

# Fostering Excellence in Teaching



Whitney Scott  
Director of FacDev

Marcy De Veaux  
Associate Director of FacDev

# Introductions

Please choose one photo that best represents  
your idea of teaching effectiveness.

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# Your challenges & successes in fostering teaching effectiveness..

## Challenges

- Little time to plan or give feedback (for part-timers)
- Transitioning from lecturing to active learning
- Habits are hard to change
- Peers unwilling to give critical feedback
- Accrediting body has requirements
- Perceptions that online/hybrid is easier

## Successes

- Encouragement from dept chair & other faculty
- My own critical feedback
- Faculty meet who are teaching similar courses
- Adoption of teaching effectiveness standards
- Student & peer evaluation protocols
- Improvements come from time, experience, & confidence
- Incentives
- Affinity groups
- Teaching champions

“FacDev offers terrific workshops, but faculty can’t or don’t want to make time for them.”

# Today's Goals & Agenda

1. Identify strategies to foster effective teaching within a department.
2. Discuss evidence based resources, structures and interactions needed for faculty to try new approaches.

**Think back to a time when you changed your teaching. What were the conditions that made it ideal for you to change?**

Think/Write- Pair- Share

**How do we in FacDev know when we are fostering teaching excellence?**

# Evidence Based Teaching Resources

Learning Centered Teaching

Inclusive & Culturally Responsive Teaching

Teaching Behavior Inventories (STEM)

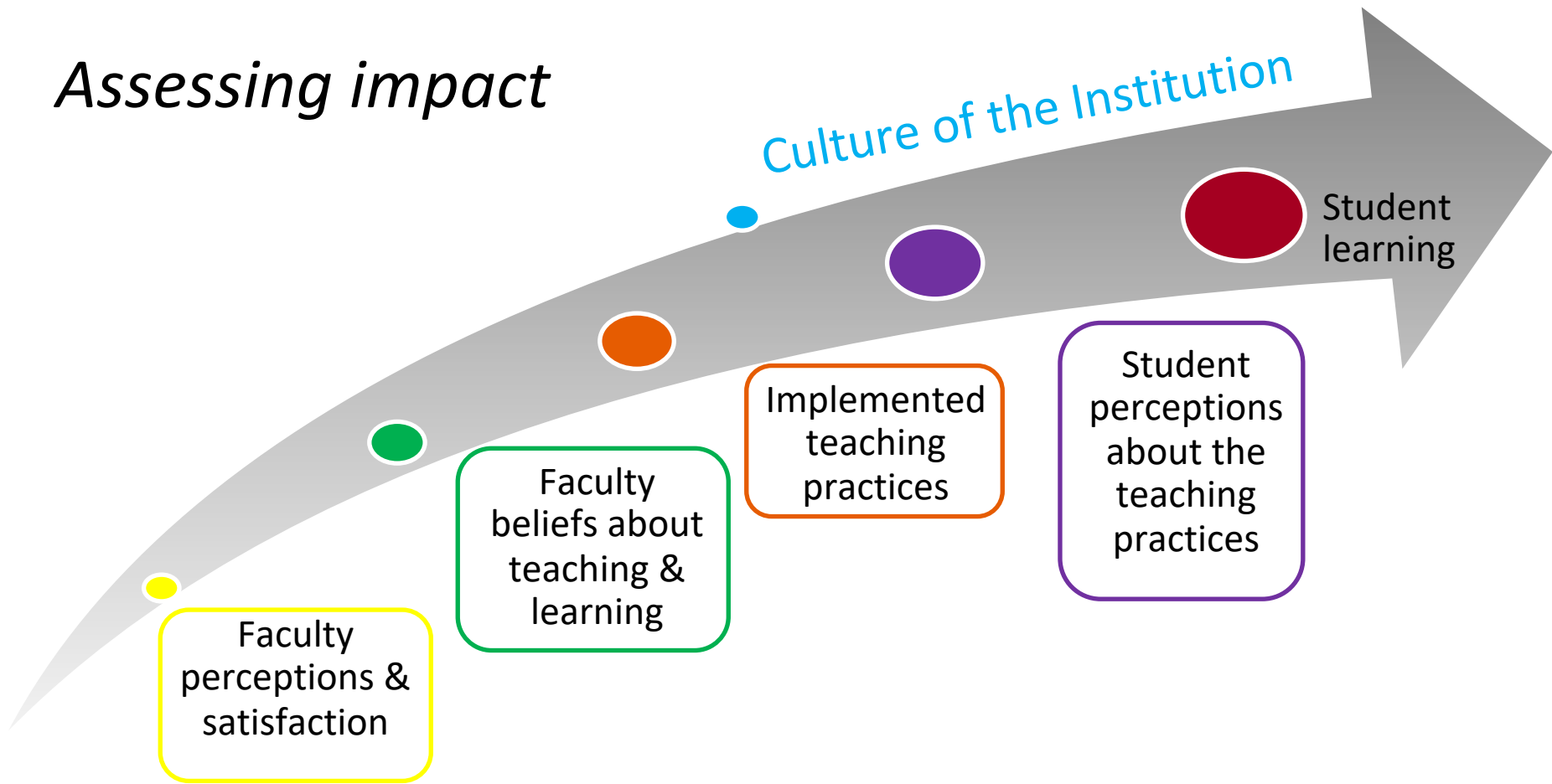
Quality Learning & Teaching Rubric for online & hybrid courses

# What has been the greatest transformation for you during this program?

- “Learning how to listen; being open to changed ideas
- Mindfulness of my internal/external assumptions & behavior
- Checking student feedback regarding their experience of my teaching
- Learning how small changes can make a big impact on the students
- Being more aware of how students use technology & resources
- Being more comfortable with incorporating cultural factors into our teaching & the syllabus
- Connection to a fun, fierce, faculty network which generates referrals for students who want to engage in other disciplines
- Inspired teaching & learning among faculty (peer learning)
- Observing our discipline through a different lens... breaking through conventions and norms of our silos.”

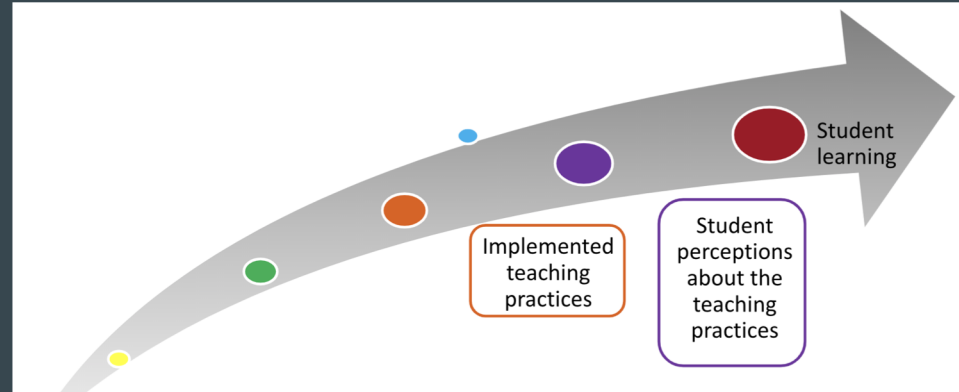


# Assessing impact



# Ingredients we use to foster change

1. Relevant/Specific
  2. Autonomy/Agency
  3. Humanistic
  4. Community of Trust
  5. Interdisciplinary Group
  6. Affirming/Strengths Oriented
1. Reflection/Introspection
  2. Active/Iterative/Practice
  3. Role Model
  4. Scholarship/Inquiry/Data Informed



# What aspect of change does this confront?

1. Every time I read a chapter in this book and come to these meetings, I'm realizing that I'm doing everything wrong. But now I know what I can do instead.
2. I don't think my department course coordinator will let me make these type of changes in my class. A personnel committee member told me that active learning is not teaching so I should lecture during my peer classroom observation.
3. We have to sneak out of our department to come to these events b/c we'll be criticized for doing this instead of working on our research.
4. Students seem resistant to active learning; what if this is reflected in my student evaluations and then I don't get re-hired.
5. Those workshops don't help because the ideas wouldn't work in my courses.

# Scenarios

**What support would be needed for this faculty member to foster their teaching effectiveness?**

A faculty member wants to close the race gap in his/her/their class by integrating the use of culturally responsive teaching practices.

**What support would be needed for this faculty member to foster their teaching effectiveness?**

A faculty member isn't sure how they can fit in professional development into their busy schedule and are unsure if it will be authentically valued.

**What support would be needed for this faculty member to foster their teaching effectiveness?**

A faculty member wants to redesign their course and are met with resistance.

# Ideas to foster teaching effectiveness



# What supports do faculty say they need?

- Refreshers & continued meetings
- Aspirational/inspirational events (showcase)
- One-on-one lunches
- A concrete end product
- Time
- Information
- Debriefing
- Feedback
- Genuine administrative support & commitment (no lip service)
- Administration flexibility
- Service credit
- Job security

# Formative vs Evaluative Feedback

Evaluative: Peer Class Observations; Student Evaluations

Formative: COPUS

# FacDev Website