An efficient peer-mentoring program to promote professional competency

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Why peer mentoring?

✧ Leverage existing knowledge, skills, experience
✧ Crucial component of faculty development
✧ Richer, supportive and collegial environment
✧ Ultimately promotes excellence in teaching
2+2 in HBIO at USC

Structured, reflective and collaborative approach to improve the effectiveness in teaching

Based on Teaching Observations
2 + 2 Peer Observation Sheet

Observer_________________ Instructor observed_________________
Course____________________________ Date_________________
Instructional Format_______________________________________

Compliment 1:

Compliment 2:

Suggestion 1:

Suggestion 2:

Reflections:
How it works:

1. Every term each instructor attends a colleague’s class for a short period of time
   - Gives two compliments
   - Gives two suggestions

2. There can be a debrief meeting
How it works

3. Faculty member who was observed writes a reflection:
   ✤ how compliments and suggestions were (or will be) incorporated into practice

❖ For merit and promotion evaluation a longer reflection piece can be shared
Peer observations as a form of mentoring

✧ To reflect on teaching and learning
✧ To inspire
✧ To collaborate & share ideas
✧ To exchange formative feedback
✧ To have a collegial conversation

✧ In addition to traditional mentoring
Advantages of 2+2: Break down the silos
Advantages of 2+2: Overcome the hierarchical gap
Advantages of 2+2: Course Integration

HBIO 360

HBIO 370

HBIO 409

HBIO 435

HBIO 302

HBIO Major
Ultimately promoting collegiality, self reflection, and community building
Faculty Survey:
2+2 was quick to complete and easy to fit into my schedule
Faculty Survey:
I received constructive Feedback in a supportive and collegial environment
Faculty Survey:
2+2 gave me an opportunity to reflect on my teaching
Faculty Survey: 2+2 helped me to better connect the material I teach with material taught in other HBIO classes.
Faculty Survey: Additional Feedback

“It is an **efficient** and **effective** way to regularly reflect on my teaching.”

“It made me **consider new ways** to keep a large lecture hall engaged.”

“It allowed me to **interact** with faculty I might not have the chance to interact with much.”
Faculty Survey: Additional feedback

“It allowed me to reflect on the material I teach from a completely different perspective.”

“Feedback was specific, valuable and actionable.”

“It made me aware of other strategies I can use while teaching.”
Would you like to know more?
Reach out if you would like to connect
If you have any questions or ideas
If you would like to develop 2+2 at your institution

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Women in Science and Engineering (WiSE)
Any questions?