

Strategic Plan Area #4 Supporting Excellence in Teaching

Below are the notes taken at the College-wide Strategic plan retreat for this area.

1. To have excellence in teaching, we need to BE the leader at ETSU by modeling excellent teaching
2. To have excellence in teaching, The CCOE needs to have the time to create/revise courses, enough faculty and/or adjuncts to adequately cover courses and the staff needed to support the faculty to be able to teach well.
3. We need to look at the design and delivery of our courses to determine if we can teach the materials more effectively to reach a broader audience of potential students. Additionally, we need to have a way to assess what we are doing and what changes we have made to determine if it is working and we need to continue or we need to go in a different direction. Further, we need to collect data on what is working and not working online. Comparing summer courses that are often shortened time spans to the traditionally taught courses would be beneficial to determine if those courses could be taught on a different time schedule.
4. The Teacher education portion of the CCOE needs to look at the new state policies on potential job-embedded students and potential students on a provisional license.
5. To gain excellence in teaching we need to have an assessment of teaching that includes more than SAIs. It need to include interdisciplinary observations.
6. We need to complete a market analysis of the area to see
 - a. What other IHE are offering
 - b. What the region needs (i.e., certification)
7. We truly gain excellence in teaching, we need to understand that not everyone excels in teaching, research, and service. There needs to be differentiated ways to obtain tenure with faculty to be allowed to do more of what they excel. (i.e., researchers have a heavier research load while those who excel at teaching have a higher teaching responsibility.) All ways to obtain tenure need to have equal respect.
8. To give our students the best education and preparation, we need to offer more dual certifications so that our students graduate extremely qualified and more marketable. However, there needs to be a “safety net” so that different departments are encouraged rather than discourage this type of collaboration.

9. The CCOE needs to provide a 1st year cohort and uniform mentorship of new faculty. This will ensure that the new faculty know more about what others are researching to reduce silos within the college and to encourage the exchange of what works throughout the college.
10. To have excellence in teaching, we need to model co-teaching, which is a method we expect our student and mentors in teacher education to do in the field. We need to model this in the courses by having co-taught courses. A policy needs to be created on how this is counted in the FAP and how it would be equitable across departments, financially.
11. University school, the child study center and Little Bucs need to be places where we pilot, test theories and encourage innovation in teaching. For this to occur, more students (i.e., more than 1 grade per age level) and a more diverse population needs to be served by these schools.
12. We need to talk to the University School about what is effective and ineffective ways to assess faculty because they are used to the state TEAM assessment. It might be effective for faculty to be assessed with this model as well.
13. We need to better utilize our off campus sites. Not only are these places to teach, but they are places we need to become more involved with the community and create resource centers, pilot ideas, etc.)
14. Ideas/methods of teaching method to be shared across departments so we can learn from each other the best methods to use with college students.
15. Instead of using the words faculty assessment, we need to use faculty feedback. We need to encourage increasing teaching skills.
16. When we talk about excellence in teaching, it also needs to be excellence in supervision at the placements that our students are placed (service learning ,practicums, etc.,)
17. Creative teaching needs to be encouraged and given the time to develop. All faculty need more time to develop teaching skills and to build better courses.
18. To ensure we have excellence in teaching we need to strengthen the relationship between TN CORE office and COE to stay current on the state department expectations.
19. We need to ensure all of our students can access materials in our courses. It also is the ADA law.
20. There needs to be long term teaching mentoring across departments

21. We need to have quality adjuncts so that they can be excellent in teaching. They need mentoring, training in teaching methods, training in technology. There needs to be financial incentives for the adjuncts to go to trainings. As it is now, there is no reason for them to go to trainings.
22. It would be good if we could have instructors in residence which would be people who have recently left the public school system or the public arena of their field and come to the college to give real-world information to our students.
23. Faculty are often good in their field, but this does not mean they are good at teaching college students about their field. These faculty might need more support to be outstanding teachers.
24. Whatever we adopt as our teaching strategies needs to be a best practice. We need to use evidence-based strategies that are effective.
25. The adjuncts need a pay raise to attract more qualified adjuncts
26. There needs to be interdisciplinary group mentoring of faculty.
27. Creating faculty learning communities that include different disciplines within the college would strengthen everyone's teaching.
28. A committee could be created to assist faculty in planning and provide support in using innovative courses.
29. We could gain as a college from having excellent faculty from other institutions teach us different teaching techniques. (e.g., flipped classroom, Scale Up)
30. We could have lab courses or courses that work together on the same project. This would be beneficial to show co-teaching and teach our students to collaborate. The students would gain beneficial skills in working with different disciplines.
31. To be excellent online instructors, we need top notch platforms (e.g., course management systems, synchronous classrooms) to attract online students and teach more innovatively.
32. We need access to innovative classrooms with working technology to teach well.
33. Uniformity in online courses would assist students in succeeding better in these types of courses
34. The Center of Excellence in Teaching needs to be housed in the Clemmer College of Education.