

# PEER REVIEW OF TEACHING PROGRAM

## OVERVIEW

### KANSAS STATE UNIVERSITY ACADEMIC YEAR 2011-2012

The following document will provide you an overview of the Kansas State University faculty Peer Review of Teaching Program. It will introduce you to the objectives and history of the program, discuss peer review activities, give a preliminary calendar, and answer some general questions you might have.

*If you have any additional questions, please feel free to contact:*

*Alisa Garni (amgarni@ksu.edu)*

### What is the Peer Review of Teaching Program (PRTP)?

The objective of PRTP is for faculty members to develop and document their teaching. These documents potentially will enhance the standing of teaching as a serious component of a faculty member's career. The program effort is designed to support faculty in the development of a community of scholars who write about the intellectual work involved in their teaching and who share that writing with interested colleagues. Spring semester fellowships support the writing of three short essays on different aspects of teaching (intellectual content, teaching practices, and student understanding). Faculty then combine the essays into a reflective document (referred to as a **Baseline Course Portfolio**) in the form of an inquiry into the success of a course in helping students learn.

After local conversation and subsequent refinement, the portfolios can be made available to faculty on other participating campuses through the Peer Review of Teaching Project website, hosted by the University of Nebraska, and private comments will be exchanged. Some portfolio authors will make further revisions in their portfolios and in their courses, and the evolving portfolios will be an iterative record of teachers' inquiry into the experiences that produce the most student understanding. The goal is to help faculty become skilled as writers and readers of course portfolios, making these portfolios useful both to those who produce them and those whose teaching can benefit from reading them.

We are also hoping to introduce the **Inquiry Portfolio** in the coming years. These more focused portfolios offer faculty who have already completed a Baseline Course Portfolio an opportunity to explore a specific pedagogical issue through partnership with another faculty member. Like the baseline portfolio, this peer review program involves discussion and observation with a partner. Where the baseline portfolio offers a comprehensive overview of a course and its effectiveness, the Inquiry Portfolio supports faculty in developing a pedagogical essay or article for publication in a pedagogy journal.

### How did PRTP begin at KSU?

The peer consultation program was initially started within the framework of the Faculty Exchange on Teaching Excellence (FETE) here on campus and grew into a major collaboration with the University of Nebraska-Lincoln. Dr. Dan Bernstein, a Professor of Psychology at UNL, secured a grant from the PEW Charitable Trust to establish Peer Review efforts on several campuses: Indiana University, Kansas State University, University of Michigan, and Texas A&M University. Although the grant-related project has ended, we at Kansas State University are continuing this program.

## Who can participate?

Given the limited resources of PRTP, participation is limited to about a dozen faculty per year, chosen from those who apply by the deadline. To apply, send a brief memo to Alisa Garni, PRTP Coordinator (amgarni@ksu.edu) that includes the following information:

- Your name and department
- A description of the spring 2012 course on which you want to focus your Peer Review (include curriculum level, course type (lecture, seminar, studio), approximate number of students, and how much control you have over course content)
- A short (100 word) explanation of why you want to focus on this particular course
- A short (100 word) description of your approach to teaching (Inquiry Portfolio applicants should also briefly explain the pedagogical inquiry they plan to undertake)

The deadline for applications is 5:00 p.m. on Thursday, October 13, 2011.

Applicants may apply in pairs (that is, may choose their own partners), or individually (in which case a partner will be assigned). Priority for Baseline Course Portfolio fellowships is given to applicants who have not previously participated in the Peer Review of Teaching Program. Applicants for the Inquiry Portfolio fellowship should already have completed a Baseline Course Portfolio.

## What financial support is provided to team members?

Faculty fellows who complete a Baseline Course Portfolio each receive a \$1,000 stipend for time devoted to program activities (e.g., essays, working with partner, course portfolio, and attending organizational and informational meetings). Faculty fellows who complete an Inquiry Portfolio will each receive a \$500 stipend. Stipends are disbursed as professional development accounts to each fellow.

## So what exactly do I have to do?

**Baseline Course Portfolios:** Faculty pairs engage in a series of three interactions. Each member picks a target course and completes three interactions in regards to this target course: The first interaction, *Reflections on Course Content*, requires a team member to discuss the course syllabus and reflect on the course goals and the intellectual rationale for these goals. The second interaction, *Teaching Practices*, has a team member reflect on the teaching methods, course assignments, and course materials. The third interaction, *Student Learning*, has a team member reflect on teaching in terms of student learning. The peer review partner supports each of these interactions. Partners visit each other's classes three times during the semester, as well as working together in a Scholarship of the Syllabus workshop before the semester begins. This required workshop is scheduled for Saturday, November 5, 2011.

Once the three interactions are completed, each participant integrates them into a reflective document (a Course Portfolio). This Course Portfolio may be made available to selected external reviewers at participating universities. Reviewers will use their experience and perspective to assess the intellectual quality and effectiveness of the teaching and the team member's ability to document it. Reviewer comments will be provided privately to each team member and will be useful in aiding in development of the course.

During the course of the academic year, participation and attendance at key meetings will be required:

- Orientation session and syllabus workshop (Saturday, November 5, 2011). Participants should bring a syllabus, or draft syllabus, for the spring course they will use for the Peer Review of Teaching Program.
- Monthly meetings during the spring semester to discuss teaching issues. These meetings will be on the weekday most convenient for participants. (Likely topics: how to make lectures more interactive; how to transition from small group work to wrap-up; teaching to multiple skill levels; social issues and dynamics; connecting specific classes and activities to larger curricular or career or cultural contexts). The final meeting will be a discussion of the portfolio and expectations for that document.
- Three class visits by each Peer Review Fellow to their partner's class for observation; exchange of memos to discuss the class objectives, observations, and analysis; face-to-face discussions between partnered Fellows and their Mentor. (Copies of the interaction memos will be sent to the Peer Review of Teaching Program Coordinator.)
- Exchange of student work to assess assignment effectiveness in regard to goals and objectives of the course; exchange of memos to explain the goals of the assignment/s and how the assignment/s relate to overall course goals; face-to-face discussion among partnered Fellows and their Mentor. (Copies of the exchanged memos will be sent to the Peer Review of Teaching Program Coordinator.)

**Inquiry Portfolios:** Faculty pairs develop a specific pedagogical question or focus of inquiry and a plan for investigation. Depending on the inquiry, plans will vary, but should always include class visits between peer review partners, as well as some analysis of student work. Partners determine the objectives of each class visit and other interactions, and write up their objectives and the conclusions of their interactions, sending copies to the PRTP Coordinator. Once the semester and interactions are complete, fellows write an article for publication in a pedagogical journal that contributes to the scholarship of the issue under investigation. (Articles may be collaboratively or independently written.)

### What type of time commitment am I making?

Previous peer review participants have suggested the following time estimates for the Baseline Course Portfolio: interaction #1 (6 hours), interaction #2 (4 hours), interaction #3 (12 hours), and development of reflective memo or course portfolio (10 hours). Additional time will be required for attending general peer review meetings (1 hour/month).

### Where can I find out more information?

Previous portfolios can be seen at the University of Nebraska Peer Review of Teaching Project website, where KSU participants from prior years as well as from other universities have posted their portfolios:

<http://www.unl.edu/peerrev/index.html>

Much of the information on this website is available to the public, including model portfolios and detailed description of three interaction exercises. Model portfolios created by K-State faculty are posted at the following URL: [http://www.k-state.edu/catl/peerreview/model\\_portfolios.htm](http://www.k-state.edu/catl/peerreview/model_portfolios.htm)

### Do I know anyone who has participated in your program?

**The following faculty have been involved with the Peer Review of Teaching Program during the past several years. Please feel free to contact any of these individuals for additional information.**

#### **COLLEGE OF AGRICULTURE**

*Agriculture Economics:* Hikaru Peterson

*Animal Science and Industry:* Rob Hunter, Tim Roselle, Jennifer Bormann

*Plant Pathology:* Clare Nelson, Karen Garret

## **COLLEGE OF ARCHITECTURE, PLANNING AND DESIGN**

**Interior Architecture:** R. Todd Gabbard

**Landscape Architecture:** Eric Bernard, Melanie Klein

## **COLLEGE of ARTS and SCIENCES**

**American Ethnic Studies:** Cheryl Ragar

**Art:** Robert Grame, Robert Howe, Rachel Melis, Nancy Morrow, Sue Atchison

**Biology:** Ann Stalheim-Smith, Pat Hook

**Chemistry:** Lou Wojcinski

**Dance:** Neil Dunn

**English:** Michele Janette, Greg Eiselein, Karin Westman, Anne Phillips, Donna Potts, Lee Behlman, Naomi Wood, Karen Westman, Deborah Murray, Carol Franko, Irene Ward, Alison Wheatley, Don Hedrick, Christina Hauck, Carol Russell, Erica Hatley, Lisa Tatonetti, Wendy Matlock

**Geography:** Tibisay Marin

**Geology:** Monica Clement, Mary Hubbard, Kirsten Nickolaysen, Stephen Gao, Kelly Liu, Keith Miller

**History:** Heather McCrea, Derek Hoff

**Journalism and Mass Communication:** Michelle O-Malley, Joye Gordon, Nancy Muturi

**Kinesiology:** Robert Pettay

**Modern Languages:** Amy Hubbell

**Music:** Jana Fallin, Wayne Goins, Kurt Gartner, Cora Cooper, Fred Burrack

**Psychology:** Stephen W. Kiefer, Kip Smith, Becky Brockel, Keith Jones

**Sociology, Anthropology, and Social Work:** Betsy Cauble, L. Sue Williams, Lauren Ritterbush, Joan Twigg, Michael Wesch, Michelle Bemiller, Alisa Garni, Teresa Selfa, Nadia Shapkina

**Theater:** Charlotte McFarland, Dana Pinkston, Sally Bailey

**Women's Studies:** Valerie Carroll

## **COLLEGE of BUSINESS ADMINISTRATION**

**Accounting:** Lynn Thomas

**Management:** Donita Whitney-Bammerlin, Marne Arthaud-Day

**Marketing:** Esther Swilley

## **COLLEGE of EDUCATION:**

**Art Education:** Penny Miller

**Education Leadership:** Jane Fishback, Jeff Zacharakis

**Science Education:** Dee Goldston

**Secondary Education:** Patricia Staver, Jeong-Hee Kim

**Special Education:** Marilyn Kaff

## **COLLEGE OF ENGINEERING:**

**Chemical Engineering:** Krista Walton, Jennifer Anthony

**Mechanical and Nuclear Engineering:** Warren White

## **COLLEGE OF HUMAN ECOLOGY**

**Apparel, Textiles, and Interior Design:** Migette Kaup, Deb Meyer, Sherry Haar, Marsha Dickson, Melody Adkins LeHew, Barbara Anderson

**Human Nutrition:** Barbara Knous

## **COLLEGE OF TECHNOLOGY AND AVIATION (Salina):**

**Arts, Science, and Business:** Pat Ackerman, Jung Oh

**Aviation:** Ken Barnard

**Engineering Technology:** Troy Harding

**Computer Systems Technology:** Bill Genereux

## **COLLEGE OF VETERINARY MEDICINE:**

**Anatomy and Physiology:** Judy Provo-Klimak, Wally Cash, Bruce Shultz, Kathy Mitchell, Deryl Troyer

**Clinical Sciences:** Harriet Davidson, Earl Gaughan, Steven Stockham, Elizabeth Davis

## Whom can I contact for more information?

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