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Peer Review of Teaching Project

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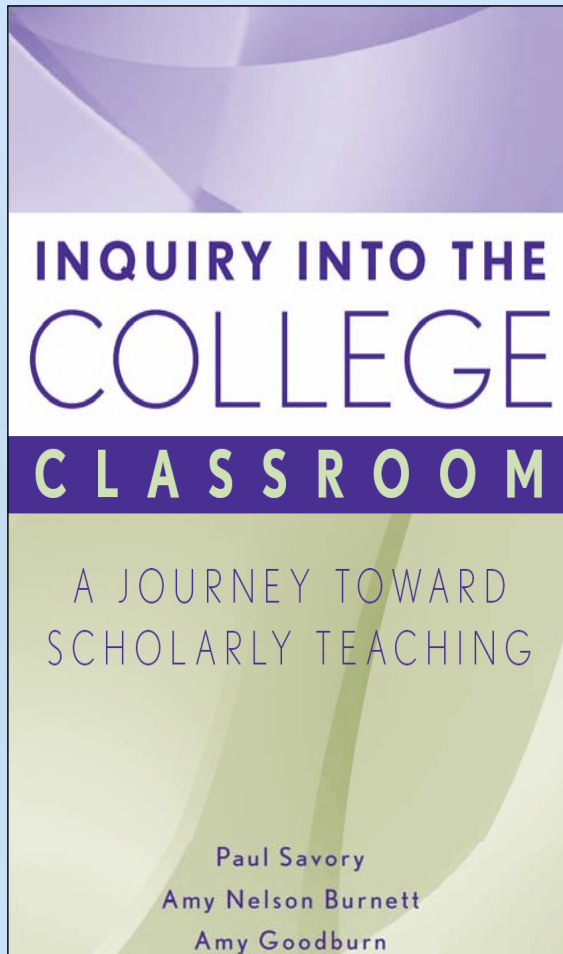
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The UNL Peer Review of Teaching Project

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.

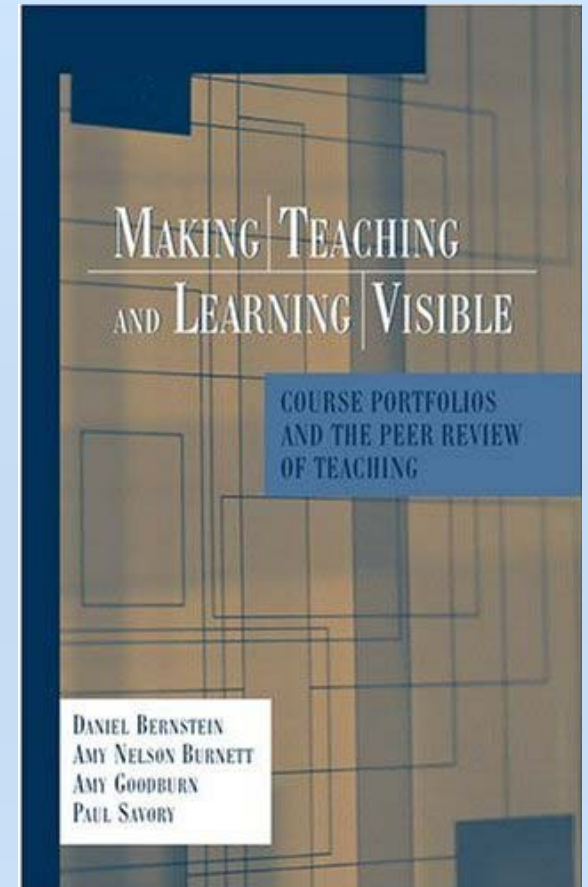
These two books describe and showcase the project and are based on the work of over **125** UNL faculty members (from **7** different colleges and **38** different departments) in documenting their efforts to engage student learners.

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