

PEER REVIEW OF TEACHING PROGRAM

OVERVIEW

KANSAS STATE UNIVERSITY ACADEMIC YEAR 2018-2019

The following document will provide you an overview of the Kansas State University faculty Peer Review of Teaching Program, including the objectives and history of the program, associated activities, a preliminary calendar, and instructions regarding how to apply.

*If you have any additional questions, please feel free to contact: Dr. Jennifer Anthony
(anthonyj@ksu.edu)*

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

The program is designed to support a community of scholars who together reflect on and write about the intellectual work involved in their teaching. Participants work in pairs with an experienced teaching mentor to develop successful pedagogical strategies for a course of their choosing. In fall, participants and mentors meet once to discuss course goals and workshop syllabi. In the spring, fellows exchange class visits and memos, discuss questions of teaching and learning together with their partner and mentor, and also join in a monthly, large-group meeting with all PRTP fellows and mentors. At the conclusion of the program, fellows collate their observation memos, course assignments, student work examples, and assessment data and write a reflective essay. The subsequent document, a **Baseline Course Portfolio**, is an inquiry into the success of a course in helping students to learn as well as a document of the shared, collaborative experience that is the Peer Review of Teaching Program.

The Baseline Course Portfolios are a record of teachers' inquiry into the experiences that produce student understanding. The goal is to provide faculty with documentation of the intense and useful pedagogical experience that is the Peer Review of Teaching Program and also, importantly, to help faculty become better teachers.

Who can participate?

Given the limited resources of PRTP, participation is limited to a dozen faculty fellows per year and six faculty mentors, chosen from those who apply by the deadline. To apply, send a brief memo to Jennifer Anthony, PRTP Coordinator (anthonyj@ksu.edu) that includes the following information:

- Your name and department
- A brief description of the spring course on which you want to focus your Peer Review (include curriculum level, course type [lecture, seminar, studio], approximate number of students, how much control you have over course content, and time/day scheduled [if known].)

- The dates and times of your full Spring teaching schedule and any department obligations that are set for the Spring semester (this will assist in determining an appropriate time for monthly meetings.)
- A short (200 word) explanation of why you want to focus on this particular course
- A short (100 word) description of your approach to teaching

The deadline for applications is 5:00 p.m. Monday, October 15, 2018.

Applicants apply individually. Priority for fellowships is given to applicants who have not previously participated in the Peer Review of Teaching Program.

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). Stipends are disbursed to the professional development accounts of each fellow in the academic year following completion of the program.

So what exactly do I have to do?

Baseline Course Portfolios: Along with attending a monthly meeting in spring semester, each member picks a target course and completes three interactions with regard to this target course: The first interaction, *Reflections on Course Content*, which takes place in the fall semester, 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 and course materials through a series of peer observations. The third interaction, *Student Learning*, has a team member reflect on teaching in terms of course assignments and student learning outcomes.

Partners visit each other's classes three times during the semester, as well as working together with their mentor in the syllabus workshop before the semester begins. **This required syllabus workshop is scheduled for Saturday, November 10, 2018.**

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

- Orientation session and syllabus workshop (**Saturday, November 10, 2018, 8:30am–11:00am**). 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.
- 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 with 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.)
- Once the above interactions are completed, each participant integrates them into a reflective Baseline Course Portfolio.

What type of time commitment am I making?

Previous peer review participants have suggested the following time estimates for the program: Interaction #1 (5 hours), Interaction #2 (12-15 hours), Interaction #3 (6 hours), development of reflective memo and course portfolio (8 hours), attendance at peer review meetings (one fall meeting and four one-hour monthly meetings in the spring semester; 6.5 hours total).

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.

Where can I find out more information?

More information can be found on the Teaching & Learning Center's website:

<http://www.k-state.edu/tlc/programs/prtp/>

Whom can I contact for more information?

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