SIUE New REALITY Work Team Reporting Template
Final Reports are due 1/10/14
Submit to pcobb@siue.edu

Work Team: ___Face-to-Face Pedagogies_____

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> **Summarize what SIUE has been doing in the area under consideration by your work team. Please investigate the scope and success of SIUE's prior efforts. (Bullet points are fine.)**

Guidelines for Good Teaching

- We are uncertain of its current status, but in 2008, SIUE adopted the Teacher-Scholar Model, which advocates scholarly teaching including:
    o Understanding current developments in our disciplines,
    o Advancing student understanding of the discipline,
    o Evaluating and analyzing our teaching practices,
    o Having knowledge of discipline-specific pedagogical strategies,
    o Applying effective strategies to facilitate learning of a diverse student population,
    o Applying knowledge to the development of courses and the curriculum and,
    o Using evidence-based assessment of teaching to improve our teaching strategies.

- Our Tenure and Promotion criteria support the primary importance of teaching.
- Schools and colleges may have guidelines for good teaching such as the CAS Behaviors, Attitudes, Behaviors and Activities of Outstanding Teachers.
- Ethics of Instruction http://www.siue.edu/policies/1q2.shtml provide minimum expectations of teaching. These were used as the basis of our Student Evaluation of Teaching.

Existing Pedagogical Approaches

- The Lincoln Plan includes New Freshmen Seminar and Interdisciplinary Studies course requirements.
- Our undergraduates have opportunities to conduct research with faculty (e.g., Undergraduate Research and Creative Activities).
- The Kimmel Leadership Center supports faculty classrooms in volunteerism and service learning.
- Jane Drake from The Gardens works on class activities with faculty (e.g., plants of the Ottoman Empire for History students).
- There are a wide variety of innovative, face-to-face pedagogies used on campus, including the flipped classroom, problem-based learning, case studies, simulations, role plays, team-based learning, etc. These pedagogies may be initiatives of individual faculty or units.
- Weakness: The mentioned initiatives are not widely known by others at the institution. Additionally, schools/units may provide a varying degree of support or incentives to faculty who implement innovative teaching strategies.

There are currently a variety of faculty development efforts to support face-to-face teaching at the institutional level.

- The position of Assistant Provost of Innovation and Effectiveness, Denise Cobb, oversees faculty development activities including workshops, midweek mentor sessions and faculty learning communities. A Faculty Development Advisory Board with representatives from each school or college provides guidance regarding faculty development activities. Other institutional activities that support teaching include program reviews – graduate and undergraduate assessment.
- The position of Associate Provost for Diversity, Venessa Brown, oversees the Peer Consulting and Mentoring Program whose services include class observation, Group Instructional Feedback Technique (GIFT) and individual consulting. Venessa Brown also coordinates the new faculty orientation program.
- Faculty teaching traditional face-to-face classes can also seek assistance from the Instructional Design and Learning Technology Center.
- The STEM Center has increased connections between faculty in the sciences, which is a good practice for increasing collaboration and the sharing of better teaching and discussions of student needs in various programs.
- The Interdisciplinary Research and Informatics Scholarship (IRIS) Center encourages the development of curricular innovation that makes significant use of digital and informatics applications and resources.
- There are also faculty-driven initiatives including the faculty/staff learning communities organized by Laurie Puchner and Linda Markowitz.
- The Sustainability group (with support from the Provost's Office) offers an annual Sustainability summer workshop for faculty interested in integrating Sustainability into the curriculum and a faculty book club.
- The Faculty Senate Faculty Development Council is also involved in providing faculty development activities such as the annual Continuous Improvement Conference.
- A Teaching Excellence Award and Teaching Recognition Awards are given annually.
- Individual departments and the Graduate School provide support for Graduate Teaching Assistants.

Schools, colleges and departments may also sponsor faculty development activities.

- For example, the Schools of Nursing and Pharmacy offer faculty development activities for their faculty.
- Schools or departments may offer faculty mentoring programs.
- In the past, schools and colleges were able to offer faculty development funds to support professional development related to pedagogy but this funding has been restricted recently due to budgetary cutbacks.
- A CAS working group proposed and established the SIUE Nature Preserve with plans to include lessons plans on their website.
- Most units reward explicit efforts to reflect upon and improve teaching in the tenure, promotion and merit processes.

Assessment of our current efforts:

- We offer a variety of faculty development activities that are decentralized throughout campus in various units, thus we could argue that we have a large scope.
- In the 2013 faculty development survey sponsored by the Office of the Provost, 132 faculty and staff rated the statement, "Participation in faculty development activities at SIUE has increased my teaching effectiveness," The results indicated an average of 3.70 on a 5-point rating scale (with 1 = *Strongly Disagree* and 5 = *Strongly Agree)* . Although this response is overall positive, the faculty response rate was low, and it does indicate that there is room for improvement.
- Individual faculty and units use a variety of innovative, face-to-face pedagogies. Successful teaching efforts by individual faculty members are not widely communicated with the rest of the university. The incentives associated with the introduction of novel teaching techniques may also vary among schools/units.
- One of the disincentives of introducing a novel teaching technique may be faculty's fear of receiving lower student evaluations. It is also unknown as to how and to what extent schools/units inform faculty regarding the role of student evaluation of teaching in a faculty member's entire teaching portfolio.
- The offices and programs that exist on campus and could assist faculty in their teaching are utilized by a small number of faculty. This and the low response rate to Faculty Development surveys indicate that most faculty members are either indifferent or uninformed about faculty development.

Describe promising models from other universities that could be modified, adapted or enhanced for our campus.

- When our team looked at innovations in face-to-face pedagogy that other institutions (peer or not) are doing, we mainly focused on exploring "teaching and learning" information gleaned from University websites and professional development centers. We were, therefore, forced to focus more on avenues for professional development for teaching (PD) rather than how pedagogies are being used in the classrooms. However, through this avenue of research, we learned what types of pedagogy are encouraged through faculty support, training, and community building.

- The majority of our peer institutions and many of the non-peers of all ranks have dedicated *Teaching and Learning Centers (TLC)* dedicated to higher education pedagogy (as opposed to K-12 teaching). These TLCs are sophisticated and relatively independent, as well as centralized and multi-faceted. They practice the following:
    - o Promote learning-centered face-to-face pedagogies.
    - o Implement *Writing Across the Curriculum (WAC)* programs
    - o Emphasize and explicitly state the overarching pedagogical principles upon which they believe good teaching is based. These are generally discussed in many sources, principally Chickering and Gamson (1987), Knowles (1980), and Bain (2004), and include the following practices in F2F teaching:
        - cooperative/collaborative learning
        - experiential and "hands-on" learning
        - opportunities for writing in all disciplines

- maintenance of clear, high and consistent learning goals
- Individual empowerment to take responsibility for their own learning
- integration of knowledge across disciplines
- student-faculty contact
- prompt feedback for student work

  o Make available online a "*Gallery of Projects*" that are searchable across disciplines and technique (e.g. "social sciences", or "writing across the curriculum"). Examples: Univ. Kansas: <u>University of Kansas Center for Teaching Excellence</u>; Dalhousie Univ. (Canada):
  o Provide online easily accessed, tangible, and brief "Tips and Guidelines" for key strategies in face-to-face teaching (e.g. "How to Lecture well", "Generating Discussion") as well as differentiated tips for working with large, medium, or small seminar classes.
  o Provide *individualized consultations* with faculty and offer services such as classroom observations to help critique teaching styles.
  o Provide *mentoring opportunities*, partnering new faculty with more experienced instructors in an attempt to build or enhance pedagogical and/or technological teaching skills. Other institutions have an ongoing mentoring program for faculty in addition to new faculty mentoring.
  o Partner with other support offices on campus, offering *collaborative programming* and referring faculty for assistance outside the Center's area of service.
  o Collaborate with faculty developers in the region and the nation to share best practices and resources, where appropriate.
  o Offer *faculty-friendly website portals* that are well organized, visually attractive, have intuitive hotlinks, and short bulleted lists or explanations for ease of understanding F2F pedagogical innovations.
  o Offer *flexible and real Incentives*: Peer institutions often have flexible and innovative ways to incentivize faculty monetarily that go beyond simple "new course development" For example, Dalhousie U's "<u>Change One Thing Challenge</u>" competitive grant program.
  o Offer *faculty workshops* to discuss face-to-face and other pedagogies; however, the workshops also *require a product*, e.g. a comprehensive plan to implement a new teaching innovation or syllabus in addition to attendance at discussions with peers. Many also provide monetary incentives for faculty to participate and produce as well as clear assessment of these efforts.
  o Emphasize *Learning Communities*: A common model in teaching and learning centers is the establishment of a community of learners, formed by faculty from a multitude of disciplines with varied levels of instructional experience. These communities engage in activities (working groups, teaching circles, showcases, faculty retreats, etc.) that contribute to an ongoing conversation about continual improvement of teaching skills.

Using what you have learned, please outline innovative ideas of your own. Again, please list these as bullet points.

- The knowledge base on effective pedagogy in the field of higher education is already very rich. Hence it would be difficult (and, in fact, unnecessary) for us to come up with new pedagogies. However, although it is not really a new idea of our own, we recommend the creation of a Teaching and Learning Center (TLC) that includes a strong Writing Across the Curriculum (WAC) program as one of its components. This TLC/WAC combined program would include the following features, among others:

o   Promote overarching pedagogical principles
o   Foster a culture of writing and helping faculty increase the amount and quality of writing instruction and practice for students
o   Be directed by faculty members who are specialists (i.e., pedagogy specialist and teaching of writing specialist)
o   Offer multiple and sustained faculty development opportunities and resources related to college pedagogy and writing
o   Offer the possibility for programs to apply to become "writing-infused" programs (i.e., meet a set of characteristics consistent with effective development of student writing) (as per George Mason University)
o   Develop profiles of the writing students do in each major or program, including both "formal writing" and "writing-to-learn" (as per George Mason University)
o   Offer faculty personal consultations on teaching issues
o   Have a high quality, faculty friendly, website
o   Offer multiple quality resources for students to get help with writing and other skills

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Please describe two short-term initiatives that your team views as priorities for SIUE. You should include a rationale and description of resources needed.

- We recommend:
1. The development, adoption, and promotion of driving pedagogical principles for SIUE faculty. The campus-wide implementation of these principles, related training coupled with rewarding efforts to improve teaching (rather than focusing solely on results from course evaluations), will ideally increase the quality of face-to-face instruction campus-wide.

2. The creation of a user-friendly faculty development and resources *website* that integrates and goes beyond SIUE's current PD resources and materials, which are decentralized. The types of materials contained on this site can include:
      a.   Documents, tips and guidelines, how-to guides of innovative pedagogical practices and techniques.
      b.   Descriptions of institutional pedagogical principles
      c.   Directions for incorporating or implementing pedagogical approaches
      d.   Instructional and informational videos discussing and/or demonstrating key concepts, principles, and examples.
      e.   Discussion and resources for F2F as well as online/blended/hybrid course development

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Please describe other short-term initiatives that your team would like to recommend.

- We recommend:
1. Strengthen the role of the Faculty Development Council for improving teaching and learning. As well, involve the *Faculty Development Advisory Board* to have more impact on faculty teaching and innovation. In particular, board members from different schools would strengthen the communication at the university level as to how different schools view, support, and incentivize

the implementation of novel teaching strategies. They can also transport the ideas and expectations regarding teaching from the university level to the faculty at the school level.

2. Host a yearly *Teaching Festival* (Academic Innovation and Effectiveness [AIE] and IDLT)–to celebrate and share effective and innovative teaching projects. Faculty can display posters during the festival and have them archived online (for example, at Webster University: www.webster.edu/faculty/sotl/festival/)

Please list and describe three long-term initiatives that SIUE should consider to improve in the area under consideration by this work team.

We suggest that SIUE should consider the following:

1. A Teaching and Learning Center (TLC) that includes a strong Writing Across the Curriculum (WAC) program as one of its components.
2. Shifting institutional reward structures to increase incentives for excellence in teaching. Strategies should include:
   a. Increased attention in tenure and promotion policies on efforts to improve teaching
   b. Increased attention in merit policies on efforts to improve teaching
   c. Increased attention on and university community awareness of the multiple innovative teaching initiatives that occur at the individual, program, and department level. The TLC described above could be responsible for identifying and showcasing these initiatives.
   d. Development of teaching newsletters and other teaching publications for faculty and alums (on a par with the publications that come out of the Office of Research and Projects regarding research).
   e. Increase in the number and type of teaching awards
   f. Increased, flexible, and innovative internal grant opportunities for development of teaching
   g. Increased funding for professional development in the area of teaching
   h. Reward of faculty for external grants that improve teaching quality
3. Establishing, through the Office of Alumni Relations, a development fund and/or an endowed TLC (such as the Pew Center for Faculty Teaching and Learning at our peer institution, Grand Valley State University) devoted to enhancing internal grant opportunities, teaching fellows programs and other practices that reward and incentivize professional teaching development.