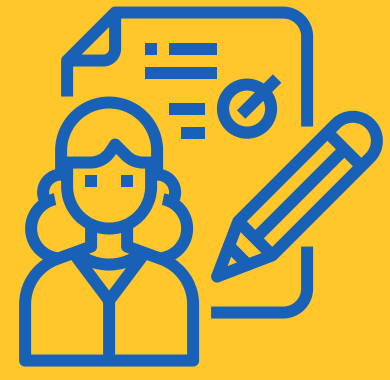


Supporting Your Faculty:

Teaching Development



Teaching Development

A Toolkit for Chairs



EAST TENNESSEE STATE
UNIVERSITY

Center for
Teaching Excellence

Website

www.etsu.edu/teaching

E-mail

teaching@etsu.edu

Good teaching is important



For student retention

Students who experience a positive instructional climate and learning success are more likely to persist to graduation.



For accreditation

Institutional and disciplinary accreditors want evidence and assurance that students are learning at top levels.

But good teaching is private



Less quantifiable

Unlike research activities, which follow a process to completion with a tangible product, teaching is less public, and acts related to teaching are rarely shared.



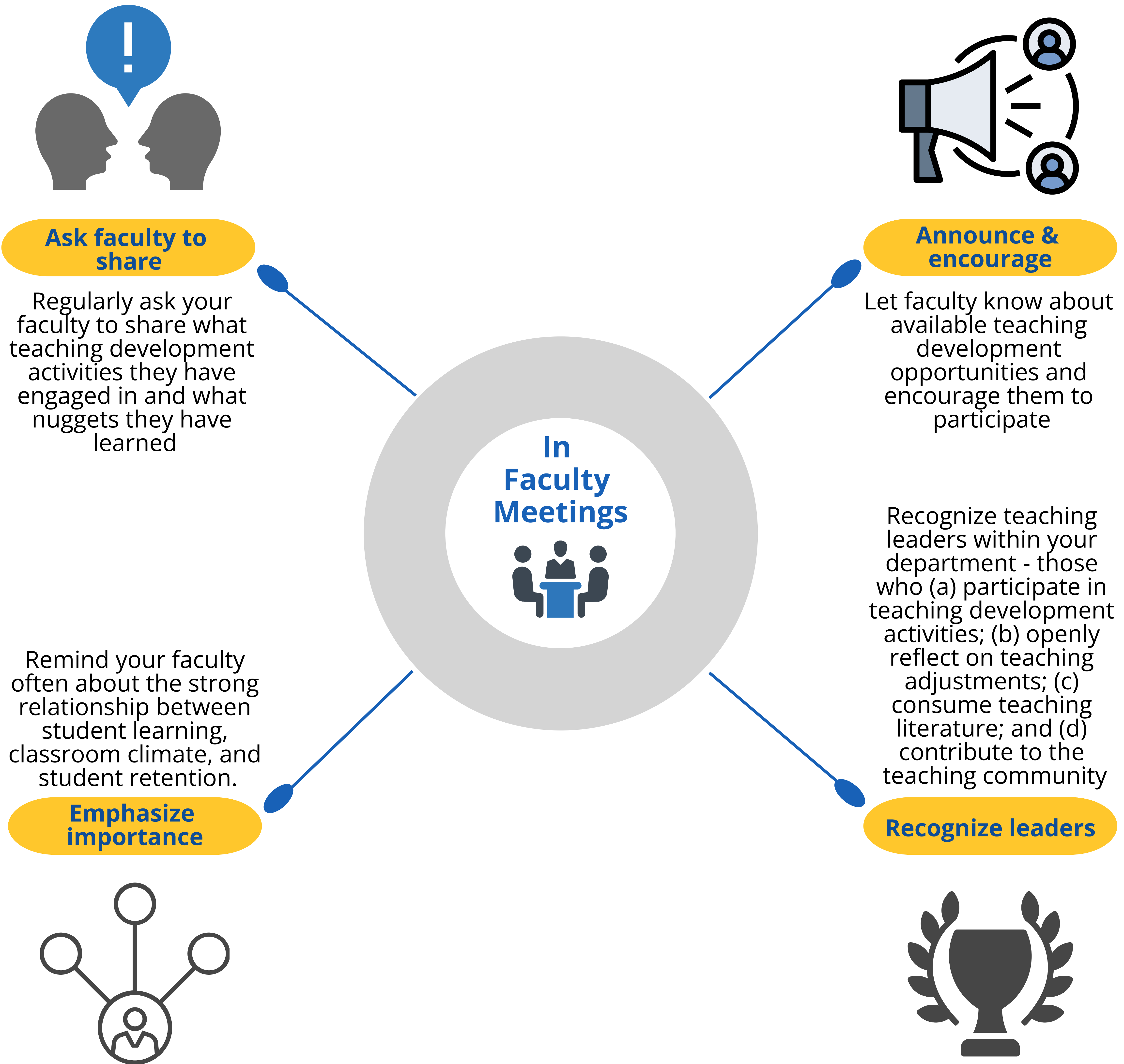
Limited "evidence"

The evidence we use to assess faculty's teaching is often limited to teaching loads, student assessments of instruction, and a static teaching philosophy.

MAKE TEACHING PUBLIC: RECOGNIZE IT'S A JOURNEY

Teaching rarely ends in a "product" because it is an ongoing, formative process

As Chair, you can acknowledge & support this process



The Center for Teaching Excellence can assist!



We can regularly notify you about upcoming teaching development opportunities to share out



We can let you know which faculty are utilizing our services toward teaching development



We can provide 15-minute mini workshops to give your faculty a taste of our approach and services

Outside of Faculty Meetings



Organize "Open Teaching" Days

Plan days when your faculty open their classes for colleagues to observe and learn from one another's positive teaching practices.



Recognize Great Teaching

Acknowledge faculty in your department who receive "Thank-a-Teacher" notes from their students - with a brief note of your own or some other token of appreciation.



Lead SAI Reflection Workshops

Identify key themes from student feedback, then consider ways to adapt teaching practices associated with those themes.



Encourage SoTL Research

Introduce your faculty to the Scholarship of Teaching and Learning (SoTL) - conducting research about what works with teaching in higher education. With a SoTL focus, faculty can simultaneously improve their instruction and meet research goals.



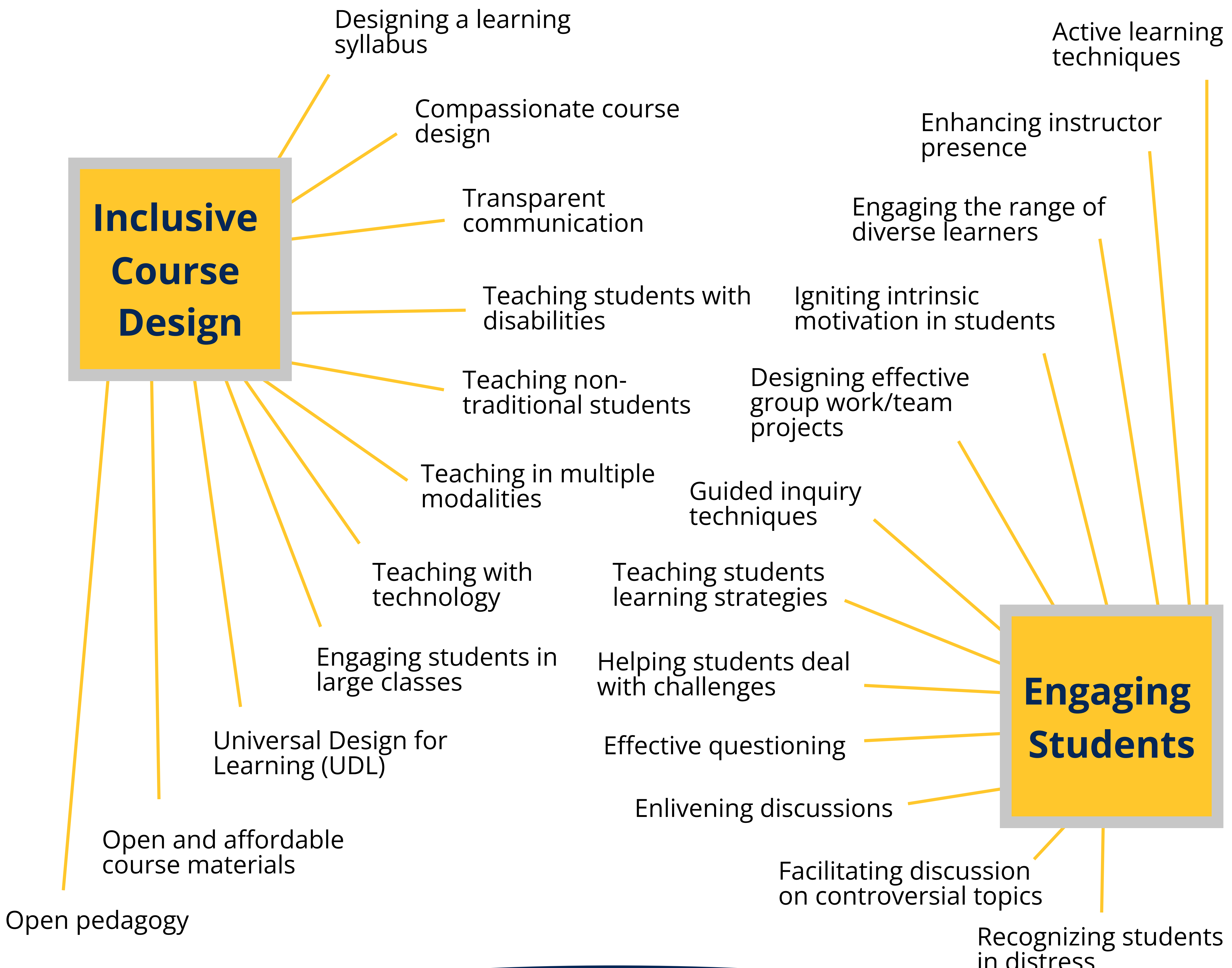
Organize Journal Club Meetings

Faculty can meet to review and discuss an article about teaching in higher education, perhaps more specifically in your department's discipline.

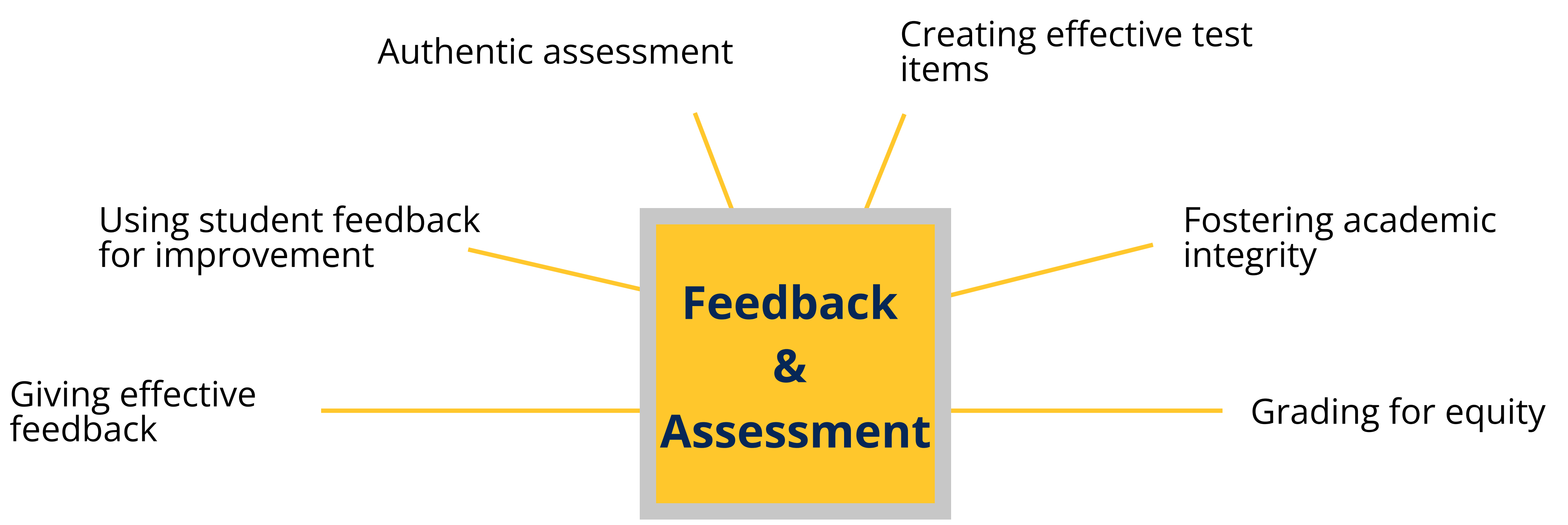


The CTE can help with that!

We can assist you with leading SAI reflections, developing Open Teaching days, & modeling Journal Club meetings. We can also support your faculty's SoTL with consultations and Writing Group times.



Are there common needs or interests among your faculty?
The CTE can develop a workshop for your department!





With Individual Coaching



Bring the Teaching Philosophy back to life

The Teaching Philosophy should be a living document, not something considered only when faculty are ready for tenure and promotion!



During Faculty Annual Reviews, encourage your faculty to consider ways their Teaching Philosophy has adjusted.



Encourage them to revisit and edit their Teaching Philosophies based on professional development activities they have engaged in about teaching.



A revised Teaching Philosophy (with edits marked or annotated) demonstrates a person's ongoing reflection on and adjustment of their teaching practices.



Watch for coaching moments

Your early attention to syllabi or other teaching evidence can mitigate student drops or appeals later.

Use these as opportunities to positively and proactively coach best practices in higher education teaching.

Many unique circumstances can arise for teaching, but there are some common missteps, often well-intended, that can be noticed and addressed sooner in a semester.

Consider addressing



Syllabi with overly harsh or punitive tone and rules.



Concerns from students about an unreachable instructor, or evidence that the instructor does not wish to interact with students outside of class.



Syllabi requirements with inconsistent logic or that are unreasonable.

How Do I Coach and Still Honor Academic Freedom?

Faculty do indeed have academic freedom to choose the various ways in which they teach their course material.

However, best instructional practices can offer a wide variety of approaches (thus permitting academic freedom) while ensuring an effective learning experience for your students.

Academic freedom still expects professional competence, and that can apply to teaching practices, too:

"Academic freedom means that faculty are free to engage in the **professionally competent forms** of inquiry and teaching that are necessary for the purposes of the university. It does not mean that individual faculty members are free to teach or publish whatever they want without repercussions." - [American Association of University Professors](#)

Coach With Them



Step 1: Identify the Common Goal

Discuss with your faculty member the goal of student learning & success.



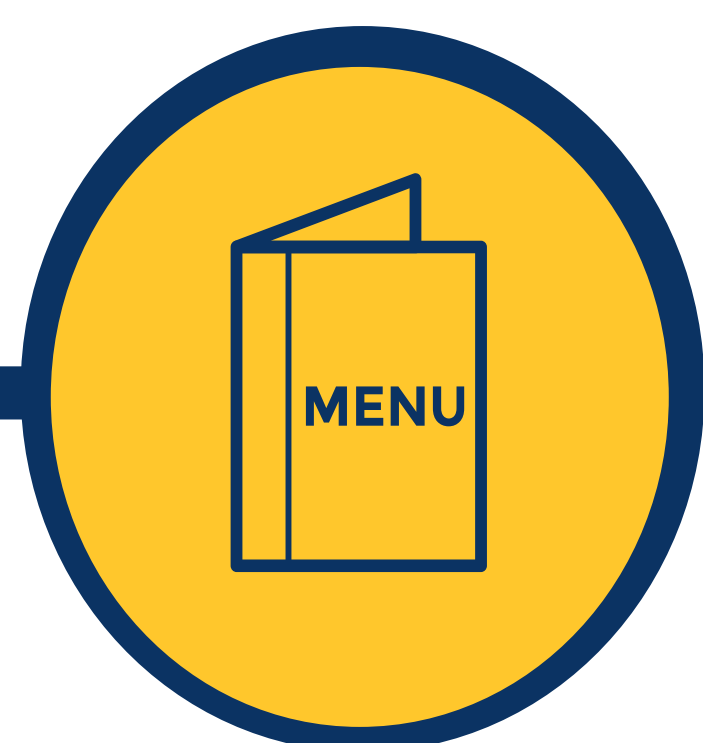
Step 2: Ask

Ask sincere questions about current methods. Why did the faculty member choose to use this method?



Step 5: Make a Plan

Create a plan with the faculty member: What steps will they take as they learn more? When will you meet back to discuss further?



Step 4: Offer Support

Encourage faculty member to explore and learn more about alternative approaches that might yield more positive outcomes. Offer a menu of resources.*



Step 3: Wonder

Share supported information about related best practices.* Wonder aloud if those might be better approaches for meeting the goals.

* The CTE can assist you with this step!

TEACHING DEVELOPMENT IS DIVERSE

Coach ALL Dimensions of Teaching:



GOALS, CONTENT, & ALIGNMENT

ASK: What are students expected to learn in your course(s) and why? What content and materials do you use and why?

EVIDENCE:

- * Goals clearly articulated in syllabi
- * Content clearly supports goals/alignment in syllabi
- * Sample course materials
- * Department/program level curriculum mapping
- * Related SAI items

EVIDENCE:

- * Syllabi, course schedules
- * Sample class activities and assignment
- * Lesson plans
- * Examples of feedback on student work
- * Related SAI items
- * Updated Teaching Philosophy statement

TEACHING PRACTICES

ASK: What activities and assignments do you use in and out of class time to help students reach learning goals?



ACHIEVEMENT OF LEARNING OUTCOMES

ASK: Does students' work on these assignments meet your (or other stakeholders') expectations and course learning goals? How do you know?

EVIDENCE:

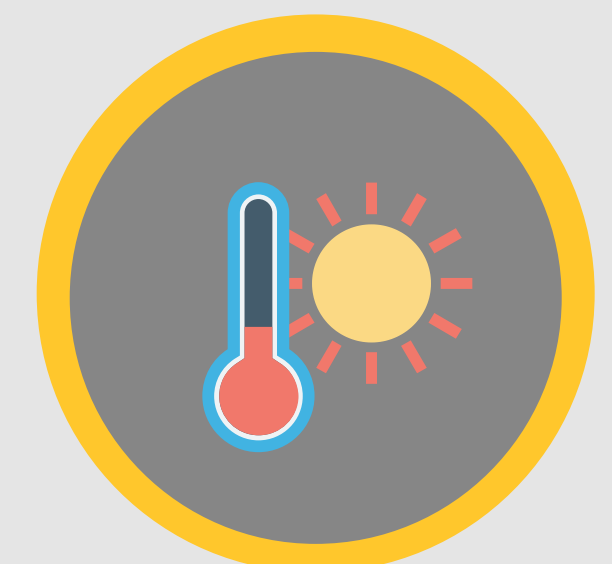
- * Rubrics and samples of student work
- * Summaries/analysis of performance on rubrics
- * Item analysis of exam questions connected to learning goals
- * Reflections on student learning
- * Licensure item success rates

EVIDENCE:

- * Language tone on syllabi
- * Statements on diversity, inclusion, participation on syllabi
- * Lesson plans or sample activities
- * Reflections on student feedback
- * Related SAI items
- * Teaching Philosophy statement

CLASS CLIMATE

ASK: How do you encourage motivation, inclusion, and a sense of belonging among your students?



REFLECTION & ITERATIVE GROWTH

ASK: Have you changed your teaching over time, either within a semester or from one semester to another? If so, what prompted the changes? How effective were the changes you made?

EVIDENCE:

- * Syllabi updates
- * Sample assignments or student work samples that highlight changes in course
- * Improvements in student achievement
- * Reflections on student feedback
- * Participation in teaching community or development opportunities
- * Updated Teaching Philosophy statement

EVIDENCE:

- * Number of student mentees
- * Service on graduate committees
- * Letters of recommendation for students for programs, jobs, awards, grants, scholarships
- * Presentations/publications with student co-authors
- * Letters from or surveys of student advisees
- * Teaching Philosophy statement

MENTORING & ADVISING

ASK: How do you make yourself available and communicate with students? How do you support students' professional development? How else have you supported students?



INVOLVMENT IN TEACHING SERVICE, SCHOLARSHIP, OR COMMUNITY

ASK: In what ways do you participate in or contribute to the broader teaching community, both on and off campus?

EVIDENCE:

- * Teaching/assessment related committees
- * Participation or supervision of co-curricular activities or experiential learning
- * Participation in &/or leadership of teaching community or development opportunities
- * Internal or external presentations, publications, or grant applications related to teaching

Services and Events the CTE Offers to Help Faculty's Teaching Grow

<https://www.etsu.edu/teaching/>

teaching@etsu.edu



GOALS, CONTENT, & ALIGNMENT

- Workshops
- Faculty Learning Communities
- TLCs
- General consultations



TEACHING PRACTICES

- Workshops
 - *Esp.* "Four Essentials" series
- Faculty Learning Communities
- TLCs
- General consultations
- CHIIPs/Micro-CHIIPs Conferences
- TED Lunch & Learns; Book Clubs



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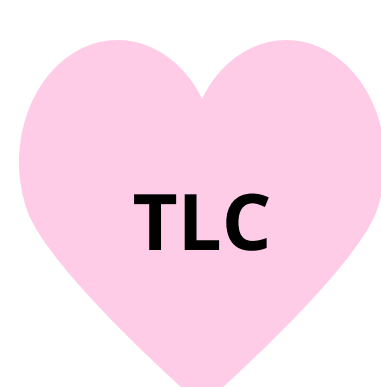
REFLECTION & ITERATIVE GROWTH

- Workshops
- Faculty Learning Communities
- TLCs
- General consultations
- Become a CTE "SuperUser"



INVOLVEMENT IN TEACHING SERVICE, SCHOLARSHIP, OR COMMUNITY

- Faculty Learning Communities
- SoTL Writing Group
- Become a TLC Peer Consultant
- Become a CTE "SuperUser"
- Present at CHIIPs/Micro-CHIIPs Conferences
- Serve on CTE Advisory Council
- CTE Faculty Affiliate



TLC

=

Teaching & Learning
Consultation



SuperUser

=

Participates in 20% or
more of a semester's
offered learning events
at the CTE