

Teaching Mentoring by Department Chairs

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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



Unbalanced Faculty Responsibilities

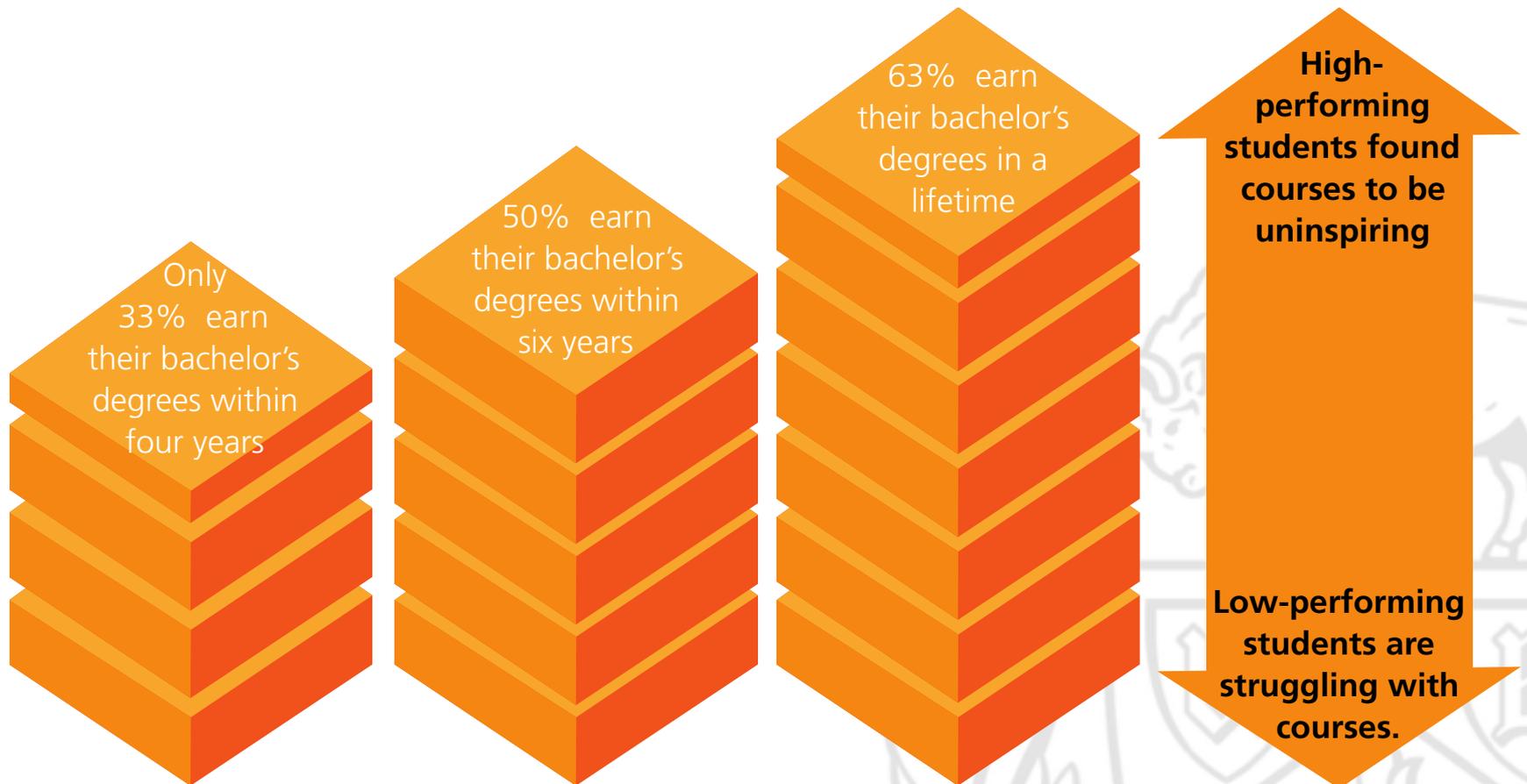


UB Faculty Handbook

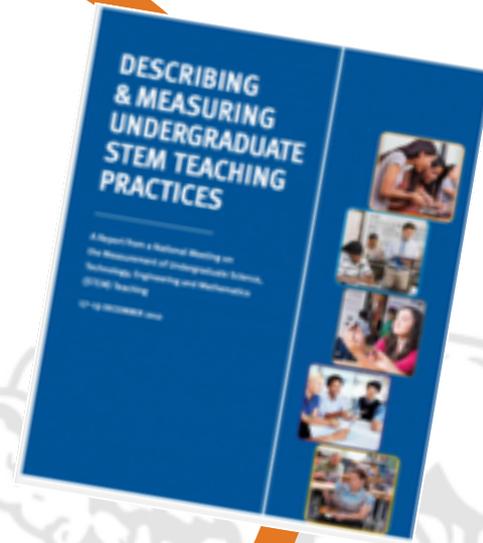
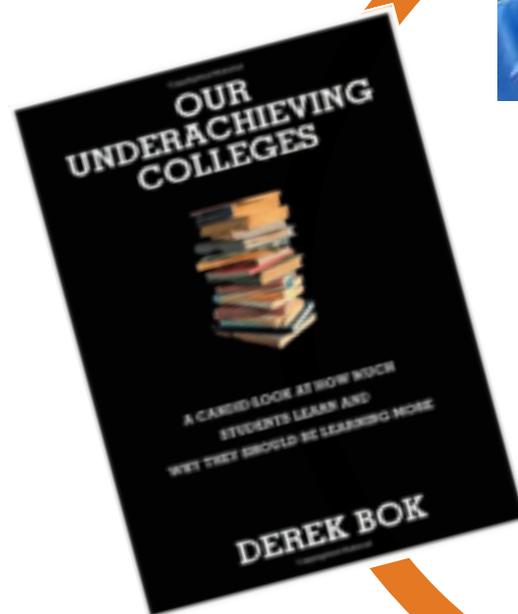
Section III item F: Teaching Assessment and Improvement

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.

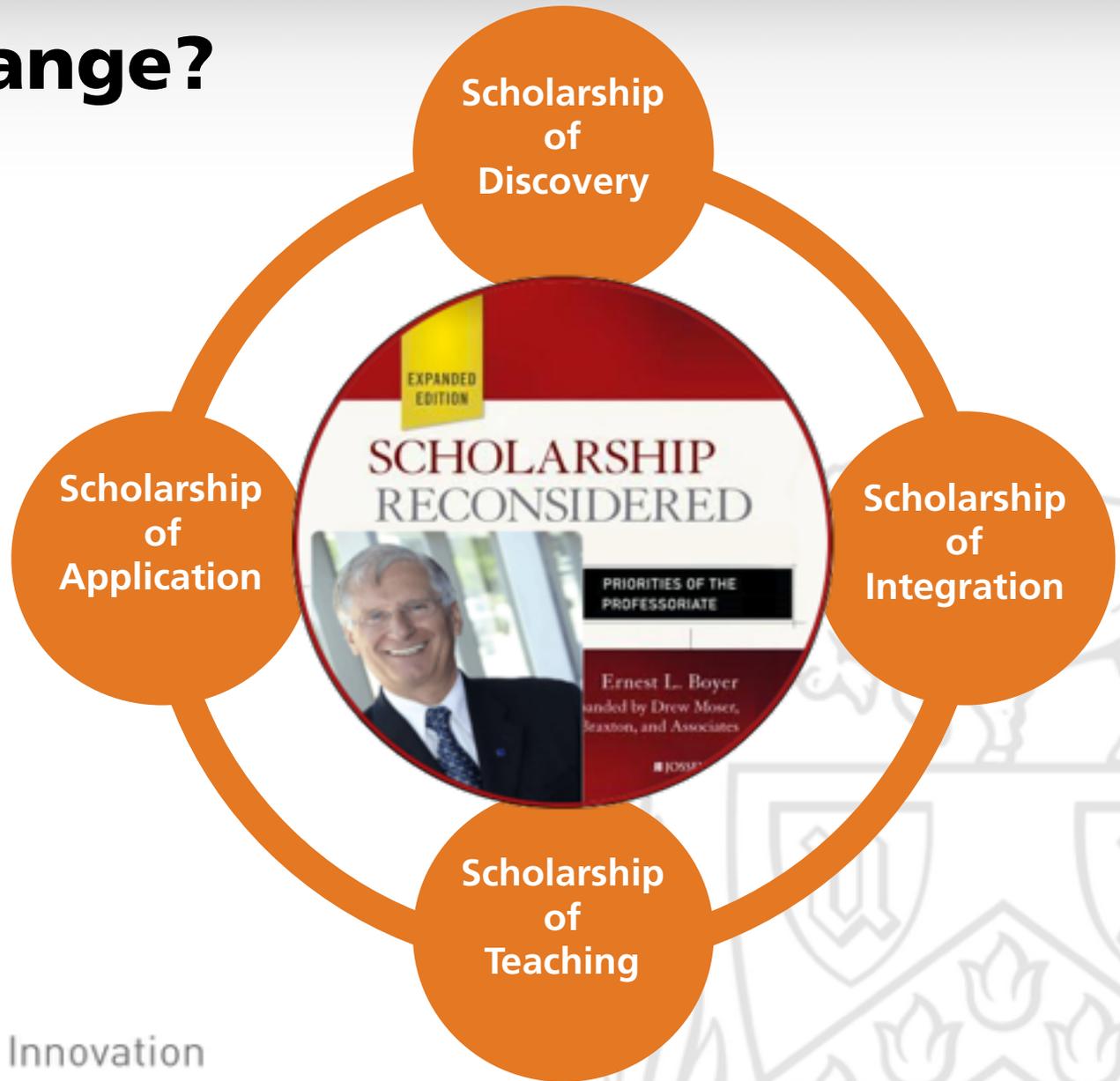
Why Quality Teaching Matters?



Calls for Placing More Emphasis on University Teaching



How to Change?



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...

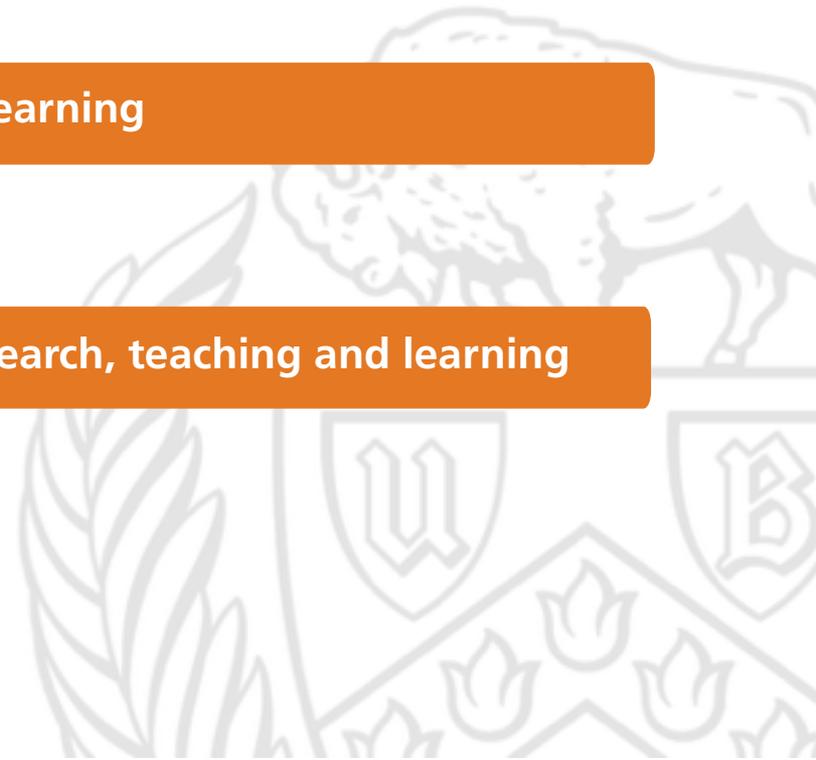


Partnership for Undergraduate Life Sciences Education (PULSE)

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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

Capricious
Communicator

Overenthusiastic
Optimist

Disengaged
Pontificator

Obfuscated
Organizer

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



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:

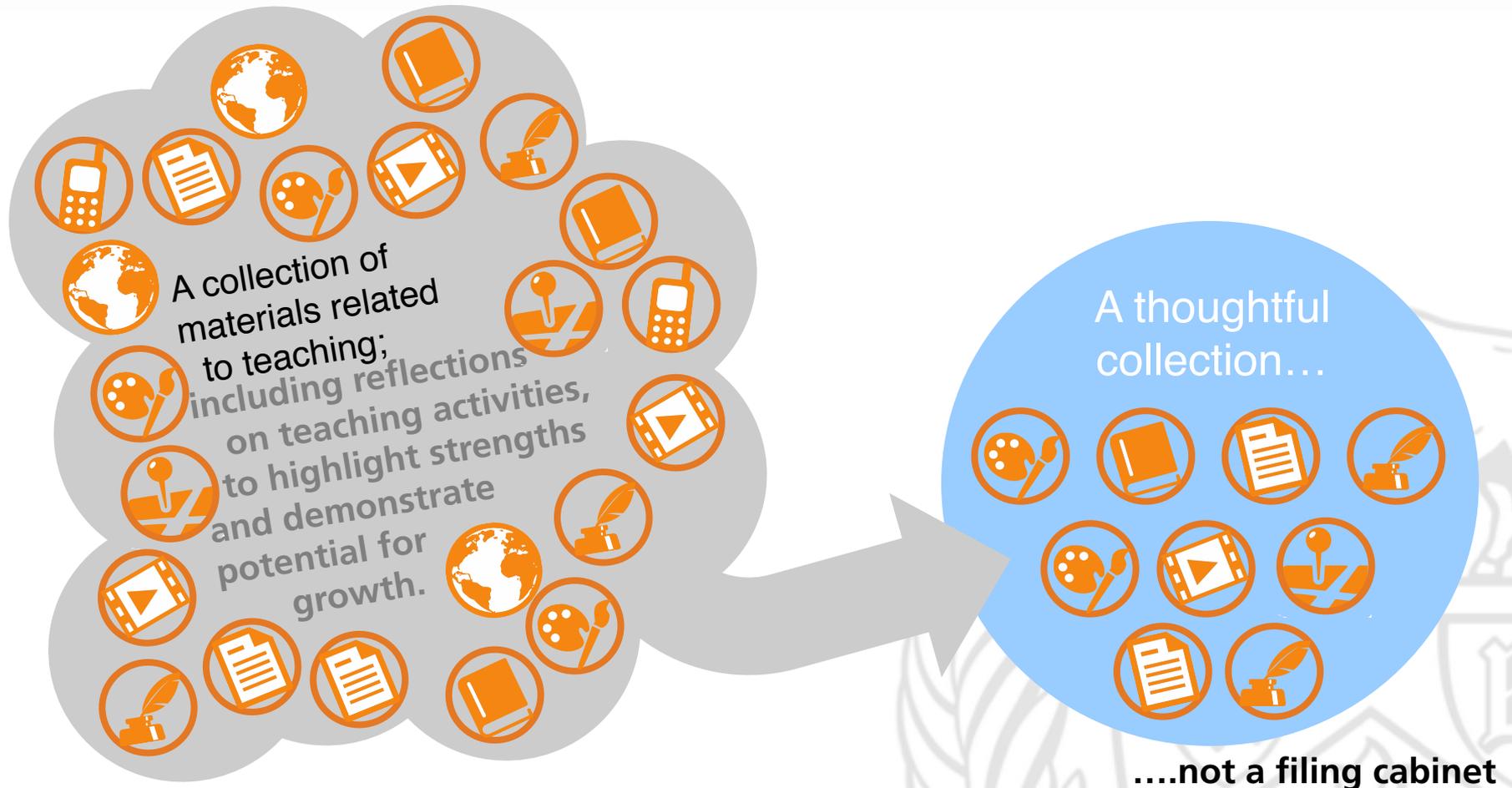
- is reflective and purposeful
- communicates goals for teaching and corresponding actions
- can tie together the other sections of a portfolio



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



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



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