL



The national impact of UNL's Peer Review of Teaching Project was recognized in 2005 – with a *TIAA-CREF Hesburgh Certificate of Excellence* – as an exceptional program in enhancing undergraduate student learning. In 2006, the project was designated an *Institutional Leader* by the Carnegie Foundation for the Advancement of Teaching and Learning. As a national institutional leader, the project will continue defining, measuring, tracking, and improving approaches that deepen student understanding.

The project is funded by UNL's Office of Academic Affairs in combination with an ITLE grant