Regent University
Teacher-Scholar Program
Assumptions

• Academic excellence and innovative educational delivery will distinguish a thriving university in the 21\textsuperscript{st} century.
Organizational Learning

- sharing collective wisdom
- creating opportunities for people to develop new understanding and skills
- linked to the pursuit of quality and excellence

- Effectiveness and Efficiency
Institutions must provide ongoing faculty training and support (Appana, 2008) through professional development opportunities that familiarize instructors with current technologies (Evans & Champion, 2007).
Foster

- Community (first and second-year faculty)
- Collaboration
- Creativity/Innovation
- Technology Exploration and Integration

Foster

- Excellence in Teaching and Learning
- Productivity in teaching and scholarship (faculty work plan)

Program Components: Structured, goal-directed, holistic, faculty ownership, support from colleagues, use of technology.
(Camblin & Steger, 2000; Erklenz-Watts, Westbay, & Lynd-Balta, 2006; Murray, 1999; Watson & Grossman, 1994;)
Faculty should experience the same teaching and learning conditions that are optimal for them to create for their students such as constructive activities in an authentic context (McQuiggan, 2007) with interaction with the content, other students, and the instructor (Moore, 1989).
Teacher-Scholar Program

PURPOSE

Provide professional development, direction and a supportive environment of peers for new faculty as they seek growth in three spheres.
The faculty handbook describes expectations for each of the 3 spheres shown above. The TSP builds off these expectations. There are 14 program outcomes which are introduced to TSP participants in the first unit.
Teacher-Scholar Program Outcomes:

- Gain support as faculty members move toward their professional development plan
- Value excellence in teaching, scholarship, and service in tenure & promotion decisions
- Develop enriching & inclusive faculty relationships
- Understand Regent University’s expectations of faculty
- Integrate faith from a Biblical perspective in all aspects of University work
- Increase global competency
Teacher-Scholar Program Outcomes:

- Create a professional development plan
- Create a structured mentoring arrangement with a more experienced faculty member
- Prioritize commitment of resources to God, self, family, organizations, applying time management & other strategies
- Demonstrate effective communications skills
- Foster innovation, integrity, & excellence
- Become knowledgeable of Regent’s heritage
- Create an e-Portfolio
Program Structure

• Hybrid:
  - Synchronous (face-to-face) and Desktop Conferencing
  - Asynchronous (in Blackboard)

• Year 1
  A series of courses to orient new faculty members to Regent University while providing the opportunity to:
  - begin learning Regent’s heritage
  - develop as globally competent leaders
  - design effective instruction
  - conceptualize a scholarship program
  - begin professional portfolio

• Year 2
  Continued development of portfolio while deepening their understanding of:
  - global leadership
  - effective instruction
  - university administration & service
  - producing quality scholarship
Module 1: Introduction to TSP

- Purpose of TSP & Learning Outcomes
  - Teaching and Mentoring and Professional Librarianship
  - Research, Scholarship, and/or Creative Works
  - University Administration, Community and Professional Service
Module 2 – Foundations of Regent’s Heritage

• **Lesson 1**: Worldview
• **Lesson 2**: Christian University Heritage
• **Lesson 3**: Regent University Heritage
• **Lesson 4**: Introduction to Teaching
Semesters 2 & 4 – Research, Scholarship, and/or Creative Works

Semester 2 Module 1:
Conceptualizing a Scholarship Program

• Lesson 1: Scholarship Agenda
• Lesson 2: Ethical Issues
• Lesson 3: Facilitation Strategies
• Lesson 4: Professional Development
• Lesson 5: Resourcing a Scholarship Program
• Lesson 6: Peer Presentations & Feedback
Semesters 2 & 4 – Research, Scholarship, and/or Creative Works

Semester 4 Module 2: Producing Scholarship

• **Lessons 1**: Realizing Scholarship Goals
• **Lesson 2**: Implementing Scholarship Productivity Goals
Semester 4 Module 3: Sharing Scholarship

• **Lesson 1:** Prepare an article & presentation
  – Ongoing interaction with mentor
Module 1:
Developing Globally Competent Christian Leaders

• Lesson 1: Global Perspective
• Lesson 2: Intercultural Engagement
• Lesson 3: Information Literacy
• Lesson 4: Global Leadership
Module 2:
Effective Instruction (Design, Development, Delivery)

- **Lesson 1:** Curriculum Alignment
- **Lesson 2:** Course Design & Development
- **Lesson 3:** Instructional Strategy
- **Lesson 4:** Teaching in the Classroom
Teaching & Mentoring & Professional Librarianship Unit

- **Lesson 5**: Teaching Online
- **Lesson 6**: Facilitating & Moderating Online Discussions
- **Lesson 7**: Assessment of Student Learning
- **Lesson 8**: Self-Evaluation of Courses
- **Lesson 9**: Mentoring
Module 1: Service & Collegiality

• **Lesson 1:** What constitutes Service? (University Service, Professional Service, Community Service)

• **Lesson 2:** Interpersonal Communication

• **Lesson 3:** Notion of *Collegiality*

# Sample Activities and Assessments

**Activity**
- Introduce yourself
- Develop a course map
- Design a student-centered lesson that aligns curriculum, learning outcomes, assessments and instruction
- Framing Discussion Board Questions

**Technologies Integrated**
- Voice-threads
- Excel, Word
- Develop in Blackboard Learning Management System and use the content system to store the lesson
- Blackboard
### Sample Activities and Assessment

<table>
<thead>
<tr>
<th><strong>Activity</strong></th>
<th><strong>Technology</strong></th>
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</thead>
<tbody>
<tr>
<td>• Organize a global learning event</td>
<td>• Desktop Conferencing, Polling, multi-media</td>
</tr>
<tr>
<td>• Develop a TSP portfolio</td>
<td>• Content Management System, e-Portfolio, multi-media</td>
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<tr>
<td>• Develop an Online Presence</td>
<td>• Blogging, other Social media tools</td>
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<tr>
<td>• Deliver a conference presentation</td>
<td>• Presentation software, multi-media</td>
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See Diagram
TSP Team

Brainstorming
- faculty who were past Master-instructor Program Participants
- VP of Academic Affairs
- Two Deans
- Instructional Designers and Technologists- Center for Teaching and Learning

Design, Development, Delivery of Instruction
- Associate Dean of Academic Affairs
- President
- Two Deans
- Faculty- tenure and non
- Facilitator
- CTL
Incentives

- Dean in the school agrees to faculty participation (tenure-track)
- Program is meant to support the faculty work plan
- Release time is given to faculty to participate
Evaluation Feedback

Opportunities for Improvement

• Scale back
• Schedule Conflicts
• Assignments are not a priority
• Takes away time from class preparation
• More teaching on technology from CTL

Positive Comments

• The curriculum alignment module improved understanding of lesson planning, assessment and academic freedom
• Enjoyed interactions w/peers
• Increased my understanding of the culture and expectations of faculty
Modifications

• Only one F2F meeting per month
• Shorten sessions to $\frac{1}{2}$ hour rather than two-hours
• Worked out scheduling conflicts
• Faculty receive service credit
• OAA listed TSP as a requirement for tenure

• Majority of program now is asynchronous


Questions