Teaching Mentoring by Department Chairs

Xiufeng Liu
Michele Messenger
Cathleen Morreale
Thomas Slomka
Carol Vanzille-Tamsen
Mission

The Center for Educational Innovation (CEI) provides support and guidance to the campus on instruction including online instruction, instructional technology and assessment of student learning outcomes. It serves as a nexus for campus wide efforts to further elevate the scholarship of and research support for pedagogical advancement and improved learning.
Three Pillars of Faculty Responsibilities

RESEARCH

SERVICE

TEACHING
Unbalanced Faculty Responsibilities
Section III item F: Teaching Assessment and Improvement
An integral part of our scholarly mission is the dissemination of knowledge to and the cultivation of intellectual and professional skills among our students. While excellence in content is the primary criterion by which the effectiveness of instruction at a research university is measured, it is also of great importance that we continually assess and work to improve the teaching process itself.
Why Quality Teaching Matters?

Only 33% earn their bachelor’s degrees within four years.

50% earn their bachelor’s degrees within six years.

63% earn their bachelor’s degrees in a lifetime.

High-performing students found courses to be uninspiring.

Low-performing students are struggling with courses.
Calls for Placing More Emphasis on University Teaching
How to Change?

- Scholarship of Application
- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Teaching

Center for Educational Innovation
What Colleagues Say about SoTL?

A Changing Landscape:
The Scholarship of Teaching and Learning
National and International Initiatives

- The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) 1998-2009: 160 faculty
- The International Society for the Scholarship of Teaching and Learning was founded in 2004
- Center for Integration of Research, Teaching and Learning (CIRTL)
- National Research Council (2012). Discipline-based education research...
- Partnership for Undergraduate Life Sciences Education (PULSE)

......
What Mentoring Teaching for Chairs Entails?

1. Developing faculty basic teaching competence
2. Promote Scholarship of teaching and learning
3. Acting as role models in integrated research, teaching and learning
Teaching Mentoring Skills:

Role Play and Scenarios

- Armchair Academic
- Overenthusiastic Optimist
- Disengaged Pontificator
- Obfuscated Organizer
- Capricious Communicator
Best Practices

- SMART goals to communicate expectations for performance - plan
- Give frequent, clear, concrete feedback
- Tailor mentoring to the individual
- Help balance between professional lives - Consider pushes and pulls
- Recognize transition challenges
- Co-problem-solve
- Resource

Motivators

- Exposure to inspiration
- Reward with courses
- Connect teaching to research
- Give feedback, discuss

Center for Educational Innovation
Teaching Mentoring for Tenure and Promotion

1. The Teaching Statement
2. The Teaching Portfolio
The Teaching Statement

A philosophy of teaching statement is a narrative that includes:
- The professor’s conception of teaching and learning
- A description of how they teach
- Justification for why they teach that way

The statement:
- Is reflective and purposeful
- Communicates goals for teaching and corresponding actions
- Can tie together the other sections of a portfolio
Basic Contents of a Successful Teaching Philosophy Statement

1. Goals for student learning
2. Enactment of goals
3. Assessment of goals
4. Creating an inclusive learning environment
5. Structure, rhetoric, and language
The Teaching Portfolio

A thoughtful collection of materials related to teaching; including reflections on teaching activities, to highlight strengths and demonstrate potential for growth. … not a filing cabinet.
Basic Contents of a Teaching Portfolio:

1. Documentation of Teaching and Student Mentoring
2. Documentation of Teaching Effectiveness
3. Documentation of Student Learning
4. Activities to Improve Instruction
5. Scholarship of Teaching and Learning
Tools and Online Resources

Behavior Technologies

1. Create Balance With Goals and Planning
   - Program Design
   - Student Learning Outcomes
   - Curriculum Mapping

2. Organize Learning
   - Course Design
   - Content Learning Outcomes
   - Mentoring

3. Assessment Cycle
   - Observations / Teaching Philosophy
   - Course Evaluations
   - Program Evaluations
Contact Us

Website: http://www.buffalo.edu/ubcei

Email: ubcei@buffalo

716-645-7700 (North Campus)
716-829-3030 (South Campus)

North Campus Address: 212 Capen Hall
South Campus Address: 316 Harriman Hall