



Question 1: On a scale of (1) to (10), with one (1) being "not at all," and ten (10) being "fully," to what extent did your participation in the Peer Coaching help you achieve the goals you identified in your application? Please explain.

Range		Average Score	SD
Min=5	Max=10	8.1	1.43

In general, participants reported that they felt the goals that they established for participation in the program were met.

A Representative Response

"9: By working with a peer coach, I have been able to improve student evaluations significantly and have, I believe, become more creative in my approach, pulling in examples from which the students appear to be more able to relate to."

A Response from Individual Giving a Maximum Score

"I would rate the Peer Coaching Program a ten. I had four goals for my participation in the Peer Coaching Program: 1. Improve my teaching style; 2. Get students more involved in the class; 3. Generate interest in students for operations management topics; 4. Keep students attentive in class. I feel my peer coach gave me the tools to accomplish all four goals."

A Response from Individual Giving a Minimum Score

"5—This program has been a very worthwhile one for me thus far—but I feel as if I'm only getting started with it after just one semester. I will continue to work on my goals over the next semester(s)."

Question 2 -- Has participation in the Peer Coaching program changed your philosophy of instruction or your approach to teaching? If so, how?

In general, none of the program participants changed their teaching philosophy, though it was reinforced for some. Almost all changed their teaching approaches, including engaging students more, being more interactive, and using more stories, examples and humor, where applicable.

A Representative Response

"It didn't change my philosophy of instruction, and I think that's a good thing. I don't think that my teaching philosophy was ever the primary problem. My difficulty was in implementing that philosophy in ways that worked for this particular student culture. I got lots of help in how to use teaching techniques that are consistent with that philosophy and that encourage student learning."

Question 3 – What do you consider to be the most valuable outcomes from your participation in the Peer Coaching Program?

There was no clear consensus to this question. The most common responses centered around the following themes (in descending order they were cited): increased ability to connect with and engage students in the classroom; many little tips and changes to instruction that really add up to improvement; awareness of the importance and opportunity to reflect on teaching; feeling supported; chance to meet (senior) faculty from other departments; and confirmation that instructional choices made were appropriate.

Question 4 — What changes would you recommend to make the Peer Coaching Program more effective for future participants?

Again, no clear consensus emerged with this question. As far as improvements to the program, some wanted informal meetings occasionally among all involved in the program (during and after the program) to share ideas, experiences, and insights. One participant wanted the *Peer Coaching Handbook* made optional, and it was suggested that we "make a bare bones course pack for everyone, and we can request more info if we want it. The amount of information in these packs seemed to inhibit flow of communication because it was too much to take into consideration."

(over)

Question 5 — On a scale of one (1) to ten (10) with one being “extremely unhelpful,” and ten (10) being “extremely valuable,” how would you rate the performance of the Peer Coach in assisting you to become a better instructor? Please explain.

Range	Average Score	SD
Min=5 Max=10	9.3	1.43

In general, participants thought that the Peer Coaches in the program did an excellent job.

A Representative Response

“The performance of the peer coach was very helpful—both in pointing out some ways I might fine-tune my presentations and also in rebuilding my confidence after I was asked to participate in the program. I was encouraged to participate in the program initially because I’d had mixed rating on the Purdue instrument during the previous year. However, my ratings for the same required course in the fall of this year were satisfactory, and so quite frankly I was surprised when my department chair nonetheless pressed me to participate in the program in the spring. I was also unsettling because there had been no student complaints about my teaching and, in fact, the communications I’ve had with students have generally been quiet positive. (Admittedly, we’re more likely to hear from students who enjoyed our courses than those who didn’t, but the department chair had not had any complaints either.) So I was relieved or reassured when the peer coach, as mentioned above, confirmed rather than rejected most of what I’ve been doing. She did have helpful suggestions to assist me to fine-tune lecture delivery (to insert more pauses in lectures, for example) and to clarify participation expectations of students for class discussions. She also noted in one class that the male students clearly dominated the discussion.”

A Response from Individual Giving a Maximum Score

“10: She was extremely helpful with honest and direct verbal and written comments, critiques, suggestions, encouragements, and compliments, very detailed, asked students about my performance, very good at setting up meetings, and fun. Highly recommend XXXXX as a Peer Coach!!!”

A Response from Individual Giving a Minimum Score

“5—The coach was very good at teaching and could potentially have been a helpful resource for me. However, s/he was undergoing a failed tenure review at the time of the peer coaching. This led to an uncomfortable situation for me.”

Question 6 — On a scale of one (1) to ten (10), with one being “extremely dissatisfied,” and (10) being “extremely satisfied,” how would you rate your overall level of satisfaction given your participation in the program? Please explain.

Range	Average Score	SD
Min=5 Max=10	8.5	1.41

In general, participants expressed a high degree of satisfaction with the program with the expressed desire that more time could be devoted to the experience (or have the relationships last for two semesters).

A Representative Response

“8+--I like the general principles a lot. If only there were release time...I also liked that the work was private—though an official letter from YOUR office about our participation would be GREAT!!”

A Response from Individual Giving a Maximum Score

“I would rate my overall level of satisfaction given my participation in the program as a ten (10). By getting positive feedback on what I was doing well and ideas on how to improve upon the other areas I was able to build on my strengths while improving on my weaknesses. I feel my instructional skills are greatly improved and will be continue to improve and I more fully implement the ideas given to me.”

A Response from Individual Giving a Minimum Score

“5—See above remarks about dissatisfaction with the Peer Coach.”

Peer Coach Evaluations: Question 1

- 1. On a scale of (1) to (10), with (1) being “not at all,” and ten (10) being “fully,” to what extent did your participation in the Peer Coaching help you achieve the goals you identified in your application? Please explain.**

9--“Fully” is so difficult to quantify! The program did not magically transform me into a master teacher in one semester, but it was VERY helpful. My mentor did a really wonderful job of balancing supportive and critical feedback—my confidence was badly damaged after a difficult first semester. I was given a nice combination of practical and theoretical advice, and he also struck a really critical balance between giving advice that would be helpful over the long haul and the next day in class. When I signed up for the program I was really hoping for a fairy godmother who would just fix everything (I think that would be a rating of 10). I didn't get that, but I also didn't really expect to. Instead, I was given support of the things I was doing well and appropriate tactful guidance on how to fix things that needed improvement. It was immediately clear to me why XXXXX was selected to participate as a coach. He is an outstanding teacher.

10—I got ? the program better understanding my students better. And my student evaluation went up.

8.5: It was useful to set goals, get feedback on my methods, and then have two more occasions to put the suggestion into practice with an observer who can comment on the process.

9—It pointed out to me ways I can improve which was the goal

I would rate the Peer Coaching Program a ten. I had four goals for my participation in the Peer Coaching Program: 1. Improve my teaching style; 2. Get students more involved in the class; 3. Generate interest in students for operations management topics; 4. Keep students attentive in class. I feel my peer coach gave me the tools to accomplish all four goals.

On a scale of one to ten, I would mark a 9.5. I identified the following three goals on my Peer Coaching application document. With the help of my peer coach, XXXX, I am glad to conclude that these goals have been largely achieved. 1., I hope more students will be willing to voluntarily participate in class discussion; 2. I hope to create a challenging but enjoyable learning environment for my students; 3. I hope the peer coach will bring an expertise either in content or in pedagogy that is likely to supplement that of both the students and the instructor (me).

For point #1, I became more alert to the classroom atmosphere by searching for the telltale frown on students' face and I would invite that student to speak (e.g., ask me a question). I also pay more attention to those moments when a line of thought is to be encouraged. The Purdue student evaluation results showed that 13 out of 15 students strongly agree or agree with the following statement: “there is sufficient time in class for questions and discussions.”

For point #2, I integrate the relevant video clips and case studies into my lectures. Per Dr. XXXX suggestion, I videotaped my own lecture (and student's in-class behavior). I later watched it at home in order to review my teaching performance. I realize that sometime I should slow down my lecture speed to keep pace with my students. It was a pretty good learning experience since I could observe student's reaction to my lectures and adjust my teaching technique in my future classes. Afterwards, I pause a bit longer and more often to check whether students fully understand my lecture. As Diana pointed out, students felt comfortable to ask me a question in class. I am glad to report that, according to the Purdue student evaluation results, (1) 14 out of 15 students strongly agree or agree with the statement that “this course supplies me with an effective range of challenges” and (2) 13 out of 15 students strongly agree or agree with the statement that “the climate of this class is conducive to learning.”

For point #3, I am glad to not that XXXX expertise lies in special education and she brought many great pedagogical ideas to the table with enable me to enhance my interaction with my students.

7: It was a pleasure discussing the classroom experience with Prof. Green and his observations as well as the survey he conducted with his students were helpful. Overall, however, it was a very busy semester so it was difficult to find time to implement some of the suggestions along the way to see how they might change the teaching effectiveness. As a result, there was a substantial disconnect between our discussions and how the resulting improvements might play out in practice. In short, peer observation without the possibility of trying out suggestions and evaluating with the peer coach how they work only gets us part way there to making lasting changes. As for an overall critique of my teaching, I found Prof. Green an exemplary colleague but at times his manner was too gentle so if there were recommendations in terms of style or approach with students that he felt I should be aware of, he couched them most modestly. He did offer to let me sit in his classroom and observe how he has dealt with similar situations; an offer of which unfortunately I was not able to take advantage.

9: By working with a peer coach, I have been able to improve student evaluations significantly and have, I believe, become more creative in my approach, pulling in examples from which the students appear to be more able to relate to.

8: My technology improvement was OK. I learned to use Elmo, but still need more technology integration into my teaching. Other goals were met.

It's very difficult to respond to this question because my major goal was to raise my Purdue evaluation ratings for a core (required) business course. Most of the observation and feedback in this program were completed in the last weeks of the spring term; therefore, any changes will be enacted next term—which means I won't really know if my Purdue scores will have improved until the end of the fall semester next year.

My two additional goals were (1) to demonstrate more immediate relevance to students who may not immediately know why they have to take an organization behavior course and (2) to consider alternate feedback mechanisms in addition to the Purdue ratings. My peer coach and I discussed both of these topics. I have worked on the first area and will be able, I think, to place more emphasis on this area next semester as well. My coach suggested that adding additional feedback mechanisms at the end of the term (along with the Purdue ratings) was likely to give interesting information but also to lower rather than raise the Purdue scores. (She'd tried it and did not recommend it.) Additional feedback should be gathered substantially earlier in the term and well separated from the Purdue exercise. Good point.

I'll put a "7" rating here, but it's an intuitive guess rather than an assessment of the success relative to the major goal.

7—The program is valuable and well-designed. I had a few problems connecting with my mentor.

We did not work on my first goal, new ways to teach material and incorporate new material into my classes. On goal #2—to improve my classroom presence to become a more effective teacher—and goal #3—to improve paper assignments and grading—I'd say I achieved about a 7 out of 10. We worked on how to design grade rubrics for student papers, and at first this really slowed down my grading. (One of my goals was to speed up my very slow paper grading.) But once I got the hang of it, my grading became more consistent and more thorough using a grade rubric. Students also seemed to understand better why they got the grades they did on papers.

On improving classroom presence—we worked on varying small-group discussions, and I use a number of techniques XXX showed me in all my classes. I learned more from watching her teach large groups than I did

from her observing me—though some of the things she observed helped me correct things I didn't know I did (and earlier observer never mentioned), such as my interrupting students.

7-8—Any failure to reach all goals is due to teaching and service loads, not your program or my mentor

5—This program has been a very worthwhile one for me thus far—but I feel as if I'm only getting started with it after just one semester. I will continue to work on my goals over the next semester(s).

2. Has participation in the Peer Coaching program changed your philosophy of instruction or your approach to teaching? If so, how?

It prompted some thought about my teaching methods and approach

The Peer Coaching program hasn't changed my philosophy of teaching. It's made me more aware than ever, however, that teaching shouldn't remain stagnant; it needs to be worked on constantly to continue to improve—and it really helps to have a fresh eye on my teaching to see where I can improve. It also helped me to be matched with someone outside the department—I didn't feel “spied upon,” which sometimes happens within the department. (I've been on both sides of that situation.)

He helped me implement and refine an evolving philosophy approach. I have a better idea of how to use difference resources and how to have a student centered classroom that still incorporates lecture and non-textual resources

During the course of this semester I became much more conscious of different student learning styles, and my level of awareness for “active teaching” has risen also.

It didn't change my philosophy of instruction, and I think that's a good thing. I don't think that my teaching philosophy was ever the primary problem. My difficulty was in implementing that philosophy in ways that worked for this particular student culture. I got lots of help in how to use teaching techniques that are consistent with that philosophy and that encourage student learning.

Same. Because I've had better understanding of my students and programs here.

It has not really changed my philosophy of teaching and I was not looking for that. It did give me useful feedback about how my philosophy of teaching is actualized in the classroom, so yes, it changed my approach to teaching in some specific ways.

Not much. We concluded that philosophy of instruction fit the course and students. We then looked at the details of delivery.

Yes, participation in the Peer Coaching Program changed my approach to teaching. I no longer feel that I must have all the answers, examples, etc. In fact, it is preferred for the students to provide many of the answers and examples that are used in class.

My philosophy of instruction is that marketing educators are learning-facilitators who are responsible for not only raising students' interests but also disseminating the most current marketing knowledge to students. This philosophy has not been changed yet. However, in order to become a more efficient learning-facilitator, my approach to teaching continually evolves. I adopt the notion that teaching involves both the transmission and the creation of knowledge in a broad sense. To involve students in their own learning process, for example, I ask students to debrief (and criticize) their own project(s) instead of pinpointing the pros and cons of their

projects for them. This makes students recognize their own responsibility for their education and they will be able to learn more by participating in the critique process.

No, but it has made me more aware of possible ways of addressing minor problems that I had already identified and, perhaps more importantly, confirmed my resolve to formally incorporate these changes in my course.

Although my philosophy of instruction has not changed, my approach has been strongly influenced by participants in this program. I am now engaging students more, utilizing materials in a way that is more accessible to students, especially through the use of stories, objects, and examples that serve to expand narrow explanations of scientific topics.

No, to philosophy; Yes to approach. More interactive, activities, discussion, time for students to process information, all semester evaluation; less overhead, detail of information

It hasn't changed but rather confirmed my philosophy of classroom instruction. I found my peer coach and I shared a desire to energize and involve students; to stimulate students' self-awareness; to utilize a variety of teaching methodologies (lecture, small and large group discussions, and interactive exercises and experimental learning); to maintain standards for achievement and hold student accountable; and to use humor (as appropriate) to build rapport.

In my application for this program, I summarized my philosophy as follows: "Students learn in a variety of ways—but intellectual involvement is a necessity. Some learn vicariously—through lectures, readings, and observation. Some are visual learners; some prefer direct experience learning. More learning takes place when theory is illustrated with examples of practice and when new concepts are attached to what the student already knows." I try to teach by that philosophy, and the peer coach's observations and "Feedback on Teaching" confirmed characteristics consistent with this philosophy as "strengths" of my teaching style.

The peer coach did suggest some interesting ways in which technology (on-line discussions) might be use to involve less active or shy students.

3. What do you consider to be the most valuable outcomes form your participation in the Peer Coaching Program?

- Meeting faculty from other departments
- Discussing issues and concerns with the tenure process
- Observing other instructors during a full class session
- I feel supported and encouraged in my efforts to improve my teaching
- My grading is more consistent and more clear to students
- On-going relationship with a very skilled teacher in another discipline
- Better incorporate technology
- Time to think and talk about teaching
- Heightened awareness of different learning styles among students
- This program has really gotten me thinking of way to engage students in an active manner.
- My relationships with students as well s certain faculty member has improved
- I was given some very specific suggestions that were, in themselves, extremely minor. But it was clear to me immediately that these little things can really add up.
- Support for individual strengths (i.e. it was such a relief to have someone tell me that I was not really terrible, but that I wasn't using my talents appropriately either.)
- I was given some support—but also some redirection on my long term plans. He really helped me focus and sometimes reframe my goals for long term skills development.
- Student evaluations go up
- Better understanding of the programs here

- Got the balance between “ person and machine” for the students here.
- Informed reports on what is happening in my classroom as it pertains to specific issues I want to address.
- Specific suggestions to better facilitate the kind of instruction I want to do.
- Confirmation that most of what I do is reasonable!!
- Specific techniques that will improve my teaching were suggested
- Direction as to what I do in class and how students react. I learned that some areas I was concerned about are most likely not important to students
- Greater student participation in class
- I feel the students are much ore connected to class material
 - The use of examples from students puts the material in the context of their lives
- I am reassured about my in-class lecturing performance. For example, as XXXX pointed out, students do feel comfortable to ask me question when they do not feel 100% certain about the course materials. She also commented that my integrated video clips are a good motivating tool which gives the audience an opportunity to link the textbook material to the real world event. One implicit advantage of using multimedia facilities is to give students’ busy brains a short break during the 75-minute class time.
- I had a chance to observe not only my own lecture but also students’ in-class behavior from the recorded videotape. In conjunction with XXXXX comments and suggestions, I realize that “more is not necessarily better”—I thus reduce that information in each of my presentation slides and also pause a bit longer when I am about to introduce students to a different topic.
- Using a mid-term evaluation seems to be a great idea to share class ownership with students. A sample question could be “what is the one thing you want the instructor to do to improve the course?” XXXX recommended this approach and I’ll employ it in my Spring 2004 courses.

Student comments to Peer Coaches survey and our talks make me more aware of how difficult it is for students to learn how to write good exam essays. His suggestions on how to use model essays to help prepare them for the first exams is one I will be using this next semester. I will also be using many more short writing assignments that model the essay writing process in order to help students learn how to construct and argument.

There a few points about how to organize a class discussion that I have taken to heart and will be trying out this semester. I might note that my course caps have been raised these last two semester and if this continues I will have to abandon both classroom discussion and essay exams to that these points will be moot.

Increased approachability by students by way of give and take relationships.

Broadening of my views of what types of exemplars that can be used to explain tough or dry topic, especially examples form outside my field.

Increased awareness of how students perceive me and the material.

New ideas for teaching!!! Discussions with faculty outside the department about teaching strategies, ideas, etc. Getting to know a distinguished faculty member.

The opportunity to discuss the art and practice of teaching with a delightful, intelligent educator. We talked about eh challenges we all face in the classroom—something we don’t do enough of with our peers.

The necessity of self-reflection regarding the course, how I’ve organized my presentation, and possible additions or modifications for future activities.

Three observations by an unobtrusive, perceptive observer, who noticed ways in which I could consider fine-tuning my lectures and class management to improve learning for maximum number of students.

4. What changes would you recommend to make the Peer Coaching Program to make it more effective for future participants?

- Pre-screen peer coaches to make sure they have a strong desire to mentor
- Meet with entire group occasionally to share insights
- Coordinate topics occasionally—meet with other working on the same issues, such as grading
- Offer some stipend for participants
- If it were even at all possible to temporarily lighten loads—Gosh, then we could really hunker down and grapple with the teaching issues we face
- Instead of making it for just one semester allow participants to engage for a full year
- Facilitate thru special programs the getting-together of participants to share their experiences with one another and compare notes—coaches should get together too

I wouldn't change anything. However, a caveat might be in order: My guess is that the relationship between the teacher and his/her coach is a crucial factor in whether the program is successful for each participant. If they don't communicate well with each other the chances of success for that individual are probably significantly decreased. With that said, I don't think that this should be changed. It is a strength of this mentoring approach that it isn't a public airing of one's professional difficulties, so no one has to worry about saving their dignity or preserving appearances. If I had gone through this program in a group format I doubt I would have been so willing to discuss my difficulties so honestly.

The course pack was overwhelming. I personally did not need all of that structure to have a conversation with the peer coach about what was going to happen. I have a great deal of experience in conducting workshops on teaching, and I have been a peer coach myself at another institution. That may make me better able to work without so much formal structure. But perhaps for others, too, the amount of information presented actually inhibited the flow of communication because it was too much to have to take into consideration. I suggest making the large course pack optional—make a bare bones course pack for everyone and we can request more info if we want it.

As I was pleased, I have no suggestions to make

To have the Peer Coaching Program participant sit in his/her peer coach's class for one to two times. I was invited to sit in Dr. XXXX class in Fall 2003 and I would be happy to sit in her class once again this semester

- To have the Peer Coaching Program participants get together for an informal information exchange session right after the problem is finished. They can exchange ideas, ask questions, seek assistance, or offer suggestions that will enlarge the effects of the Peer Coaching Program.

A semester is likely too short as it doesn't allow time for a bit experimentation and observation about what changes might be effective with particular instructors, classes, what problems are specific to a particular group of students, etc.

I like it just the way it is. The informal style allows both the coach and the teacher to adjust to one another.

And to work together in planning, executing, and assessing the goals that need to be addressed.

Final deadline for evaluations should be after semester ends; two folders: one for specific info to the program and one for all the reference materials; found the one packet to be overwhelming and did not look at all information in detail

Allow peer coach-instructor partnerships to begin as soon as people are interested. Although I inquired about the program in the fall, I was asked to wait several months to begin the relationship with the next (the spring) term. At the beginning of the spring term, the peer coach was still busy with her preceding partnership, and several other events (my prior appointments, the peer coach's conference travel) caused us to get started several

weeks into the spring semester—which meant of course that the course requirements and expectations for the term were already established and communicated to the students.

Try to find a coach based in the same college for ease of access. I thoroughly enjoyed my peer coach and appreciated her insights and generosity with her time. And I hope to stay in contact with her. But we did have trouble getting together. Having a coach in the same college would have made it so much easier to drop in on one another on a more casual, collegial basis. (Of course, the fact that I had a food and ankle injury during the term didn't help.) A peer coach in the College of Business and Economics might also have shared information on additional resources for business cases, business educator conferences, writing and research interests, etc.

5. On a scale of one (1) to ten (10) with one being “extremely unhelpful,” and (10) being “extremely valuable,” how would you rate the performance of the Peer Coach in assisting you to become a better instructor? Please explain.

5—The coach was very good at teaching and could potentially have been a helpful resource for me. However, s/he was undergoing a failed tenure review at the time of the peer coaching. This led to an uncomfortable situation for me.

10—Very helpful, specific about what I did well and what needed work, specific about how to improve, a splendid teacher to observe

10—He was down-to business but also supportive

10—XXXX has been an outstanding peer coach for me and will continue to mentor me whenever possible

10—Even though my Peer Coach was not a fairy Godmother, I couldn't have asked for a more tactful, supportive, or knowledgeable teacher.

10-Always there when I had a question. Very, very helpful!

10—It was extremely helpful to have someone who could follow the material as well as knowledgeable in teaching.

I would rate the performance of Peer Coach in assisting me to become a better as a ten (10). She provided much needed feedback on my teaching style and more importantly ideas on how to improve my teaching style. She provided many other ideas on how to engage students in the class material.

On a scale of one to ten, I would mark a 9.5 for my Peer Coach Dr. XXXXX. I benefit a lot from participating in the peer coaching program. XXXX observed my classes twice in the Fall 2003 Semester and then she shared her opinions and suggestions with me. If our Fall 2003 schedule were not as tight as it was, we could have arranged one more in-class observation. Overall, I am extremely satisfied with XXXXX help. I should not that, though XXXXX and XXXXX were not involved in the peer coach program, their support and suggestions are very helpful as well. Though I believe that a professor/instructor's class performance should not solely be judged by students' evaluation, I am glad to mention that students generally like my class and feel that they have learned a great deal from my class (the average student evaluation score related to my Marketing Management class in Fall 2003 was 4.4—on a 5 point scale.)

8: I very much enjoyed XXXX comments and was very happy to meet him. I also thought his use of his students to conduct a formal survey of my students was most creative.

10: XXXXX was an excellent peer coach; we met before class to establish goals and after class for an assessment. XXXX not only gave me her assessment, but encouraged me to assess myself and the student/teacher interactions. By giving me general advice, I was allowed to be creative in my classroom responses to the assessment.

10: She was extremely helpful with honest and direct verbal and written comments, critiques, suggestions, encouragements, and compliments, very detailed, asked students about my performance, very good at setting up meetings, and fun. Highly recommend XXXXX as a Peer Coach!!!

The performance of the peer coach was very helpful—both in pointing out some ways I might fine-tune my presentations and also in rebuilding my confidence after I was asked to participate in the program. I was encouraged to participate in the program initially because I'd had mixed ratings on the Purdue instrument during the previous year. However, my ratings for the same required course in the fall of this year were satisfactory, and so quite frankly I was surprised when my department chair nonetheless pressed me to participate in the program in the spring. I was also unsettling because there had been no student complaints about my teaching and, in fact, the communications I've had with students have generally been quiet positive. (Admittedly, we're more likely to hear from students who enjoyed our courses than those who didn't, but the department chair had not had any complaints either.) So I was relieved or reassured when the peer coach, as mentioned above, confirmed rather than rejected most of what I've been doing. She did have helpful suggestions to assist me to fine-tune lecture delivery (to insert more pauses in lectures, for example) and to clarify participation expectations of students for class discussions. She also noted in one class that the male students clearly dominated the discussion.

Today (Thursday of exam week) we had an additional meeting in the peer coach's office so she could share how she's been using Desire2Learn to give open-book quizzes and to require on-line postings and reactions to replace or supplement in-class small group discussions. Some of these approaches might work especially well with a course (Organization and Management) that I may be teaching next spring.

She's certainly a "10" teacher! I'd say "9" here in help to me in relation to my current teaching assignment at Whitewater only because there were some differences in the types of students and courses we're teaching. She, for example, has more non-traditional students in her career-focused graduate classes; I'm teaching a required, introductory course to undergraduate students, most of who are on campus at least during the week and many of whom have yet to have any significant career experience or clear goals. Her students know they will need to do specific activities (like design IEPs for special needs children) in their immediate future; many of my students will more fully appreciate the professional relevance of some of the organizational behavior concepts and activities after they become full time employees and managers (a tendency confirmed by both research and anecdotes.) One of my continuing challenges is to make the material relevant to those undergraduates who may never assume managerial responsibilities as well as to those who are committed to a career in management; I attempt to do this by applying the concepts to students' personal lives as well as to their careers.

6. On a scale of one (1) to ten (10), with one being "extremely dissatisfied," and (10) being "extremely satisfied", how would you rate your overall level of satisfaction given your participation in the program? Please explain.

5—see above

7—I feel that we just got started and have more we can do together. WE do plan on working together some time in the future.

8+--I like the general principles a lot. If only there were release time...I also liked that the work was private—though an official letter from YOUR office about our participation would be GREAT!!

10—Thus far I am extremely satisfied and grateful for the opportunity to participate in this program. As I have already mentioned, I would like to extend my participation in this program for at least one more semester!!

9—It was very helpful. And I must say that I was not looking forward to it because my department had “prescribed” the treatment and I was feeling both hurt and resentful about it. So the program really did exceed my expectations.

10—Have an excellent professional relationship with my Peer Coach

8—It was useful

9—I hate to rate things a 10 based on a single exposure. (If you rate the first skater 10, how can you later rate a better performance higher?)

I would rate my overall level of satisfaction given my participation in the program as a ten (10). By getting positive feedback on what I was doing well and ideas on how to improve upon the other areas I was able to build on my strengths while improving on my weaknesses. I feel my instructional skills are greatly improved and will continue to improve and I more fully implement the ideas given to me.

On a scale of one to ten, I will mark it a 9.5. This is a great program that can help new or seasoned faculty members to re-energize their teaching career. I would be happy to share my experience with future Peer Coach Program’s participants, perhaps in the first-year program. I should not that I do not mark a !10) in this final program evaluation because I am not and easily satisfied individual and I always want to challenge myself for further improvement.

9: The program has greatly assisted me in improving my teaching as evidenced by increased student participation and greater student satisfaction.

9: Trying to find times to observe and meet for discussions was more difficult than anticipated. One class was never visited, only reviewed on tape.

I think I’ll say an “8”. Both the peer coach and I have doctorates in education. I didn’t expect a major reorientation of my teaching style or philosophy. I think our shared background cause us to be on “the same wavelength” on most issues. Her collegial approach was great!!

I do wish we’d had more time, more time earlier in the year, more compatible schedules, and one opportunity to interact and discuss various resources that might be available. I will take advantage of her willingness to have me observe one or more of her classes in the fall.

Other Comments:

I found it very helpful to have a peer coach from outside my field. This provided a more objective view of my teaching ability.

The program is well worth continuing. I would participate again in a few semesters.

The videotaping of a class was interesting (and something I hadn’t done for many years). The TV man was very helpful and, because the class had a variety of activities (lecture, table team activities, large group discussion, and student presentations), he stayed so he could change the position of the camera and microphone as we moved from one activity to another. His participation was really essential; a fixed camera and microphone would have produced minimal results. Ideally, a two-camera system with more flexible multi-

directional microphone would improve the final results (especially when trying to capture the dynamics of large group discussion).