



MISSISSIPPI STATE  
UNIVERSITY™

# Report of the Faculty Development Task Force

September 2022



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—For decades, many educators simply focused on finding “superior minds” and helping them to develop. These teachers assumed that the best way to educate was to give students facts to digest. Yet the innovations of which we speak are now demonstrating that traditional classrooms have too frequently left most students far short of their potential, even those who score the highest marks.

Ken Bain

*Super Courses: The Future of Teaching and Learning*

# 1

## Task Force Membership

The task force was comprised of a mix of 23 faculty, department heads/directors, and administrators with broad representation from across campus. Three subcommittees were formed to address specific items and their work is contained in separate chapters. The entire task force membership is listed below:

- Christopher Ayers, Instructor, FWRC-Wildlife, Fisheries & Aquaculture
- Robert Banik, Instructor, Mathematics & Statistics
- Rasheda Boddie-Forbes, Vice President, Access, Diversity & Inclusion
- Ashli Brown, Associate Vice President, DAFVM/Prof/Int Head
- Wes Burger (chair), Dean, Director & Professor, College of Forest Resources
- Jim Dunne Associate Vice President & Professor, Office of the Provost and Executive Vice President
- Dana Franz (subcommittee chair), Dir of Academic Quality & Professor, Office of Inst Research & Effectiveness
- Kasia Gallo, Assistant Professor, Counseling, Education Psychology & Foundations
- Jim Giesen, Associate Professor, History
- Richard Harkess, Professor, Plant and Soil Sciences
- Jason Keith, Dean, Professor & Endowed Chair, Bagley College of Engineering

- Jeff Leffler, Assistant Professor, Meridian Division of Education
- Kelly Marsh, Professor, English
- Shawn Mauldin, Professor & Director, School of Accountancy
- Lyndsey Miller, Associate Professor, Interior Design
- Robert Moore, Professor, Marketing/Quantitative Analysis/Business Law
- Carley Morrison, Assistant Professor, School of Human Sciences
- Athena Nagel, Associate Clinical Professor, Geosciences
- Michael Newman, Professor & Director, School of Human Sciences
- Rebecca Robichaux-Davis, Professor, Curriculum, Instruction & Special Education
- Holli Seitz (subcommittee chair), Associate Professor, Communication
- Michael Seymour (subcommittee chair), Professor & Director, Landscape Architecture & Center for Teaching & Learning
- LaShan Simpson, Associate Professor, Agricultural and Biological Engineering
- Lesley Strawderman, Professor & Endowed Chair, Industrial and Systems Engineering

—As institutions of higher education strive to be more efficient and more effective in times when they are being held more accountable by peer institutions and external constituents, it is imperative that faculty developers and administrators seize this opportunity to create the optimal organizational infrastructure and institutional climate.

Devorah Lieberman

*Coming in from the Margins:  
Faculty Development's Emerging  
Organizational Development Role  
in Institutional Change*

# 2

## Charge

The Faculty Development Task Force was given their charge from Dr. David Shaw during September of 2021. The invitation to serve on the Task Force from Dr. Shaw contained the following:

*MSU has outstanding faculty who are passionate about educating the next generation of leaders. However, to accomplish our strategic objectives, we must critically evaluate how we prepare faculty to be the most effective in their instructional efforts. While new faculty have often spent substantial time in preparation for research leadership, often that has not taken place on the instructional side. I ask that you serve as a task force to:*

- **Provide recommendations on how MSU can best prepare faculty for effective teaching, both face-to-face and online.**
- **Develop an inventory of best practices from other institutions on higher education teacher training.**
- **Consider how we can require training for new faculty, and refreshers for existing faculty.**

*—Higher Education is odd in that we don't typically teach teachers how to teach, students how to learn, and administrators how to lead.*

Todd Zakrajsek

*The New Science of Learning*

# 3

## Executive Summary

In September 2021 a task force was convened by the Provost's office to provide recommendations that would ensure preparation of instructional faculty, enhance instructional effectiveness, and support student success. The task force was comprised of 23 faculty, department heads/directors, and administrators with broad representation from across campus. The task force was chaired by Wes Burger and co-chaired by Jim Dunne.

Three subcommittees were formed to address specific items including: 1) Inventory and Assessment of Instructional Training at MSU; 2) Training Formats, Mandatory versus Voluntary Training, Options and Incentives; and 3) Best Practices from Other Institutions.

To inform recommendations, the task force used a combination of survey instruments, focus groups, published literature, and institutional websites. As a starting point, the task force deployed a survey to quickly gauge task force members beliefs and perceptions about instructional preparation, training, and current and potential opportunities to enhance instructional effectiveness at MSU (see Appendix A).

The Inventory and Assessment subcommittee used two surveys to separately characterize current practices and training opportunities on campus. They surveyed Deans, Department Heads, and Directors to understand current practices of departments and units in regard to training and mentoring of faculty. The results of this survey are in Appendix B. A second questionnaire was sent to major units offering professional development on campus.

The Training Formats and Incentives sub-committee developed a suite of alternate training models, surveyed unit administrators (Deans, Associate Deans, and Department Heads), and conducted a series of focus groups with faculty to gauge attitudes about mandatory training and incentives.

The Best Practices subcommittee inventoried faculty development programs at 13 peer and peer-plus institutions and 10 institutions with Pell Grant profiles similar to MSU. Faculty development programs at these 23 institutions were evaluated with regard to: size of the staff, availability of classroom observations, assessment strategies, online strategies, large-section strategies, ease or usability of website, development opportunities, new teacher mentoring and support, which activities were mandatory or incentivized, and the length of these activities.

**“Few faculty members receive formal pedagogical training in graduate school, and even fewer have substantial background in the evaluation of teaching.”**

Collectively sub-committee work led to broad consensus that:

- New faculty often do not come fully equipped, and legacy faculty may not have adequately developed the knowledge and skills to consistently be highly effective instructors. “Few faculty members receive formal pedagogical training in graduate school, and even fewer have substantial background in the evaluation of teaching.” [Gre+22] More effective training in pedagogy, andragogy (where appropriate), and evaluation, done correctly, would lead to improved teaching.
- Participation in one or more brief workshops (i.e., new faculty orientation) is insufficient to ensure instructional effectiveness and a more structured, systematic approach to faculty development is needed.
- Structured training, such as that provided through Center for Teaching and Learning (CTL) New Faculty Teaching Academy, would help to ensure instructional effectiveness.
- Although faculty are generally aware of these training resources, they are under-utilized. A very structured onboarding process with CTL playing a significant role is warranted.
- Given the mission critical nature of instructional effectiveness, participation in teacher training should be expected, incentivized, valued, recognized, and possibly required. If we establish the first four items, than perhaps the culture would change enough that we would not need the last item.

- Relative to peer-institutions, the CTL is under-resourced and understaffed. Consequently, training resources, programs, and access to information through CTL is inadequate to support a university of our size.

Based on the outcomes of these sub-committee activities, the Faculty Development Task Force makes the following specific recommendations:

1. Create a culture and atmosphere where all faculty are adequately equipped and expected to deliver highly effective instruction leading to student success.
2. Create a highly structured onboarding process, with CTL playing a central role in new faculty preparation.
3. Bring new teaching faculty to MSU a month early for teaching professional development.
4. Incentivize teaching-related professional development and course development using tangible and intangible incentives.
5. Partner with the Association of College and University Educators (ACUE) to provide professional development to between 60 and 120 faculty members over the next three years.
6. Create a mentoring program for faculty development for teaching.
7. Develop college-, school-, and/or department specific teaching development programming.
8. Encourage the Scholarship of Teaching and Learning (SoTL).

These eight specific recommendations are described in detail in Chapter 7.

*—It is time to focus on fundamental challenges like ensuring that all instructors have access to high quality faculty development before, and throughout their careers; examining how institutions value and reward excellence in teaching; and creating an evidence-based, inclusive environment where all learners can succeed.*

Mary Wright

*Faculty Development Improves  
Teaching and Learning*

# 4

## Inventory and Assessment of Instructional Training at MSU

### 4.1 Members of the subcommittee

- Chris Ayers
- Rasheda Boddie-Forbes
- Jim Dunne
- Jeff Leffler
- Shawn Mauldin
- Robert Moore
- Michael Newman
- Rebecca Robichaux-Davis
- Michael Seymour, chair

## 4.2 Summary

This subcommittee was asked to inventory existing professional development for teaching; two investigations were completed in this regard. First, a survey was created to explore the practices of departments and units on campus in regard to training and mentoring of faculty. This survey was sent to the email list of Deans, Department Heads and Directors. Second, a questionnaire was sent to the major units offering professional development on campus including the Center for Teaching and Learning (CTL), the Center for Distance Education (CDE), the Office Institutional Diversity and Inclusion (OIDI), Information Technology Systems (ITS) and the Maroon and Write Faculty Coordinators. The findings for each of these investigations are posted below; the results are included in the Appendix B.

## 4.3 Survey of Deans, Directors and Department Heads

### 4.3.1 Findings

#### Teaching Development

- The majority of departments/units (74%) do not require any form of teaching development. Only 58% encourage some form of teaching development.
- The 26% of the departments/units that require teaching development primarily use external resources (e.g., Online 101, CTL, CDE, etc.).
- The institutional teaching development programs most commonly used by departments were offered by CTL, CDE, ITS, and OIDI.

#### Faculty Development

- The majority of departments/units (75%) do not assist faculty with workshops or faculty development. If they do, internal resources are used for an audience that is primarily faculty.

#### Formal Mentoring

- A little more than half of the departments/units have a mentoring program, but this is not necessarily specific to teaching practice.

#### Other

- Respondents identified the annual evaluation process as a potential touch point for emphasizing good teaching.
- Respondents identified a desire for incentives in relation to professional development for teaching.

## 4.4 Professional Development Group Findings

- There are considerable existing resources provided by various units on campus that can assist faculty in improving their instruction. As noted above, these groups are relied on heavily to play this role, but the training is normally not required.
- Each unit has an emphasis in regard to the types of professional development they offer; this may not be widely understood.

### 4.4.1 Current Instructional Resources

#### Center for Teaching and Learning

- Services - CTL's instructional designers and experienced teachers offer consultations on proposed, upcoming, and in-progress courses
  - Teaching Feedback on In-Person Courses
  - Teaching Feedback on Online Courses
  - Instructional Design Consultations
- Communities of Practice - Communities of Practice are small groups that gather regularly for sustained, in-depth pedagogical study.
  - Active Learning (semester long)
  - Inclusive Teaching (semester long)
  - Online Teaching 101 (four weeks)
  - Pedagogy Reading Group (semester long)
  - Reflective Teaching Series (semester long)
  - Teaching Portfolio Workshop (10 days)
  - New Faculty Teaching Academy (1 year)
  - Preparing Future Faculty (for MSU graduate students, 1 year)
- Resources
  - CTL Syllabus Checklist
  - Peer Review of Teaching
  - Peer Review of Teaching (Peer Observation)
  - Self-evaluation of Teaching

#### Center for Distance Education

- Services
  - Program design
    - \* Concept development
    - \* Market research
    - \* Policy and procedure
  - Course design
    - \* Course consultations
    - \* Quality Matters - online course evaluation

- UCCC and IHL Approval Process
  - \* Assistance
  - \* Timelines
  - \* Approval tracking
- Community of Practice
  - Second Thursday of most months from 2:00 – 3:00
- Online teaching Resource Videos and Guides
  - General online Pedagogy and Teaching
    - \* Course Preparation
    - \* Sample online syllabus
    - \* Methods to maintain academic integrity
    - \* Effective lecturing in online course
    - \* Basic accessibility in your online course
    - \* Active learning
    - \* Remote teaching resources for STEM labs
    - \* Ten ways to increase student success
    - \* Monitoring your course
    - \* Video lecturing: an equipment guide
  - Course design lunch and learn seminars
  - Honorlock for faculty
  - General technology
  - Introduction to Canvas

## **Information Technology Services**

- Services
  - Canvas Corner – one-on-one consultation with Canvas and other instructional technologies either face-to-face or online
  - Instructional Technology Lectern Support – assistance with all lectern issues for ITS-supported classrooms
  - Service Desk – assistance via phone, email, in person, online with any instructional technology
- Community of Practice
  - Canvas Instructor Users Group – online in Canvas currently, was meeting monthly prior to COVID
- Resources - [servicedesk.msstate.edu](https://servicedesk.msstate.edu)
  - Knowledge base articles
  - Instructional videos
  - Recorded webinars
  - Step by step guides
- Webinars
  - Canvas
  - WebEx
  - Teams
  - Microsoft
  - Turnitin

- TurningPoint
- Workshops
  - Semester offerings (offered start of each semester)
    - \* Instructional Technology Podium and POD training
    - \* Attendance Tracking
    - \* Canvas
      - Getting Started
      - Assignments and Assessments
      - Grades Management
    - \* Studio
    - \* Webex
    - \* Turning Technologies
    - \* Turnitin

### **Office of Institutional Diversity and Inclusion**

The Division of Access, Diversity, & Inclusion, which houses OIDI, offers professional development for students, faculty, and staff at MSU, including instructional faculty and Graduate Teaching Assistants. This professional development is designed to increase the capacity of participants in the areas of diversity, equity, and inclusion, through both systemic and individual lens. The function of these professional development workshops are primarily focused on (1) translating theory into action, (2) providing foundational learning upon which an individual plan can be created, and (3) identifying immediately impactful behavioral changes to help foster an inclusive environment. Workshops appropriate for those doing instructional work are:

- Workshops
  - Words Are Powerful: Diversity Terminology Simplified
  - How Cultural Competency & Inclusion Drive Teamwork
  - Bias, Behaviors, & Beliefs
  - How To Facilitate a Civil Dialogue
  - Allyship & Co-Conspiracy
  - Transform Your Class: Inclusive Pedagogy Best Practices
  - Creating A Sense of Belonging: Your Power As a Professor
  - Safe Zone Training

—Every year, in the United States alone, more than one million college teachers prepare to teach classes, and more than twenty million students come to learn. Most of us teach four to eight courses a year. As we engage in the task, we have two options. We can continue to follow traditional ways of teaching, repeating the same practices that we and others in our disciplines have used for years. Or we can dare to dream about doing something different, something special in our courses that would significantly improve the quality of student learning. ... Should we make the effort to change or not?

L. Dee Fink

*Creating Significant Learning Experiences*

# 5

## Training Formats, Mandatory vs. Voluntary Training Options, and Incentives

### 5.1 Members of the subcommittee

- Robert Banik
- Jim Dunne
- Kasia Gallo
- Jim Giesen
- Carley Morrison
- Athena Nagel
- Holli Seitz, chair
- Lesley Strawderman

## 5.2 Summary

### 5.2.1 Purpose

This working group was tasked with examining the issue of voluntary versus mandatory teaching training, including whether training should be mandatory and how it could be required for new and existing faculty. As part of this charge, the group addressed the following objectives:

- **Objective 1:** Generate options for training models.
- **Objective 2:** Consider whether training should be linked to incentives and, if so, what those incentives could be.
- **Objective 3:** Gauge faculty opinions on mandatory training.

### 5.2.2 Methods

To collect data from multiple MSU stakeholders to address these objectives, the working group completed a group brainstorming session; created questions that were included in a survey of deans, assistant deans, and department heads; and conducted a series of three focus groups with faculty.

### 5.2.3 Findings

#### *Objective 1: Training models*

Across all modes of idea generation and data collection, the working group collected multiple ideas for training formats and training topics. Training formats varied in length (e.g., one-hour programs, one- or two-day “boot-camps,” year-long curricula), format (e.g., mentoring programs, workshops, webinars), and target audience (e.g., first-year faculty, mid-career faculty, graduate teaching assistants). Topics ranged from policies/requirements to course design, instructional techniques, technology, and discipline-specific topics. A full list of options is included in the section title “Working Group Brainstorming Session Findings.”

#### *Objective 2: Incentives*

Across all modes of idea generation and data collection, participants were very favorable toward the idea of offering incentives to encourage teaching training participation and suggested a variety of incentives, including both tangible and intangible options. Tangible options included monetary incentives such as salary bonuses, summer salary, conference funding, or discretionary funding. Other tangible incentives included campus perks (e.g., Sanderson Center memberships, parking passes) or course releases. Intangible options included awards and recognition, such as including an assessment of teaching development in annual reviews and recognition of teaching excellence as a valid criterion for tenure and promotion across departments. Detailed incentive ideas are included in all three major

sections of the following report.

### *Objective 3: Mandatory vs. Voluntary*

74% of administrators surveyed said that faculty in their unit were not required to participate in any form of teaching development. Faculty opinions toward requiring training were gathered through faculty focus groups. The groups offered both advantages and disadvantages of requiring training. Advantages included demonstrating commitment to teaching excellence, creating uniformity, and the possibility of improving outcomes. Disadvantages included increasing resentment, adding to demands on time, and concerns about ineffectiveness of the training. If training is required, careful consideration should be given to issues of when it is delivered and for whom it is required. Faculty buy-in and feedback will be essential for training effectiveness. We recommend that you read the rich data from the faculty focus groups available in Appendix D and summarized in the section titled “Faculty Development Focus Group Findings.”

Key recommendations across all objectives and all modes of data collection are summarized below:

- Develop training at the college or department level for increased relevance.
- Institute a teaching mentoring program for faculty.
- Offer substantial (> \$500) monetary incentives for completing teaching training.
- Offer tangible campus benefits (e.g., parking passes or meal plans).
- Highlight teaching accomplishments in the Provost’s update email.
- Consider the role of teaching excellence in tenure and promotion across all departments/units.
- Change the start date of new faculty contracts to early August to provide paid time for training prior to the start of classes.

## **5.3 Working Group Brainstorming Session Findings**

### **5.3.1 Methods**

During a meeting of the working group, members completed a structured brainstorming exercise to generate training and incentive ideas. Two members of the work group organized and synthesized ideas from the exercise.

### **5.3.2 Summary of Preliminary Training Ideas for Teaching**

#### *Framework Options*

Given the diversity of subjects and course delivery formats, as well as the variety of teaching positions on campus, one possible way to reach each teacher is to make teaching improvement a responsibility of a department. This approach would involve the following steps:

1. The Provost could require each department to have a teaching improvement program.
2. In conjunction with CTL, the Provost would provide guidelines for teaching improvement programs and provide detailed descriptions of acceptable examples.
3. Departments would develop a program including the following:
  - (a) Voluntary and/or mandatory options
  - (b) Options with different focuses, lengths, and renewal requirements
  - (c) Programs geared toward new and experienced faculty of all types (instructor, adjunct, clinical, teaching professor, professor of the practice, tenure-track, and graduate instructors)
4. Programs geared toward new and experienced faculty of all types

### *Structure options*

Departments could choose from a menu of options like those below, or others that they develop on their own. Each of these listed is meant to be part of a larger program and not necessarily stand on its own. Also, this list intentionally leaves out discussion of incentives, though we recognize that positive or negative inducements will make these more or less effective and desirable. Possible training structure options include the following:

- Year-long course during first year of hiring. Class could be on Canvas, in person, or hybrid and would meet at least monthly.
- Year-long course focused on mid-career faculty.
- Year-long course focused on a specific topic like teaching online, course design, or designing undergraduate research assignments.
- Summer training series
- Five-year program that takes assistant professors through submission of tenure and promotion packet.
- Short webinar to cover basic classroom policies and requirements.
- Mentoring programs. These work best when they are managed and follow specific guidelines. Within any program a department could encourage or require a letter from the mentor annually or with a P&T packet.

The following formats were suggested:

- A program that pairs two members of a department with different levels of experience and specialty. This recognizes that mentoring can be a two-way street. Often new faculty have fresh ideas to share with experienced faculty.
- A program that pairs a new teacher with an experienced mentor outside of their discipline (For example, the College of Arts & Sciences mentoring program).
- A program that pairs a new teacher with an experienced mentor inside their discipline but outside the university. (These programs are available within some discipline-specific professional organizations.)
- A CTL program that pairs “certified” teachers with a mentee.

## *Topics*

Members of our subcommittee encouraged specific programming on the following topics:

- Instructional techniques for a diverse student body including special attention paid to teaching first generation college, low socio-economic status, students who work full-time, etc.
- How to better teach writing
- How to design effective undergraduate research assignments
- Flipping the classroom
- How to use, then master, Canvas
- Technology-specific training, i.e., how to shoot and edit videos, how to use GIS, etc.
- Discipline-specific teaching techniques

### **5.3.3 Summary of Incentive Ideas for Teaching Training**

#### *Overall thoughts on providing incentives*

Due to the wide variation in teaching positions and expectations across campus, it is important that individual departments and units implement incentives that are appropriate for their situations. Incentives can be both positive (rewarding) and negative (correcting). The possible incentives identified by the working group fall into two general categories: (1) tangible incentives and (2) intangible incentives.

#### *Tangible Incentives*

Units could provide a tangible (e.g., monetary or resource) incentive to employees who complete teaching training. The amount of incentive could vary based on amount of training completed, employee type, and employee rank. Some possible tangible incentives include the following:

- Salary bonus, possibly with funding from the MSU Foundation
- Summer salary and/or intersession salary support for 9-month faculty
- Conference funding allowance and attendance to promote teaching innovations
- Funding specifically for attending online teaching-related training
- Course releases so that you can use the time to develop courses with the new training.
- Faculty who are trained get to name a specific student to receive a \$500 scholarship.
- Campus perks: free Sanderson Center membership, sports tickets, meal plan, parking fee waiver
- Free tech if you complete training (e.g., AirPods, iPad, Surface Pro). Not just for work use - not on university inventory - can use as a personal device (would require Foundation funds).

### *Intangible Incentives (positive – rewarding)*

Additional incentive options include those that don't have an immediate direct cost. Many of these incentives are linked to promotion, recognition, and job assignment. Ideas are provided for both positive and negative incentives.

Positive - rewarding:

- Shout out/recognition in provost email
- Recognition of teaching excellence on annual reviews will include assessment of participation in teaching development
- Unit-wide "checklist" for actively pursuing teaching excellence in some way each year, included in annual faculty evaluation
- Recognition of teaching excellence as valid criterion for tenure and promotion (for departments that currently require research excellence)

Negative – correcting:

- Cannot be an instructor of record unless training is complete
- Teach Fridays at 4:00 pm if you don't complete training
- Letter on HR file, cc to department head and dean, if training is not complete

## **5.4 Department Head Survey Summary**

### **5.4.1 Introduction**

Mississippi State University department heads were asked to participate in a survey regarding information about teaching development opportunities within their department/units. In total there were 58 respondents to the survey ( $n = 58$ ). Of those 58 respondents, 36 reported being a head or interim head of their department/division, 13 reported being an associate or interim dean of their department), 5 reported being a director for their department, and 4 did not specify their title. Respondents were asked to provide information and opinions about teaching development opportunities and requirements within their department or unit. This information included the requirements for teaching developments in their department, incentives for teaching developments, types of teaching developments they wished to see provided through MSU, and the types of incentives they wished to see or receive for participating in teaching developments.

#### **Does your department/unit require faculty to participate in any form of teaching development?**

When respondents were asked to identify if their department/unit requires faculty to participate in any form of teaching development 74% responded no ( $n = 43$ ) and 26% responded yes ( $n = 15$ ). This reporting shows that the majority of respondents from this survey were not required to participate in any form of teaching development

within their department/unit.

### **What types of teaching development are required?**

Respondents who responded yes ( $n = 15$ ) were then asked to provide information on any types of teaching developments required of them. Throughout these responses, a wide variety of information was given. However, three common themes were found which included: CTL (Center for Teaching & Learning) classes and workshops ( $n = 6$ ), peer/faculty evaluation ( $n = 4$ ), and faculty development/training ( $n = 4$ ).

### **Are incentives provided for participation in departmental or university instructional initiatives?**

#### **If so, what?**

Respondents were then asked if incentives are provided for participation in their departmental or university instructional initiatives. From the responses, three themes were identified. The majority of respondents ( $n = 30$ ) claimed that no incentives were provided for participation, making this the largest of the three themes. However, the second theme of recognition and acknowledgment during annual reviews was often referred to throughout ( $n = 15$ ). The third theme included awards and prizes for recognition of participation in teaching developments and their teaching abilities ( $n = 5$ ).

### **What types of incentives would you like to see provided for participation in teaching development?**

Respondents were asked to provide a list of incentives they wished to see in their department following their participation in teaching development opportunities. Two major themes were found within the responses. Theme one included various monetary incentives ( $n = 20$ ) and theme two included recognition/awards ( $n = 13$ ). Overall, monetary incentives were the most common theme found throughout. This theme mostly included additional funds and resources for teaching supplies, travel purposes, research, and/or a salary increase. Recognition/awards were also mentioned with many of the respondents wanting both recognition and/or an award for participation.

### **Instructional initiatives that you would like to see at MSU.**

Respondents were asked to indicate any instructional initiatives they would like to see provided by MSU. The main theme found within these responses ( $n = 12$ ) was to require or provide workshops/training for additional assistance to faculty members. Some respondents mentioned requiring a set number of training or workshops faculty must attend. Others stated an emphasis on technology training and workshops as well as having programs in place for first-year faculty.

### **Additional comments you may have about how MSU can better prepare faculty for teaching.**

At the end of the survey, respondents were given the option to provide an additional comment regarding how

MSU can prepare faculty for teaching. Two themes were found within these responses. New faculty training and workshops were amongst the most common comments throughout the responses ( $n = 5$ ). Training/workshops for graduate students was found to be another common theme throughout these responses ( $n = 5$ ).

#### **5.4.2 Faculty Development Focus Group Findings**

Members of the subcommittee of the Faculty Development Task Force hosted focus groups over the course of two weeks in December 2021. These were voluntary meetings to discuss ideas on teaching training, incentives for trainings, and whether the trainings would be mandatory or voluntary. The participants were nominated by the subcommittee members with the goal to represent various levels and colleges across the university. In all, the focus groups had 22 faculty members participate over the three focus group sessions. During the focus groups, a moderator posed questions to the groups. These questions were posed in three categories: Ideas for Teaching Training, Opinions on Requiring Training, and Incentives and Encouraging Training. Members of the working group analyzed focus group notes for themes (within each topic area) and created a list of themes with examples. Full results are provided in Appendix D.

##### **Ideas for Teaching Training**

The moderator began by posing questions about teaching training. The groups were asked about prior experience with teaching training and what that looked like. The groups mentioned receiving some if not most of their training as graduate students. Some also mentioned attending events the Center for Teaching and Learning at Mississippi State held, including the CTL 101 Best Practices in Online Instruction and the Lunch & Learns. These events were beneficial to those who participated. A few also participated in external training through various professional organizations. Next, ideas for training new teachers were discussed. The groups had many comments on what new faculty members really needed to know before entering a classroom. Pairing new faculty with senior/experienced faculty could be utilized to a great extent here. Syllabus construction was a major talking point, as some had never created a syllabus for a course. Syllabi training could be specific to discipline as well. Student interaction and classroom management should be discussed in the trainings, especially for those instructors teaching primarily lower-level courses. The idea that training of any type should be in person and not online was emphatically stated, with contracts starting sooner than August 16th to allow for this in person training to occur. Ideas for training for experienced college teachers were also discussed. The ever-changing landscape of technology in the classroom has become a major issue with senior faculty. Before Spring 2020, many senior and more experienced faculty had settled into a certain way of teaching. During and after that particular semester, many senior faculty were asking junior faculty how the technology worked or could be used effectively. Other ideas included mentorship and learning how this new population of students' experiences differ from populations that faculty may have experienced in the past years.

### **Opinions on Required Training**

The next category discussed was the advantages or disadvantages of requiring training for instructional faculty members. Advantages included commitment (demonstrating university commitment to teaching excellence and having faculty commit their time to this goal), uniformity (creating a foundation of learning and not singling anyone out) and effectiveness (the training could improve teaching quality and student outcomes). Disadvantages included resentment and lack of buy-in from some faculty members, time required to participate in the training (and logistics associated with finding a time for everyone to participate), and concerns about ineffectiveness (i.e., “if it is mandatory then it really needs to be valuable”). After being asked if the training should be a requirement, the focus groups proposed new questions: “For whom would the training be required?” and “Will there be a pathway to be excused based on past experiences/awards/courses?” In response to these questions, some said training should be required across all generations of faculty. Others proposed that department heads need to complete the training as well. Focus groups also asked, “How often would training be required?” Focus groups expressed that a required training would ideally occur during the first year. The final theme was tailoring—groups expressed that any required training needs to be domain specific and that options should be provided (as opposed to providing a single, rigid training).

### **Incentives and Encouraging Training**

The focus groups were asked about incentives to encourage participation in trainings. The idea of providing a reason to go other than being a better teacher was discussed. Awards and recognition in annual reviews was not a popular idea. Being given time back in terms of a release to focus on other requirements was generally received well. Departments will need to organize in such a way to allow others to pick up that extra work for training to occur, and faculty that do not wish to teach may have to. The groups were specifically asked what types of incentives would be desirable to them. The most desirable would be funding for various university actions or money in terms of bonuses or salary to compensate for time. Summer course release or a course release during a semester was also popular. Another popular idea beyond money would be to receive campus benefits. Some of these benefits could include getting free parking for faculty, free access to the Sanderson Center, access to parking for athletic events, or a yearly meal plan. Something tangible that is not overly expensive could be an easy way to show approval for completing the training. The groups also brought up ideas for encouraging faculty to attend the trainings. These included having the training be valued by upper administration, with emphasis of value being from the top down. Also bringing in external speakers that are discipline specific would encourage participation in the trainings.

### **Final Thoughts from Focus Groups**

To wrap up the group sessions, the participants were asked about having time to speak to the Provost about trainings. Ideas that were brought up that the groups would ask the Provost were to remove overloads, as there

is no consistency with how they are utilized, offer a course on different evaluation methods, and have mandatory training for instructors with low evaluation scores. The group also thought having the Provost sit in on a variety of courses throughout a semester would be beneficial for him to see what is occurring in courses. The emails from the Provost office usually concern research, but teaching should be recognized as well. To finish off the focus groups, the participants were asked to share any final thoughts on trainings. The importance of the department heads and administrators were mentioned again. If the administration does not value and support the idea of trainings, it will not matter.

*—All the professors we chose to put under our pedagogical microscope had achieved remarkable success in helping their students learn in ways that made a sustained, substantial, and positive influence on how those students think, act, and feel.*

Ken Bain

*What the BEST College Teachers Do*

# 6

## Best Practices Subcommittee

### 6.1 Members of the subcommittee

- Ashli Brown
- Jim Dunne
- Dana Franz, Chair
- Richard Harkness
- Jason Keith
- Kelly Marsh
- Lyndsey Miller
- LaShan Simpson

## 6.2 Charge

The subcommittee was asked to identify universities with quality Best Practices for Faculty Development and provide rationale for the decisions. Additionally, a list of quality websites was encouraged.

## 6.3 Review Process

The sub-committee began their work by generating a list of criteria that we believed should be part of a quality Center for Teaching and Learning. After discussion, the following criteria was selected: size of the staff, availability of classroom observations, assessment strategies, online strategies, large-section strategies, ease or usability of website, development opportunities, new teacher mentoring and support, and which activities were mandatory, incentivized, and the length of these activities. The following schools were selected for our initial review:

University	Reason for Selection	CTL URL
University of Arkansas	Peer School	<a href="https://teaching.uark.edu/">https://teaching.uark.edu/</a>
Colorado State University	Peer School	<a href="https://www.chhs.colostate.edu/alt/">https://www.chhs.colostate.edu/alt/</a>
Iowa State University*	Peer School	<a href="https://www.celt.iastate.edu/">https://www.celt.iastate.edu/</a>
University of Kentucky	Peer School	<a href="https://www.uky.edu/celt/">https://www.uky.edu/celt/</a>
University of Florida	Peer to Peer-Plus	<a href="https://teach.ufl.edu">https://teach.ufl.edu</a>
Penn State University	Peer to Peer-Plus	<a href="http://www.schreyerinstitute.psu.edu/">http://www.schreyerinstitute.psu.edu/</a>
Texas A&M*	Peer to Peer-Plus	<a href="https://cte.tamu.edu/">https://cte.tamu.edu/</a>
Virginia Tech	Peer to Peer-Plus	<a href="https://teaching.vt.edu">https://teaching.vt.edu</a>
University of Virginia	Highly Regarded Reputation	<a href="https://cte.virginia.edu/">https://cte.virginia.edu/</a>
Yale	Highly Regarded Reputation	<a href="https://poorvucenter.yale.edu/">https://poorvucenter.yale.edu/</a>
James Madison*	Liberal Arts School	<a href="https://www.jmu.edu/cfi/index.shtml">https://www.jmu.edu/cfi/index.shtml</a>
California State System*	State-wide System	<a href="https://www.calstate.edu/csu-system/faculty-staff/Institute-for-teaching-and-learning">https://www.calstate.edu/csu-system/faculty-staff/Institute-for-teaching-and-learning</a> <a href="https://cet.usc.edu/resources/">https://cet.usc.edu/resources/</a> <a href="https://ctl.calpoly.edu/teaching-resources">https://ctl.calpoly.edu/teaching-resources</a> <a href="https://cee.ucdavis.edu/">https://cee.ucdavis.edu/</a>
University of Minnesota	Peer to Peer-Plus	<a href="https://cei.umn.edu/">https://cei.umn.edu/</a>

\* Members used materials from these schools

After review of these schools, Jim Dunne suggested we also investigate schools with Pell Grant profiles similar to Mississippi State University. Tracey Baham, AVP of Institutional Strategy and Effectiveness, provided a list of schools meeting these criteria. The subcommittee reviewed all suggested schools.

School	URL
University of California-Davis	<a href="https://cee.ucdavis.edu/learning-teaching/communities/faculty-learning-communities">https://cee.ucdavis.edu/learning-teaching/communities/faculty-learning-communities</a>
Virginia Commonwealth	<a href="https://ctle.vcu.edu/">https://ctle.vcu.edu/</a>
George Mason University	<a href="https://ctle.vcu.edu/">https://ctle.vcu.edu/</a>
University of Central Florida	<a href="https://fctl.ucf.edu/">https://fctl.ucf.edu/</a>
University of Illinois Urbana-Champaign	<a href="https://citl.illinois.edu/">https://citl.illinois.edu/</a>
Oklahoma State University	<a href="https://itle.okstate.edu/">https://itle.okstate.edu/</a>
University of Hawaii at Manoa	<a href="https://www.hawaii.edu/sustainability/pv_system/innovation-center-for-teaching-and-learning/">https://www.hawaii.edu/sustainability/pv_system/innovation-center-for-teaching-and-learning/</a>
Washington State University	<a href="https://ace.wsu.edu/">https://ace.wsu.edu/</a>
Florida State University	<a href="https://teaching.fsu.edu/">https://teaching.fsu.edu/</a>
West Virginia University	<a href="https://tlcommons.wvu.edu/">https://tlcommons.wvu.edu/</a>

Once all schools had been reviewed the subcommittee met to discuss emerging themes across the institutions. Each CTL’s strengths were discussed. We grouped similar activities and discussed the overall strengths and weakness across the institutions engaging in the grouped activity. Finally, we developed recommendations based on our reviews.

## 6.4 Findings

The sub-committee on Best Practices makes the following recommendations. These have various costs associated with them, and are not listed in priority (or price) order:

1. Current practice at Mississippi State University has new faculty reporting only a few days prior to the August 15th, faculty report date. New faculty must attend the all-day required orientation, as well as any other required meetings for their department or college. Many new faculty start the semester without full access to Banner, Canvas, and without much of their start-up package which includes office computers and pertinent teaching materials. While CTL, CDE, and ITS offer “help sessions” during the first few days of the new semester, new faculty are most likely not in a position to attend these work sessions. Our recommendation is to *create a very structured onboarding process with CLT playing a significant role-to include New Faculty Teaching*

*Academy which is “almost mandatory.” Additionally, new faculty should be given a start date (potentially as early as July 1) that allows time for complete access to Banner, new equipment fully functioning with access to all appropriate MSU resources, introduction to CTL new faculty sessions, and preparation time for courses they are teaching.*

2. The current staffing structure of Center for Teaching and Learning is inadequate for a university of our size. Our review revealed most CTLs consisted of 6 to 10+ full-time staff with experience in teaching and faculty development at the collegiate level including experience with active learning and large-section courses, effective course and/or assignment design, and teaching technology beyond just a course management system. Our recommendation is to *increase the full-time CTL staff. New full-time staff should have degrees, research and expertise in teaching, course design, and development of course materials.*
3. Our review of peer and peer-plus institutes demonstrated the importance of an easily navigated website. Appendix C lists the websites that the sub-committee identified as exemplary sites. Our recommendation to *update and revise the CTL website so is an easily navigated website that serves as a central hub for all services and resources related to teaching and course development* is already being implemented: the CTL website has been fully updated in both format and content, and new resources are being added.
4. Universities that emphasize the importance of teaching also provide multiple opportunities for their faculty to develop their craft of teaching. While many models existed across the universities reviewed, a common theme of recognizing the time and effort it takes to become an effective teacher was evident. After careful consideration of models, our recommendation is to *incentivize training through micro-credentialing, certificates, or stipends/grants for professional development and course development.*
5. Universities we reviewed provided extensive opportunities for faculty to engage in professional development. Activities included multiple book clubs, multiple learning communities, advanced teaching seminars, course design consultations, workshops offered weekly throughout the semester, all-day conferences allowing teachers to showcase their best practices, and peer-review of teaching. Faculty mentors and part-time CTL staff were carefully selected to ensure expertise. Some criteria for selection included clear research record on teaching, evidence of excellent teaching, experts in teaching large-section courses, general education courses, active learning, etc., and award-winning teachers. Our recommendation is to *expand the pool of faculty mentors through a systematic process that includes the aforementioned criteria.*

*—Give me a lever long enough and a fulcrum on which to place it, and I shall move the world.*

Archimedes

# 7

## Major Recommendations

While each subcommittee had their own recommendations listed in their reports to the chair, we felt it prudent to highlight the most important suggestions that could be promptly and effectively executed. Therefore, we have added findings and tactics sections for each recommendation to present each of them more comprehensively.

## **7.1 Recommendation 1: Create a culture and atmosphere where all faculty are adequately equipped and expected to deliver highly effective instruction leading to student success.**

### **Findings**

Universities that emphasize the importance of teaching also provide multiple opportunities for their faculty to develop their craft of teaching while recognizing the time and effort it takes to become an effective teacher. Additionally, easily navigated websites that provide opportunities for faculty development workshops and/or training and on-demand materials are imperative. Faculty are more apt to participate in activities such as book clubs, learning communities, advanced teaching seminars, course design consultations, and conferences if they can quickly locate such information. Peer and peer-plus Teaching and Learning Centers have faculty mentors and part-time CTL staff carefully selected to ensure expertise and university-wide representation. Some criteria for selection included a clear research record on teaching, evidence of excellent teaching, experts in teaching large-section courses, general education courses, active learning, etc., and award-winning teachers. Our current CTL uses these aforementioned criteria to select their Faculty Associates; however, with only two, it is challenging to claim university-wide representation. These key findings lead to the following tactics to enhance our own CTL.

### **Tactics**

The following actions serve to create an atmosphere that will cultivate a culture that emphasizes faculty development as an important component of highly effective instruction.

1. Increase the full-time CTL staff and the number of faculty associates.
2. Update and revise the CTL website so that is an easily navigated website that serves as a central hub for all services and resources related to teaching and course development.
3. Incentivize training through micro-credentialing, certificates, or stipends/grants for professional development and course development.
4. Create a pool of CTL faculty fellows who work part-time as interns for the Center working on special projects.

## **7.2 Recommendation 2: Create a highly structured onboarding process with CTL playing a central role in new faculty preparation.**

### **Findings**

The sub-committee on Best Practices identified the need for a more systematic approach to new faculty preparation due to the difficulties posed by the current practice of “new faculty reporting only a few days before the August 15th faculty report date” (see Finding 6.4.1). Additional time and structure would likely positively impact new faculty satisfaction and student success during early semesters as a result of improved planning and preparation for courses. These initial impressions are critical for both students and teachers.

### **Tactics**

We recommend that the university create a more structured process to welcome and introduce new faculty to teaching at MSU. This would necessarily require additional time for acquiring and preparing necessary equipment (such as office computers etc.), full access to the learning management system and Banner, course planning and preparation, and training of new faculty in teaching.

## **7.3 Recommendation 3: Bring new teaching faculty to MSU a month early for teaching professional development**

### **Findings**

Most departments/units (74%) do not require any form of Teaching Development, and only 58% “encourage” some form. This lack of training in effective teaching strategies likely has a genuine impact on student success, faculty development, and satisfaction. These early teaching experiences are critical for shaping new teachers, and even those faculty primarily focused on their research need to learn essential teaching strategies to be efficient and effective. We ask a lot of our new faculty members during their first year, and by providing professional development early, we can leverage this time to jump-start their faculty careers. While this would require a non-trivial amount of funds annually, over the course of a faculty member’s career, one extra month is in the noise. Clearly, it is worth the investment if this period significantly improves their teaching, especially in their first year. In addition, having dedicated time to adjust to the university before classes start should have benefits across the board.

## **Tactics**

We recommend that all new faculty complete the New Faculty Teaching Academy offered by the Center for Teaching and Learning. This program may be further developed to include both online and in-person components but retain focus on essential teaching strategies to assist faculty in finding early success in the classroom. Additionally, we could shift some of the Provost Office lead PD that is tied to the New Faculty Orientation to this period. If we adopted Recommendation 3, we could start that program during this period also.

## **7.4 Recommendation 4: Incentivize teaching-related professional development and course development using tangible and intangible incentives.**

### **Findings**

Across all modes of idea generation and data collection, participants were very favorable toward the idea of offering incentives to encourage teaching training participation. However, in the survey of deans, department heads, and directors, 60% reported that their unit did not currently provide incentives for participation. Incentives can be positive (rewarding) and negative (correcting), but many of our participants favored positive over negative incentives. Participants suggested a variety of incentives, which fall into two general categories: (1) tangible incentives and (2) intangible incentives. The most common tangible options mentioned included monetary incentives such as salary bonuses, summer salary, conference funding, or discretionary funding. Less frequently mentioned tangible incentives included campus perks (e.g., Sanderson Center memberships, meal plans, and parking passes) or course releases. Intangible incentives that were frequently mentioned included awards and recognition.

### **Tactics**

Due to the wide variation in teaching positions and expectations across campus, it is essential that individual departments and units implement incentives that are appropriate for their situations.

University units should consider providing tangible (e.g., monetary or resource) incentives to employees who complete teaching-related professional development or engage in course development opportunities. The amount of incentive could vary based on the amount of training completed. Based on our data, the most highly recommended incentives would include salary bonuses, summer salary, conference funding, discretionary funding, and tangible campus benefits.

Units may also consider intangible incentives, which do not have an immediate direct cost. Many of these incentives are linked to promotion, recognition, and job assignment. For example, recommended intangible incentives

could range from recognizing teaching accomplishments in the Provost’s update email to incorporating recognition of teaching excellence as a valid criterion for tenure and promotion across departments (particularly for departments that currently require research excellence). Other intangible incentives could include certificates and micro-credentialing.

## **7.5 Recommendation 5: Partner with the Association of College and University Educators (ACUE) to provide professional development to between 60 and 120 faculty members over the next three years.**

### **Findings**

A number of our peers use ACUE’s instructional professional development (PD) to support their teaching faculty members. For example, the University of Southern Mississippi has been operating its ACUE Faculty Development Institute since 2016 and recently presented impressive results on increased retention for students who have taken classes with ACUE certified teachers [Ruf22]. Additionally, in 2020, MSU was the lead PI on a system-wide proposal to the Scaling Instructional Excellence for Student Success program [20]. The solicitation was from a partnership between ACUE and the National Association of System Heads (NASH). The primary component of the grant was to offer ACUE’s 25 module PD along with a stipend to college and university faculty. Unfortunately, we were not awarded the grant; however, we learned about the ACUE product and were impressed. Moreover, several members of our CTL staff have enrolled and completed ACUE’s micro-credential PD and are adapting their programs to model the best features of the ACUE’s program.

### **Tactics**

One possible strategy would be to target new faculty with General Education/Gateway Course teaching assignments and enroll them in the four ACUE micro-credential modules sets over two years. All the faculty would start with the first micro-credential (i.e., *Creating an Inclusive and Supportive Learning Environment*). After that initial set of modules, we would have some flexibility in the order of the others. For example, if they were in the STEM disciplines, they would enroll in the *Promoting Active Learning* micro-credential. It may be best to focus on the summer months for professional development, especially with our new faculty. Then after two summers, the faculty members will obtain the full ACUE credential. It would make sense to mix in more senior faculty members who

routinely teaching General Education/Gateway/High DFW<sup>†</sup> Rate courses. ACUE generally establishes cohorts of 30, but we would model our cohorts after USM’s program by creating faculty learning communities with 15 faculty members.

Figure 7.1: ACUE’s 25 Professional Development Modules grouped in four micro-credential sets.



At the end of the three years, we will assess the outcomes of the ACUE PD similar to the method USM used and establish the return on investment (ROI) to determine if it makes sense to continue the program.

## 7.6 Recommendation 6: Create a mentoring program for faculty development for teaching.

### Findings

58% of surveyed deans, department heads, and directors reported that their units offer mentoring programs. However, the format, content, and formality of these programs range widely and may not include formal mentoring to develop better teaching practices. Among task force members and faculty who participated in focus groups, a teaching mentoring program was a highly regarded and frequently mentioned idea for improving teaching quality and changing the teaching culture.

<sup>†</sup>The DFW rate is calculated after the final grades are submitted by adding up all the D’s, F’s, and W’s and dividing by the total number of grades in a course.

## **Tactics**

As such, we recommend that the CTL develop a teaching mentoring program that pairs early career teachers with established teachers to share best practices and provide social support through the implementation of formal mentoring curriculum [DG22]. The program could be modeled after the highly successful faculty mentoring program in the College of Arts and Sciences, which pairs new faculty with established faculty in a different department for a year-long program with monthly meetings and a curriculum designed to cover topics of interest and importance to first-year faculty. CTL should be staffed appropriately to accommodate the increased workload.

## **7.7 Recommendation 7: Develop college-, school-, and/or department-specific teaching development programming.**

### **Findings**

Currently, 25% of units offer faculty development opportunities for teaching. Although many focus group participants cited the effectiveness of current university-wide teaching development offered by the Center for Teaching and Learning, others noted that it would be useful to supplement current offerings with tailored teaching development opportunities that are subject-specific.

### **Tactics**

Thus, we recommend that the colleges, schools, and departments create teaching development programming that is relevant for their faculty and addresses discipline-specific teaching topics. Colleges, schools, and departments should consult the CTL in developing programming, and the CTL should be staffed appropriately to accommodate the increased workload.

## **7.8 Recommendation 8: Encourage the Scholarship of Teaching and Learning (SoTL)**

### **Findings**

Enhancing teaching should be coupled with university-wide recognition of all faculty engaging in excellent teaching. Our research revealed that many of our peer and peer-plus institutions reward Scholarship of Teaching and Learning (SoTL) through evaluation during annual faculty reviews and promotion and tenure. SoTL goes beyond primarily reporting student evaluations for evaluation of Teaching and includes such products as research specifically on

the teaching and learning of students in a given domain, teaching portfolios, revision of courses that responds to best practices in teaching and learning with consideration of student evaluation, providing leadership to guide others to better teaching, and curriculum leadership beyond the course level. It should also include measuring the outcomes and impact of the material being taught by the faculty from an environmental, social, economic standpoint. Changing the culture around what good teaching looks like is a process that requires systemic change.

## **Tactics**

Thus, we recommend that colleges, schools, and departments create verbiage in the Promotion and Tenure process that expands teaching to include SoTL. Additionally, we believe Deans and Promotion and Tenure committees should have opportunities to gain an in-depth understanding of what SoTL means and how it should (and should not) be evaluated. Presentations on this shift to recognition of SoTL should be given to Faculty Senate and Academic Deans so they may begin to discuss how to enhance and support practices among faculty. This action could include recognition and reward for the design and delivery of coordinated non-formal/non-credit educational courses and programs in support of outreach and engagement. Effective non-formal/non-credit instruction, although outside the formal educational curriculum and university classroom, similarly requires clear learning outcomes, a curriculum, and assessment of participants' learning. Non-formal instruction must also be validated, certified, and taught by faculty who mutually reinforce elements of a lifelong learning process.

# Appendices



## Initial Pulse of the Task Force Members

During our first task force meeting we deployed a survey to quickly gauge this group's beliefs and perceptions about instruction effectiveness and current and potential opportunities to enhance instructional effectiveness at MSU. The results of this survey provided a baseline snap shot of the Task Force's thinking on a range of issues that informed the direction and work of the group.

Key concepts included:

1. To the task force members "Faculty Development" means training, improvement, and professional growth in pedagogy, practice, and course development that align with student expectations and leads to instructional enrichment and effectiveness.
2. To the task force members "Instructional Effectiveness" is focused on student learning, outcomes, and competencies.
3. Task force members believed that teaching excellence is highly valued and rewarded by department heads and to a lesser degree by deans/upper administration, and P&T committees.

4. There was strong consensus among the task force that new faculty do not generally come well equipped to be effective instructors and only moderate support for the statement that “MSU provides adequate resources and incentives to help faculty become well equipped in effective instruction.”
5. Specifically, the task force members believed that new faculty have a limited understanding of key educational concepts such as: defining learning objectives and competencies, course /curriculum scope and sequence, pedagogy, syllabi development, cultivating critical thinking skills, and evaluating learner outcomes/content mastery/competencies.
6. Task force members showed strong consensus that brief one-time information provided through new faculty orientation is insufficient to ensure instructional effectiveness. Although they believed structured training provided through CTL New Faculty Teaching Academy would help to ensure instructional effectiveness and that faculty were generally aware of these training resources, most new faculty do not utilize the available resources.
7. Task force members believed that participation in one or two workshops/seminars, while helpful would not likely adequately prepare new faculty. However, instructional training occurring over longer periods such as the whole first year or the entire pre-tenure period would be much more likely to adequately prepare faculty.
8. The task force showed strong consensus that some minimal level of training should be mandatory for new faculty and considerable support for requiring new faculty participate in the CTL New Faculty Teaching Academy.
9. The task force believed that various types of incentives would increase both the likelihood of adoption and effectiveness of training programs.

# Faculty Development Taskforce

9/17/2021



## Provost's Task Forces

- Recruiting Task Force
- Student Success Task Force
- Evaluation of Teaching Task Force
- Online education Task Force
- Faculty Performance Task Force
- Graduate School Task Force

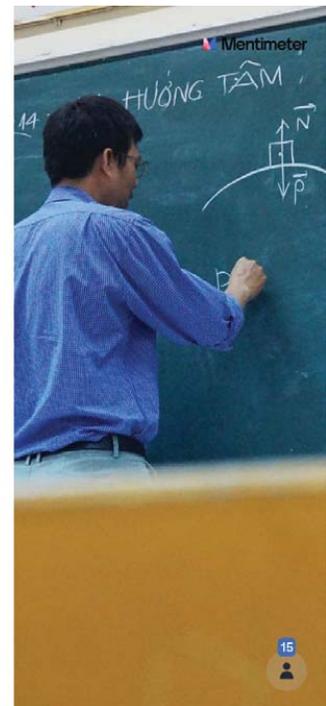


## Faculty Development Committee Charge

- Provide recommendations on how MSU can best prepare faculty for effective teaching
- Develop an inventory of best practices from other institutions on higher education teacher training.
- Consider how we can require training for new faculty, and refreshers for existing faculty.



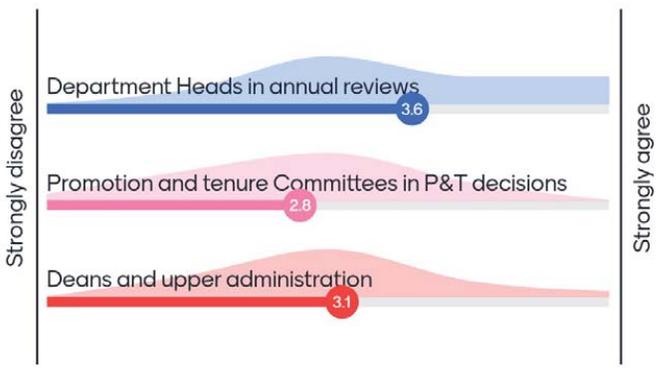
## What does "Faculty Development" mean to you?

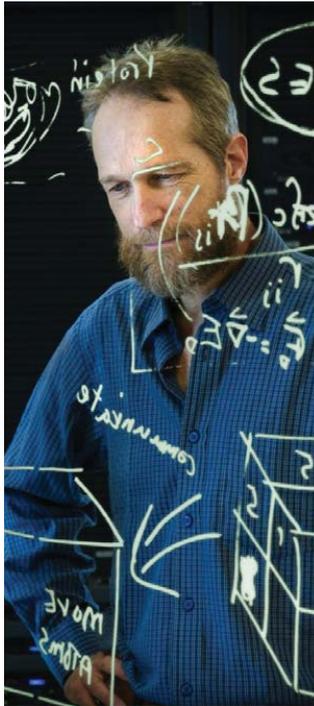


# Describe "Instructional Effectiveness"



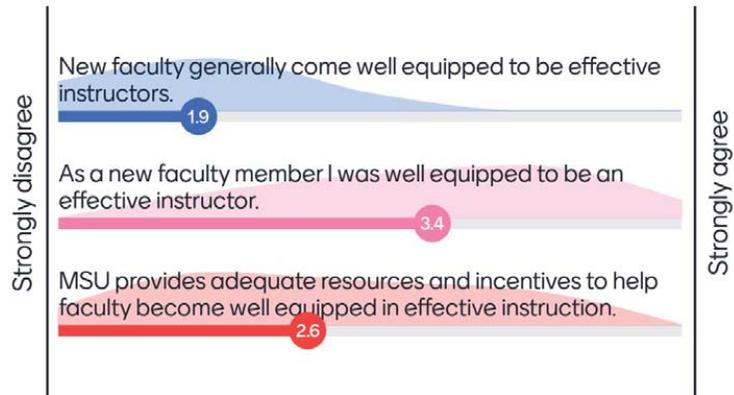
# Faculty believe that teaching excellence is highly valued and rewarded by:





## To what degree do you agree with the statement:

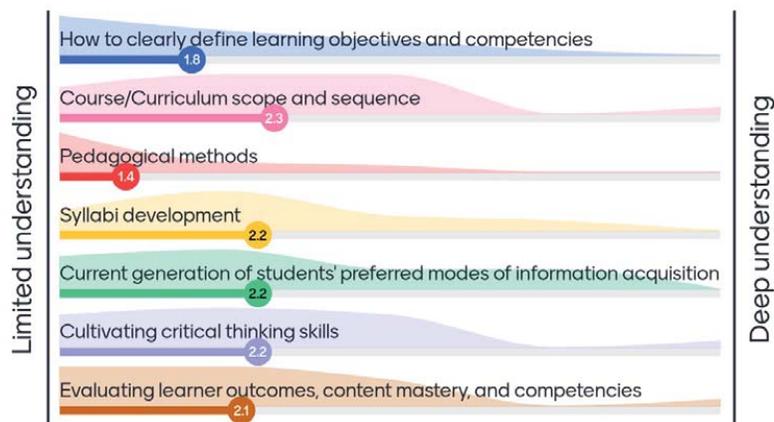
Mentimeter



17

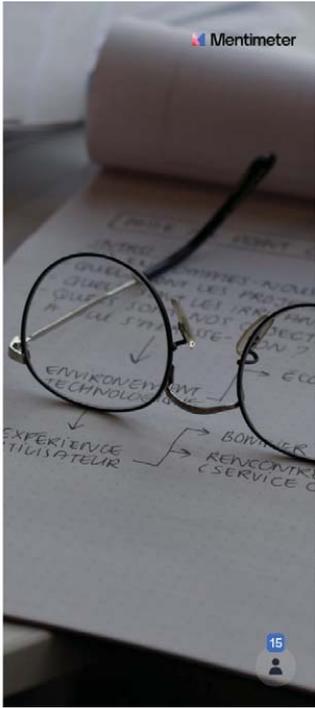
## To what degree do you believe that new faculty understand the following concepts:

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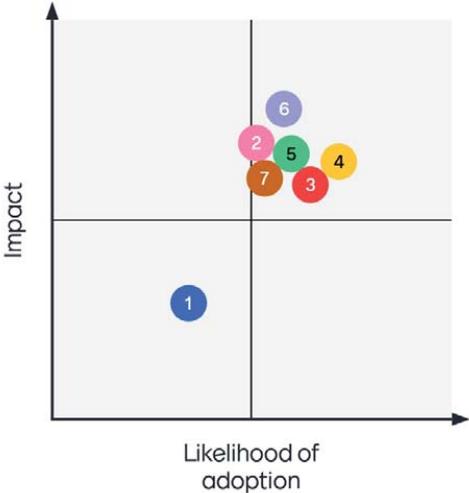


17

# Name one "Best Practice" for teacher training



# Best Practices?



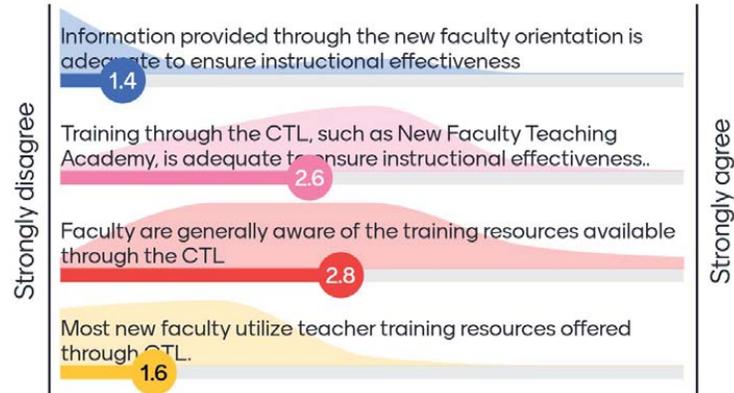
- 1 Printed Resources (e.g. Insider's guide to MSU)
- 2 Utilize Grisham Master Teachers
- 3 Credible Messaging - "Teaching excellence is important"
- 4 Recognition/Awards
- 5 Workshops/seminars
- 6 Structured teaching academy
- 7 Peer-review





## To what degree do you agree with the statement:

Mentimeter

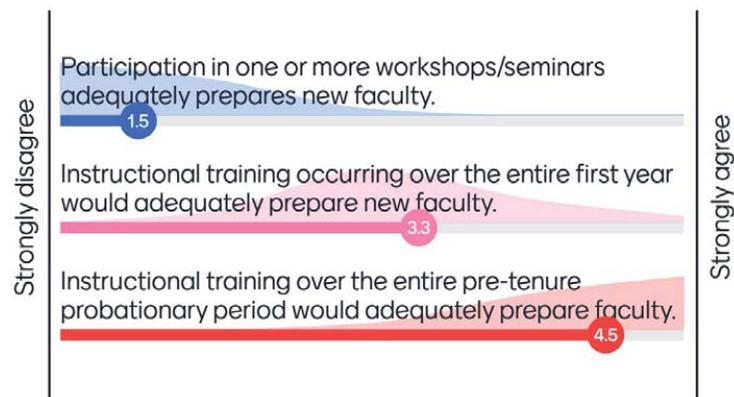


17

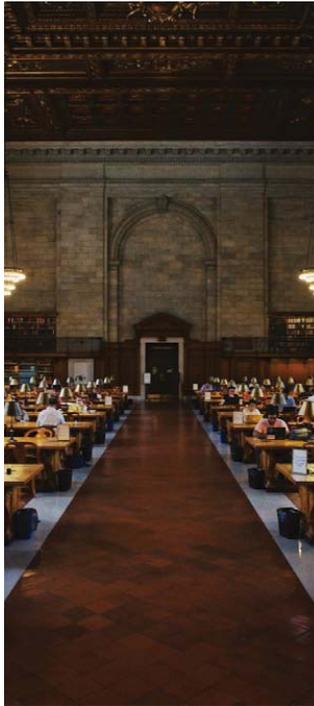


## To what degree do you agree with the statement:

Mentimeter

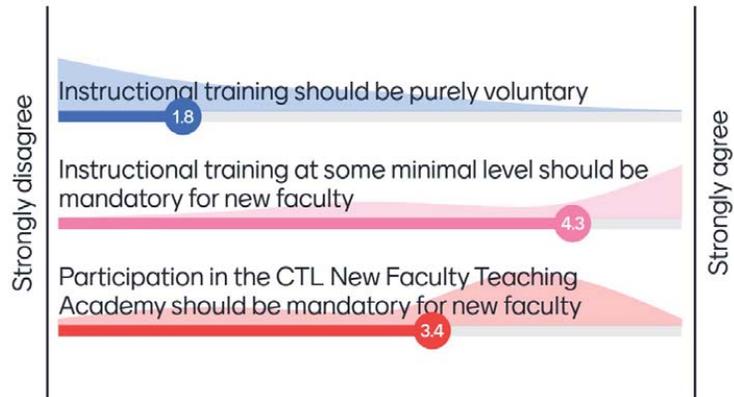


16



## To what degree do you agree with the statement:

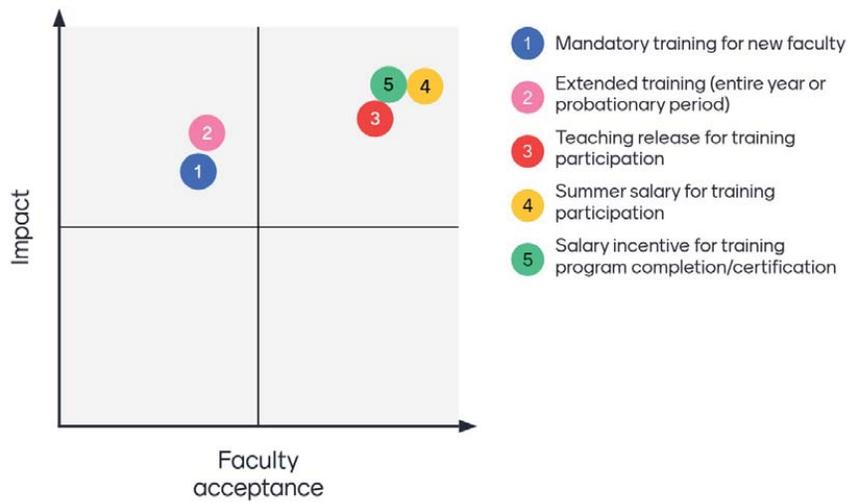
Mentimeter



16

## Acceptance/Effectiveness

Mentimeter



17

# Topics you would like to see included in task force work

Mentimeter

Outside resources that might help augment programs	Sustainability.	How to convince people that they want to do this
How do our peers handle this?	Providing new faculty a course release to teach a course with an accomplished faculty member.	What constitutes completing this training? Just attendance? Is there some way to assess whether the faculty are actually engaged and learning from the experience?
Teacher support eg. resources for when things go wrong.	How we measure actual faculty development.	Consideration of teaching experience and expertise in the hiring process.

25

# Topics you would like to see included in task force work

Mentimeter

Mentoring beyond teaching	Who is paying for this?	Incentives for training, role of departmental T&P guidelines in motivations for teaching excellence; existing programming and adequacy of university resources devoted to teaching development
New faculty is important but should there be anything for current faculty as well	Statement of Teaching Excellence for MSU. What does it mean to be excellent at teaching here?	We are focusing on new faculty, what about current faculty that are not effective?
Understanding what does it "look like" when teaching is highly valued at the department level? College level? University level?	How do we sustain the learning? Cohorts? Learning communities? Do we incentivize those?	What types of existing faculty development programs exist? (eg. credentialing)

25

# Topics you would like to see included in task force work

Community engaged learning courses in all departments. Teaching mentors for all new faculty. Time for course revamps after 5 years of teaching a course. More open classrooms for new faculty to visit Grisham and similar teachers in action.

Effectively preparing documentation to show effectiveness in teaching and relating that back to methods used in the classroom.

Look at best practices for teacher training and focus on the outcomes.

Change of culture to genuinely emphasizing excellence in teaching

Definition of SOTL. What counts. What is it.

This is a big job. How is the task force incentivized? :)

College or dept specific plans for faculty development



## Task Force Working Groups

- Inventory and assessment of currently available training
- Best Practices from Peer Institutions
- Voluntary vs mandatory training

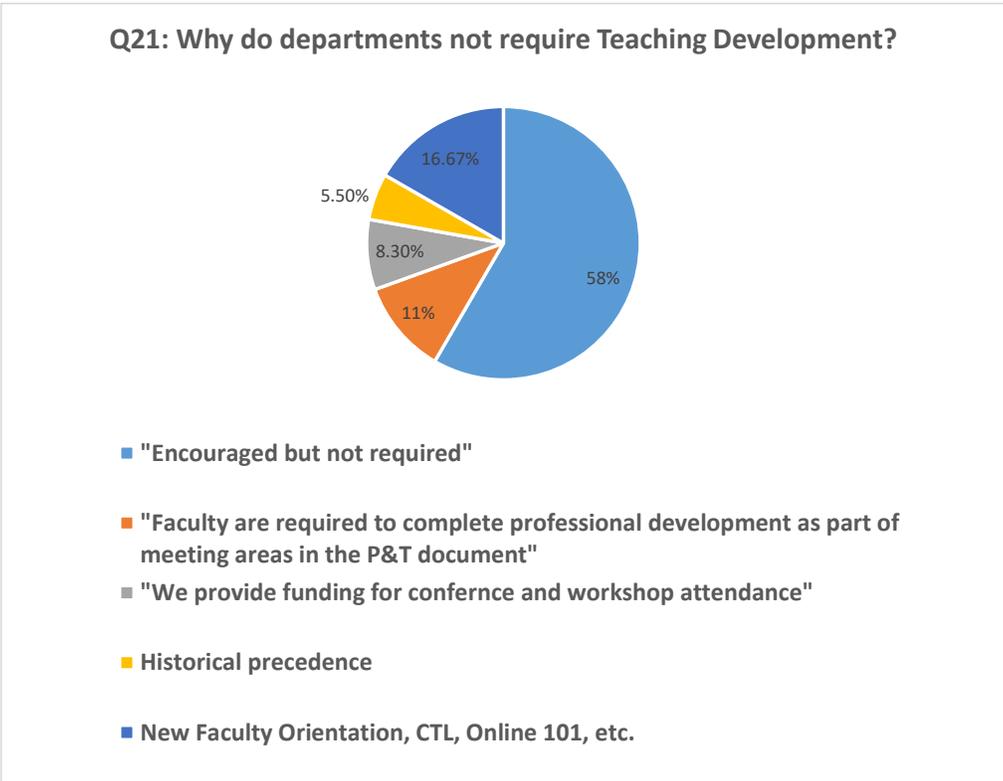
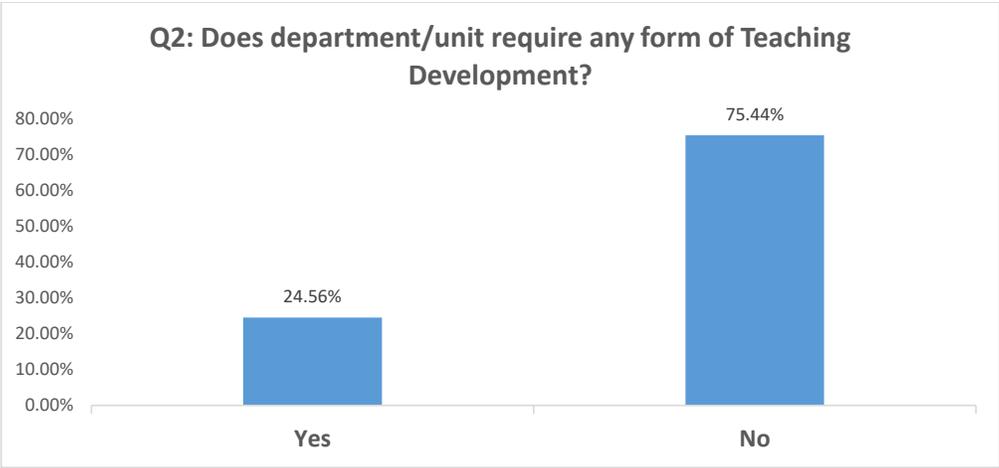


Thank you

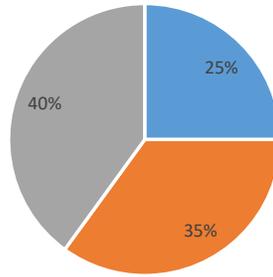


# B

Inventory Survey of Deans/Department Heads/Directors

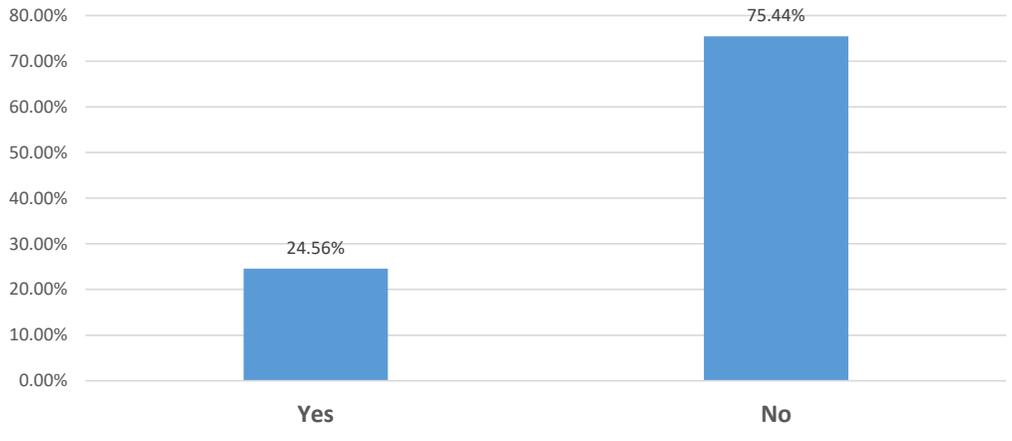


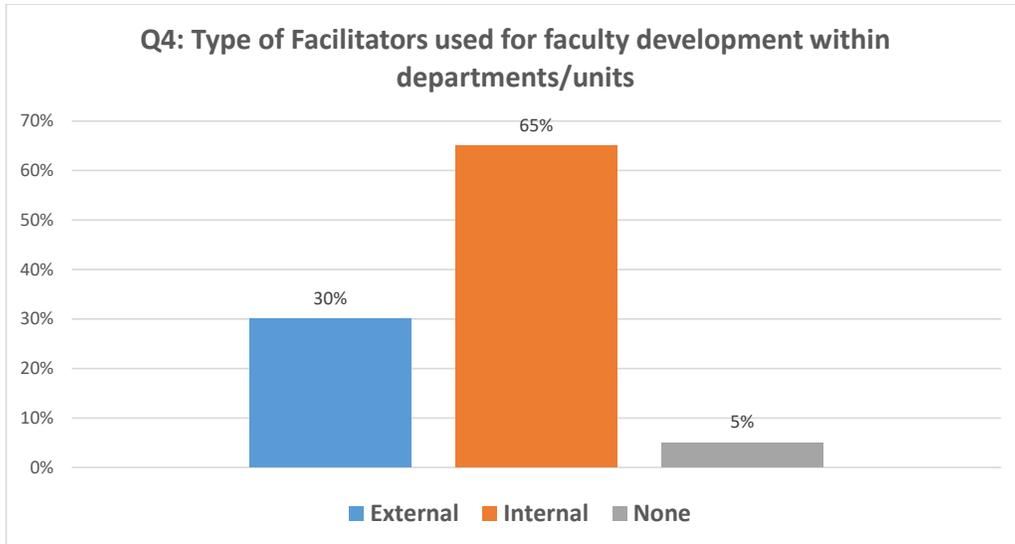
**Q17: If applicable, what types of teaching development are required?**



- Online 101
- Departmental mentorship, workshops, orientation
- CTL, NFTO, CDE, etc.

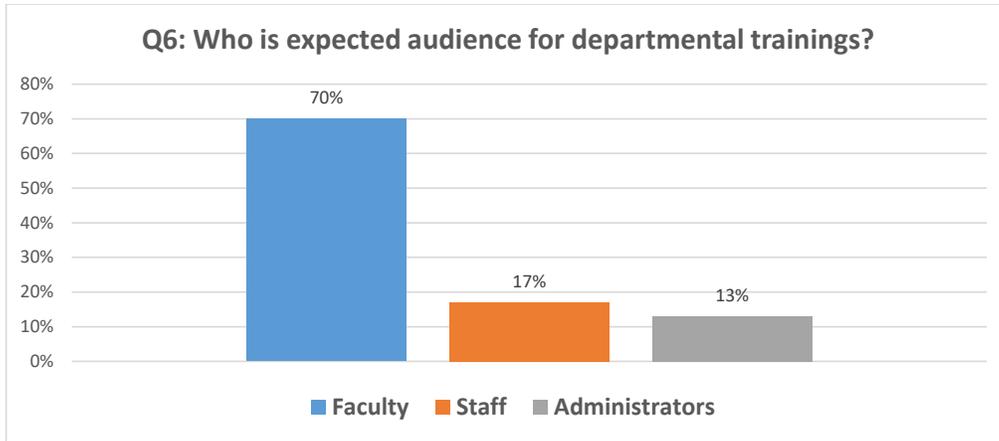
**Q3: Does department/unit offer workshops/development for faculty?**





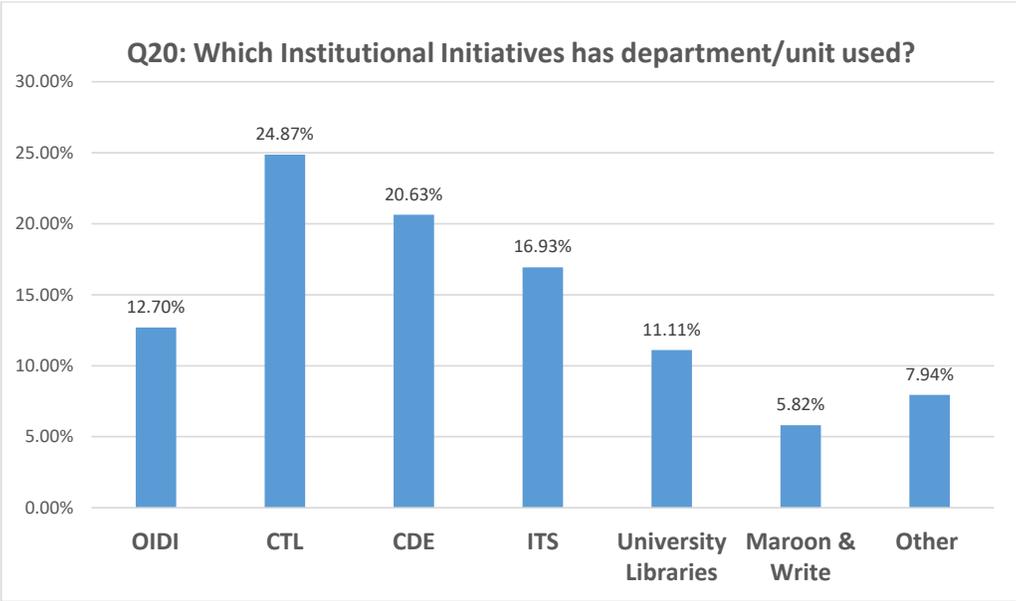
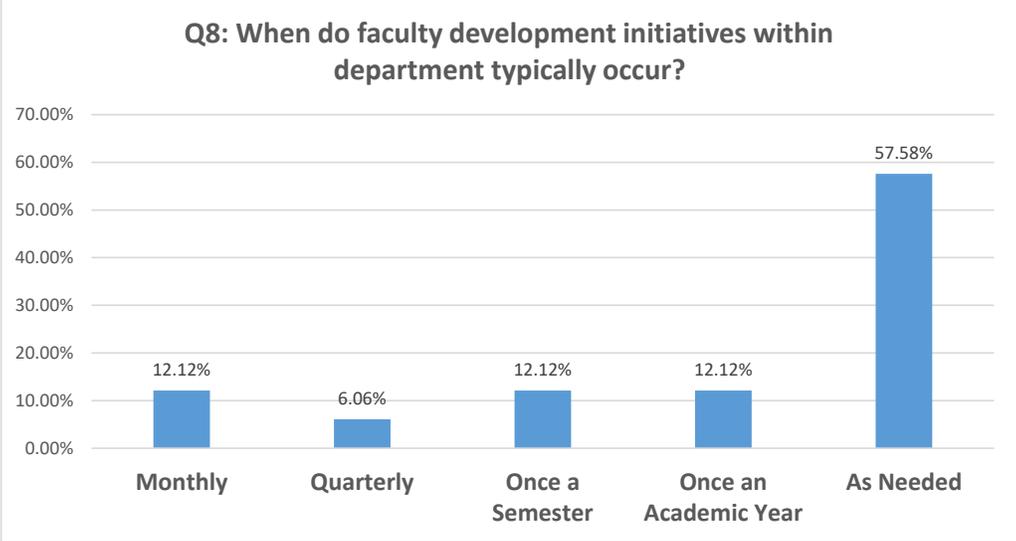
**Q5: Please provide additional context regarding the type of facilitators used for learning.** \*Quotes are representative of all comments.

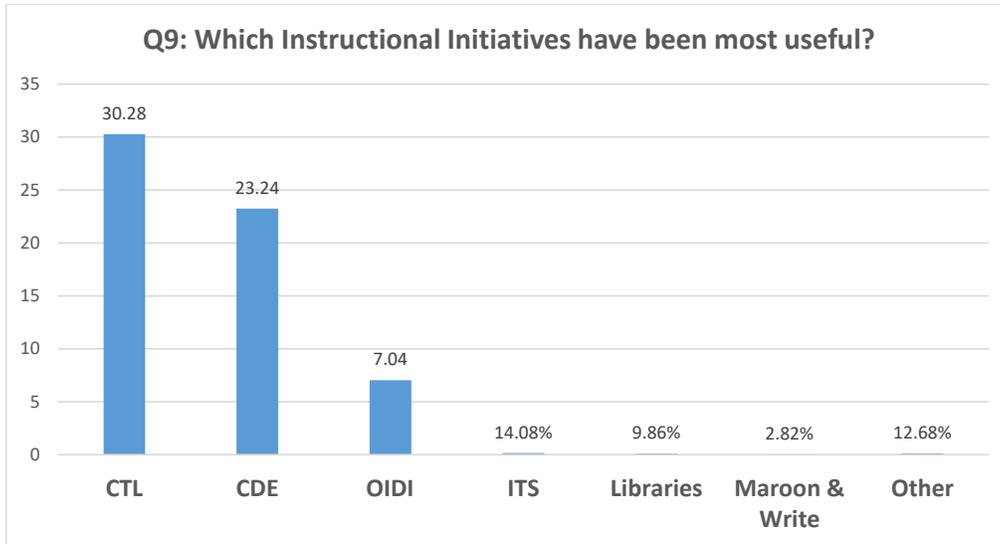
- “The college annually does faculty training related to advising.”
- “periodically hosts workshops related to classroom technology”
- Tenure/Promotion process guidance and workshop”
- “related to research”
- “Systematic syllabus review, best practice in teaching, and matching assessment with objectives of the course.”
- “P&T committee that mentor faculty”
- “We have a clinical psychologist who on an informal basis will provide some faculty development exercises for our faculty.”
- “guest speakers, visiting creative writers, research presentations, CTL events”
- “lunch and learns”
- “Meals with mentor” (paid for by dept.)
- “monthly pedagogy roundtable hour-long discussion to engage our faculty”
- “research brown bags”



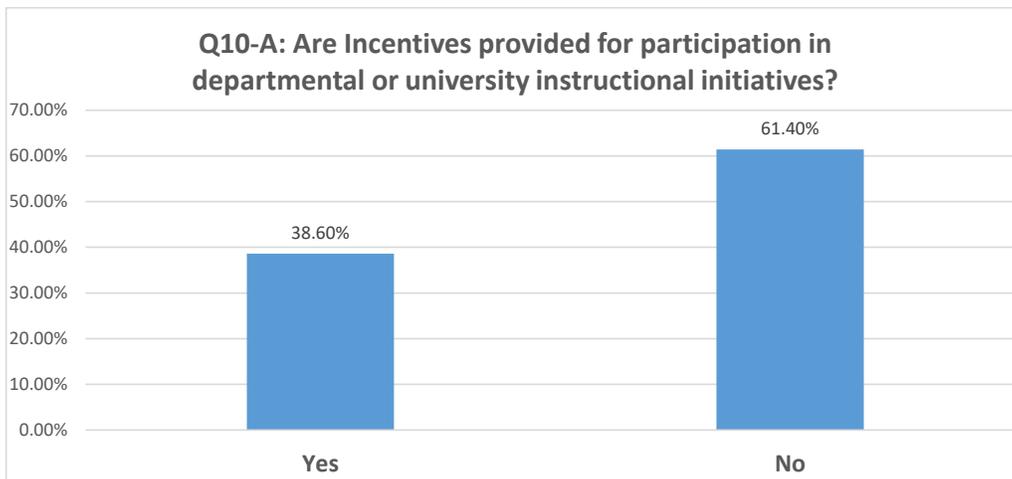
**Q7 Please provide specific practices used to provide faculty development for teaching (please consider content, delivery mode, frequency, length, and whether it should be required). \*Quotes are representative of all comments.**

- “systematic approach...encouragement to participate in CTL workshops and periodic workshops on use of classroom technology, we have not been intentional about instructional effectiveness”
- “I don’t think requiring a one-size-fits-all training would get much faculty buy-in...we have informal sharing of best practices among faculty that teach similar courses”
- “the only workshop is for pre-tenured faculty and is specifically focused on demystifying the tenure process”
- “teaching topics are presented at the P7T workshop”
- “we provide training workshops for teaching methods, course consistency, ABET requirements, and compliances once a semester; we assign senior mentors to junior faculty; we send senior faculty to junior faculty’s classes to provide feedback once a semester”
- “we have a leading senior faculty member who assists new faculty with mentorship; we have senior faculty members in each program area who work with junior-level faculty members in mentoring/coaching for the development of teaching; we have a point person for Canvas assistance”
- “We encourage faculty to attend workshops and training at the CTL annually during the evaluation period.”
- “communication strategies assessing what you intend to assess; writing better exam questions; I would love for these type of activities to be required for all/most faculty”
- “We do not have more systematic, long term trainings. We depend on various other college and university units for this.”
- “1-2 hour lunch and learn panels and guest lecturers.”
- “Peer Teaching Evaluation”
- “No training is required except for training for new faculty on promotion and tenure guidelines.”





\*Other: annual faculty review letters; “I don’t know which ones are most useful”; CALS, ORED, ORD; PGA; HRM; “the faith of the instructor in the method dictates which method will prove most successful” \*Quotes are representative of all comments.



**Q10-B: If so, what?**

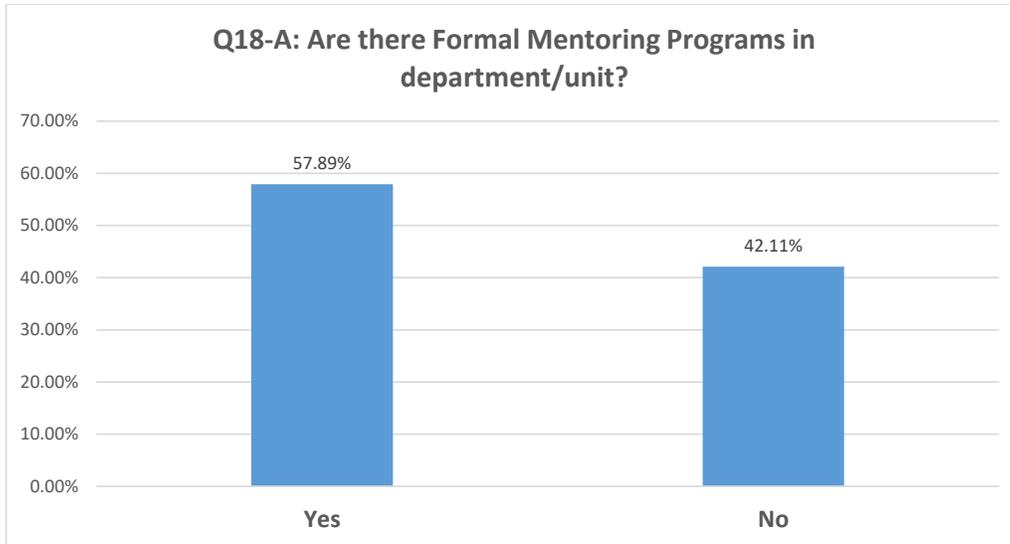
- Recognition in Annual Review
- Award nominations
- Mentors receive a small monetary allocation in discretionary funds
- Lunch
- Teaching awards

**Q11 What types of incentives would you like to see provided for participation in teaching development? Consider new ideas in addition to what the department/unit may already be doing. \*Quotes are representative of all comments.**

- Salary enhancements (especially for 9-month faculty)
- Discretionary funds
- Lunch for workshops
- Public recognition
- Annual review
- “Formalizing the role such participation plays in the annual review process.”
- Micro-credentialing, rewards, awards, badges
- “I think that faculty volunteering to attend on their own is better than requiring or providing incentives”

**Q12 Please indicate any instructional initiatives that you would like to see at MSU. \*Quotes are representative of all comments.**

- “Young Faculty” teaching initiative first 3-5 years at MSU
- Summer salary, free parking, Sanderson membership, programmatic funds to support scholarship
- Helping faculty discover new technologies to enhance teaching should be an ongoing role at the institution
- More public recognition
- Teaching academies for new and established faculty
- Teaching of writing
- Pay boosts
- Peer-review of teaching
- Required attendance at minimum number of sessions
- More specific examples of what makes a good course and ways to incorporate new strategies into courses
- Trainings for new hires and junior faculty
- First year faculty/instructor programs
- Better support for the teaching of writing
- Course redesign workshop
- Mandatory one week residential teaching course for all new faculty



**Q18-B: If so, please provide more context regarding the structure of the mentoring programs.**

\*Quotes are representative of all comments.

- Each new tenure-track faculty is paired with senior faculty member.
- New faculty free to choose faculty member to guide them through early years at MSU
- We have seven senior faculty mentoring over specific areas for teaching and research.
- We have a faculty member who enjoys mentoring new faculty; she meets with new faculty and has “open door” policy.
- The P&T committee meets with assistant professors and as needed with associate professors.
- It is not particularly well structured, but we do have mentors assigned to young faculty.

**Q14 Please provide any additional comments you may have about how MSU can better prepare faculty for teaching. \*Quotes are representative of all comments.**

- Have faculty receive more observations that provide both positive feedback and suggestions for improvement.
- Incentivizing teaching (workload reduction, stipend, research funds)
- Promote training opportunities more
- Value it
- Make it ongoing
- Focus on graduate students and new faculty

# C

## Peers

One of the task force's first assignments was to investigate the faculty development policies of our peers. We developed a repository of these policies that we reviewed (15 universities). The following page contain a table of faculty development elements from a subset of our peers.

School/Institution	Direct URL	Number/Size CTL faculty/staff	Usability of website	Development Opportunities	New Teacher Development
University of Virginia	<a href="https://cte.virginia.edu/">https://cte.virginia.edu/</a>	1 director; 1 associate director; 5 assistant directors; 5 Faculty Fellows; and 4 administrative staff	Excellent	Numerous, Active Learning; Engaging Students in Discussions; Community-Engaged Teaching Resources; Increasing Student Motivation to Maximize Learning and Engagement; Faculty Learning Communities. All faculty and staff are offered \$2000 annually for approved internal and external faculty development activities.	Getting Started at UVA: New Faculty Orientation and Welcome, The Six Secrets of Successful Teaching, UVA Acts Inclusive Teaching Toolkit: First Days.
Virginia Tech	<a href="https://teaching.vt.edu">https://teaching.vt.edu</a>	6 + 1 admin assist	Easy to use.	certificate program faculty learning communities, book clubs, workshops, course design resources/clinic, ...	Certificate Program but none specifically aimed at new faculty
Iowa State University	<a href="https://www.celt.iastate.edu/">https://www.celt.iastate.edu/</a>	~ 17 staff (including 4 faculty fellows)	Easy to use.	Offers a CELT Teaching Technology Conference Workshops, Speaker Series Course Design Institutes (Face-to-Face) Teaching and Learning Communities 20-Minute Mentor Commons for ISU Teaching Resources, Teaching with Technology, Preparing to Teach Course delivery, Teaching Strategies, Assessment and Evaluation Document your Teaching	None specific
Penn State University	<a href="http://www.schreyerinstiute.psu.edu/">http://www.schreyerinstiute.psu.edu/</a>	9 Faculty, 3 grads, 6 staff	easy to use.	Course design and planning, teaching and assessment strategies, evaluation teaching, grant support, custom workshops, short courses, events, annual 2-day conference.	Self-guided, online teaching orientation, Instructional Foundations Series for grad TAs and anyone new to university teaching, Course in College Teaching for those with teaching experience.
University of Southern California	<a href="https://celt.usc.edu/resources/">https://celt.usc.edu/resources/</a>	5 total	easy to use.	Advanced Teaching Institutes; Course Design and Teaching Consultations and Workshops; Faculty Learning Communities	Semester-long Faculty Teaching Institute
Cal Poly, San Luis Obispo	<a href="https://ctl.calpoly.edu/teaching-resources">https://ctl.calpoly.edu/teaching-resources</a>	7 + 1 Admin Support Coordinator	easy to use.	Effective Teaching Practices Cal Poly is a participant in a California State University system grant program in collaboration with the National Association of System Heads (NASH) and the Association of College and University Educators (ACUE). The grant is providing multiple CSU campuses with a year-long, research-based faculty development programming in support of effective instruction.	The CTLT provides programs and services designed specifically to support all new faculty (1-3 years), tenure track, lecturer and teaching staff.

# D

## Faculty Development Focus Group Findings

## Methods

Members of the working group developed a focus group guide to elicit faculty ideas on teaching training, whether training should be voluntary or mandatory, and incentives for training. Three focus groups were held in December 2021, and each lasted approximately 90 minutes. They were held in a library conference room, and lunch was served. For each focus group, one member of the working group served as a moderator and another member served as a notetaker. Potential participants who could not participate in a focus group were offered the option of sending feedback via email or participating in a one-on-one interview. Notes were compiled, and working group members extracted themes and examples.

## Participant Characteristics

Potential participants were nominated and invited by members of the working group with the goal of representing multiple colleges and multiple roles. Out of 37 faculty members invited, 22 faculty members participated (21 in focus groups and 1 in an interview). These faculty members represented the following colleges: Agriculture and Life Sciences (6), Arts and Sciences (9), Education (1), Engineering (3), Forest Resources (1), and Veterinary Medicine (2). The following roles were represented: assistant clinical professor (1), assistant extension professor (1), assistant professor (5), assistant research professor (1), associate professor (3), associate research/extension professor (1), clinical professor (1), instructor (5), lecturer (2), professor (2).

## Ideas for Teaching Training

**Prior Experience with Teaching Training** (Please raise your hand if you have participated in any sort of teaching training designed for college teachers. For those of you who raised your hands, can you tell us about what that training looked like?)

Theme	Example(s)/quote(s)
Training at Graduate School Institution	<ul style="list-style-type: none"><li>Received GTA training as a master's student. Not sure if I ever had to utilize it, but they walked through the ins and outs of teaching at [master's institution]. More policy based, not so much about how to be a teacher.</li><li>At [doctoral institution], served as a TA. Decided to pursue a career in academia, so started seeking out opportunities to get training. [Doctoral institution] had a certificate program for grad students. For Phase I took a class on foundations of learning. Got a copy of <i>How Learning Works</i> and spent the semester going through that book with a professor who taught about learning, memory, classroom environment. They seem easy to understand when you learn about them, but they are not ever things you may have thought about as a grad student. They helped me think about how to structure a lecture. That informed grad student presentations. Did teaching practicum course. Had to watch videos of self and critique them.</li><li>As an M.A. students had 1-hour course over 1 semester; required as a TA. Class went over standards, expectations of students, public</li></ul>

	<p>speaking. Also took an online best practices class at MSU called it one of the worst experiences at MSU. This was ten years ago.</p> <ul style="list-style-type: none"> <li>• During the Ph.D program, started a couple weeks pre-semester then carried through the whole semester. Developed the syllabus, worked with current faculty, then it went through the whole semester. Basics like titles, classroom dynamics. “mentoring college teaching.”</li> <li>• Also a class as a grad student with mentors who were required to observe and give feedback on teaching.</li> <li>• Mandatory in grad school for grad TAs, at [previous institution], about teaching, relationships with students</li> <li>• The best training [attended] was in graduate school in [at participants graduate university} actual classes about being a professor. 2 semesters one on teaching and one on research. A hard class but best training as it was a full course.</li> <li>• As a graduate student at [participants graduate university] I earned a graduate certificate in teaching. After you have it, then you could be an instructor of record for a class. Classes [for the certificate] had a cohort. You had to develop syllabi and peer review.</li> </ul>
MSU Provided Training include CTL/CDE	<ul style="list-style-type: none"> <li>• CTL 101 first year here. This was 2014. Didn't find it enjoyable.</li> <li>• A variety of things: CTL 101, plus the CTL course “engaging students in large classes.” It was helpful</li> <li>• Also did Devon Brenner class “teaching teachers” as part of her Ph.D.</li> <li>• CTL Preparing the teacher faculty.</li> <li>• CTL Online Teaching 101, in January. Very helpful for teaching in Canvas. All assignments, quizzes submitted online. Other CTL workshops.</li> <li>• CTL workshops pre-covid. Department also does training for instructors to talk and connect.</li> <li>• CTL Online Teaching 101; mandatory.</li> <li>• CTL lunch and learn, CTL 101 problem based learning 2 weeks of training a few hours a day.</li> <li>• The College of Engineering had a workshop that was hands-on and on Active learning.</li> <li>• Lots of CTL training and CTL 101 was good.</li> </ul>
No previous experience	<ul style="list-style-type: none"> <li>• No mentoring. It was baptism by fire as a grad student.</li> </ul>
External training	<ul style="list-style-type: none"> <li>• Completed a two-day workshop that had NSF early career grant funding for those on a “teaching path.”</li> <li>• Workshop on teaching writing, symposium, at Ole Miss annually.</li> <li>• [Omitted name of professional organization] offers workshops; I attend them regularly; on decolonizing syllabus, etc.</li> <li>• [Omitted name of professional organization] had training for new faculty and it provided a lot of resources. That was the best so far. About 3 days</li> </ul>

	of morning sessions and then groups had hands-on activities. And had experts come in.
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**Ideas for Training for New Teachers** (If MSU were designing training for newer teachers, what should that look like?)

Theme	Example(s)/quote(s)
Mentoring/working with Sr. Faculty/Experts	<ul style="list-style-type: none"> <li>● Need to get experts together and think about what the model classroom would look like. Then decide what we can do to get you there (i.e., “Here’s what has worked in your disciplines and how you can do it.”) You can’t teach <i>How Learning Works</i> in 4 hours—just start with dos and don’ts our faculty would recommend, and tips to maximize engagement and enjoyment. The advanced version would provide theory behind that. The ideal length would be one day (or a large portion of a day) with a meal provided to keep people around.</li> <li>● At [participant’s department], senior faculty now observes and gives feedback to new instructors</li> <li>● CTL online was useful to many of us, so clearly CTL personnel could be a start.</li> </ul>
Syllabus Construction	<ul style="list-style-type: none"> <li>● New teachers need advice on practical things: what needs to be on the syllabus,</li> <li>● When I started teaching, I had no clue how to build a syllabus. No idea what’s a learning objective and how to meet it. I organized the course week by week, just writing what I intended to teach. Luckily, soon after I co-taught with a seasoned instructor who mentored me in seeing the value of a well-written syllabus.</li> <li>● I didn’t know what a learning objective was till 5 years ago. In [participan’s department], we have a check sheet now, so all syllabi are developed and address the same required elements.</li> <li>● During the new faculty orientation, I was told that the syllabus is “contract with a student;” I had no idea what this meant. I used the CTL syllabus guide document for help, but it was still too “high level” of abstraction for a novice. Colleagues helped me, but I still don’t feel like I know how to do it.</li> <li>● Training on syllabus development should be domain-specific. In social sciences, the syllabus can be very political. For example, a heated discussion may erupt over what should be taught, to not exclusively include research and theories by old white men in courses. Also, faculty should think of students’ time availability (how much do they work, for example) to know how much to ask of them outside of class, to have a realistic syllabus.</li> </ul>

	<ul style="list-style-type: none"> <li>● [Seasoned participant]: I learned most about the syllabi while interacting with the grade appeals committee. Never make exceptions for any one student!</li> <li>● I was trained on syllabus development, though very briefly.</li> </ul>
Student Demographics	<ul style="list-style-type: none"> <li>● Freshmen struggle with classroom behaviors, appropriate relationships with teachers. Train new instructors on how to handle the segment/segments of the student population they will be teaching.</li> <li>● Teaching technical students is different from graduate students, and both are different from undergrads. Freshmen are also totally different from the other undergrad population.</li> <li>● At 22, I got to teach a lab in [participant's department], a combination of lectures and analyses. My difficulty was how to interact with students who were basically my age.</li> <li>● Same here. Struggled with an older student who clearly engaged in power struggle and had an attitude that bordered on being disrespectful. I didn't really know how to handle interacting with him.</li> <li>● Freshmen struggle with classroom behaviors, appropriate relationships with teachers. Train new instructors on how to handle the segment/segments of the student population they will be teaching.</li> <li>● It's important to train instructors to teach in context of what your population is, dealing with in a broader sense as well, for example, overall low SES, lots of first gen students at MSU when compared with other institutions with more affluent student bodies.</li> <li>● Design students are diverse; I wish there was a way to understand/learn different teaching styles appropriate for different students. Many students are highly anxious about having their studio projects critiqued; I wasn't prepared for that.</li> <li>● Focusing on things for students outside of the classroom could also help make people better at teaching.</li> <li>● Knowing what students' disabilities are would help me be a more effective instructor.</li> <li>● Knowing the types of students you are going to be teaching is super helpful: How you prepare to teach them is different. Teaching technical students is different from graduate students, and both are different from undergrads. Freshmen are also totally different from the other undergrad population. But there is a huge difference.</li> <li>● It might be helpful to be taught more about learning styles.</li> </ul>
MSU Policies	<ul style="list-style-type: none"> <li>● New teachers need advice on practical things: what needs to be on the syllabus, implications for a student taking an incomplete, how to deal with the registrar, financial aid questions, resources for students who need help.</li> <li>● How have the instructor preparation/expectations changed: I taught in [participan's previous institution] – no supervision, for 2 years. Moved here, still no supervision</li> <li>● New faculty are overwhelmed by ALL requirements</li> </ul>
Technology	<ul style="list-style-type: none"> <li>● The biggest constant change to adapt to change as an instructor is technology.</li> </ul>

	<ul style="list-style-type: none"> <li>● Random/general comment supported by multiple participants: WebEx nowhere near as good as Zoom.</li> </ul>
Teaching Culture	<ul style="list-style-type: none"> <li>● At MSU, many departments place emphasis on research, and as instructors are not trained to teach, they teach as they were taught, which can be great, but can also be bad. When developing courses, some take the “path of least resistance,” just reusing syllabi of previous instructors for the course. They have no real motivation to teach well if it is research that “counts.” These faculty often teach “easy” to get high student evals.</li> <li>● In our dept, we don’t ask people to teach the first semester if they are expected to do research as well. Hasn’t always been like that, but is that way now.</li> <li>● I have reduced the teaching load to establish research my first year. Requiring training would be helpful, 1 month before starting, would be perfect. “Required” because it’s the only way to hold me accountable; I planned to attend many CTL events but didn’t make it to them.</li> <li>● Having a TA-ship in grad school was very helpful. A colleague did not have a TA-ship and was “thrown to the wolves.” Many of our conversations were a lot like therapy; he needed a lot of reassurance he was doing things “right.”</li> </ul>
Training Format Suggestions	<ul style="list-style-type: none"> <li>● To be effective, the training needs to be in person, not online. <b>[Everybody seconded this]</b></li> <li>● A month is fine for basic info, but a longer follow-up is needed. Like a writing workshop, then a writing group.</li> <li>● Having long-term training would build a sense of community among faculty across disciplines.</li> <li>● The training should be “fine-grained.” Teaching introductory courses requires different skills than teaching advanced courses. That should be addressed as well.</li> <li>● Training should be led by someone trained in pedagogy.</li> <li>● Much of the training can be discipline-general, but a portion should be discipline-specific.</li> <li>● Discussion online does not work.</li> <li>● The training needs to happen during lunch time, not outside of workday. I’ve trained myself to not spend all evenings on the computer, so I do work during work hours only. It was hard to get to this point.</li> <li>● If it is before the semester starts, and is required, are you compensated for it? It gets murky.</li> <li>● Some international faculty do not come before the semester begins, therefore would not be able to attend the training during summer before their first year at MSU</li> <li>● The new faculty teaching training was helpful, especially for getting the new faculty used to the University policies.</li> </ul>

	<ul style="list-style-type: none"> <li>• CTL 101 was good, but the timing was not great since it started in September. Maybe offer it in the summer before the fall semester starts. Especially for new faculty.</li> <li>• Getting the calendar invite [in reference to CTL events] is super helpful. If all that had to be done was to click accept, that would help people attend more training sessions.</li> <li>• Contracts need to start sooner. There is too much to do in the 2 days before classes start.</li> <li>• Multiple participants commented that they had little or no teaching experience and felt there was a need for training before they had to teach. This training might also be discipline specific.</li> <li>• There are a lot of teaching tools that aren't shared. You need to know how to manage your time, how to write a syllabus, how to set up a schedule etc.</li> <li>• New faculty need to know that we don't expect them to be perfect.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Faculty need to know how to communicate with students via emails etc.</li> </ul>

**Ideas for Training for Experienced College Teachers** (What about for more experienced college teachers? What might training for them look like?)

Theme	Example(s)/quote(s)
Reflection	<ul style="list-style-type: none"> <li>• Self-evaluation is really important. We need to do something honestly to do this. Encouraging self-evaluation would be helpful.</li> <li>• I need to remind myself why I am doing this.</li> <li>• Reflection. Teachers need to reflect on teaching; if you're doing the same thing as twenty years ago that's an issue.</li> </ul>
Student Demographics	<ul style="list-style-type: none"> <li>• Helping them understand what the current student is experiencing. If you've been here long enough you may have seen a shift from students coming from high school to junior college or more students who are working part time. We have seen a shift in students expressing a desire to shift away from all theoretical to hands-on courses.</li> <li>• Students change as well, so we need to be trained on how to deal with the current/changing students. And we need training for how to deal with parents.</li> </ul>
Technology and Resources	<ul style="list-style-type: none"> <li>• Mandated technology training. For me to change teaching technologies is like a quantum leap, and the changes just keep coming. Canvas, WebEx, Teams, all work differently.</li> <li>• I get a lot of questions about how to do "technology" things from senior colleagues.</li> <li>• If the new faculty training has evolved, it might be helpful for older faculty to take it again. Experience faculty would be helped by taking this again.</li> <li>• Resources are probably key for both new and established teachers. My plans were thrown off when I found out that we [at Mississippi State] didn't have resources I was used to.</li> </ul>

Training on Mentoring Junior Faculty	<ul style="list-style-type: none"> <li>● Having experienced faculty mentors or advocates for newer faculty in the department.</li> </ul>
Pedagogy/Other	<ul style="list-style-type: none"> <li>● We will all need training on navigating post-covid reality at the university.</li> <li>● They [seasoned faculty] still need to know they can make small changes to improve their teaching. The pandemic really opened this up, and they had to do something different.</li> <li>● I just need basic teaching training. We know what we know, facts and science but we don't know pedagogy.</li> </ul>

**Additional Training Ideas for Current Faculty** (What training would be most useful to YOU at THIS point in your career?)

Theme	Example(s)/quote(s)
Resources	<ul style="list-style-type: none"> <li>● It would be interesting and helpful to know what the student resources are. What happens when you refer students to the Dean of Students office? What do they actually DO?</li> <li>● I was teaching one of the freshmen classes where students are introduced to MSU resources. I didn't know what the learning center does, student health center does. I've been teaching for 8 years, and I didn't know this stuff.</li> </ul>
MSU Policies	<ul style="list-style-type: none"> <li>● I'm personally getting really interested in curriculum development. How do curriculums get developed at the beginning, and how do you assess outcomes to know if things are working?</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>● There are professional people who do research on how kids learn. We need to connect [them] to people.</li> <li>● Can we have a set of teachers that you can go and observe then you can sit down and ask questions? Outside of your discipline. <ul style="list-style-type: none"> <li>○ We have that. The Grisham master teacher.</li> <li>○ [When] I watch a master teacher I don't know what I'm looking for. More discussion afterwards.</li> </ul> </li> </ul>
Pedagogy	<ul style="list-style-type: none"> <li>● Something specific to my discipline and my situation (teaching mostly labs). Not the general "here's how to be a good teacher" approach.</li> <li>● Training in assessment; tests are not the only way to assess student learning.</li> <li>● Giving me something to read for how to structure one class period.</li> <li>● What classes we should target to be more focused on active learning (flipped classroom or PBL). Especially at a school where we may have students coming in who are deficient in math and science. Our school is different from other schools where PBL is working well.</li> <li>● Adding activities into my classroom. (...) I need some guidance on this. I have played Kahoots but I don't know how do it [make one]. We don't put a lot of value in teaching preparation.</li> </ul>

## Opinions on Requiring Training

### *Advantages of Requiring Teaching Training* (if elicited)

Theme	Example(s)/quote(s)
Commitment	<ul style="list-style-type: none"> <li>Shows that university takes teaching seriously</li> <li>If you mandate it, people would have to put it on their schedule, protect that time</li> </ul>
Uniformity	<ul style="list-style-type: none"> <li>We aren't singling out people who someone is deciding needs extra help</li> <li>You train people who don't realize they need it (people who don't know what they don't know)</li> <li>Could create a foundation of learning across campus</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>We would stay better instructors for our students</li> <li>It might help reduce poor student performance</li> </ul>

### *Disadvantages of Requiring Teaching Training* (if elicited)

Theme	Example(s)/quote(s)
Resentment	<ul style="list-style-type: none"> <li>Faculty who don't feel like (or realize) that they need training will resent it, not pay attention, not benefit from it.</li> <li>Lack of buy-in from people who have been trained before</li> <li>Lack of buy-in from people who teach education</li> </ul>
Time	<ul style="list-style-type: none"> <li>Logistics of finding time before semester, during year, etc.</li> <li>Time is a huge issue when you have to do teaching and research. That is a huge disadvantage to have to do both.</li> </ul>
Ineffective	<ul style="list-style-type: none"> <li>If it's mandatory it really needs to be effective and efficient. And that's going to be hard to do given diversity of classroom situations, level of class, labs, etc.</li> <li>If it is mandatory then it really needs to be valuable. That is some pressure.</li> <li>People who don't want to be there won't pay attention.</li> </ul>

***Opinions on Requiring Teaching Training*** (Based on the conversation so far, what is your opinion on whether teaching training should be required?)

Theme	Example(s)/quote(s)
Required for whom?	<ul style="list-style-type: none"> <li>Answering this question and explaining the answer would be important to guarantee broad buy-in.</li> <li>Are those with 100% research appointments required?</li> <li>It should be required across all "generations" of faculty, the new ones, and the seasoned ones. Should be required for everyone who teaches.</li> <li>Can there be a pathway to be excused based on past courses?</li> <li>All GTAs should have to take this training.</li> <li>Department heads should be required to complete training</li> </ul>

Tailoring the training	<ul style="list-style-type: none"> <li>Needs to be tailored to each teacher's discipline. Don't make a differential equations teacher go to the same type of training as a writing class. Needs to be domain specific so they feel there is value</li> <li>Can't be a single, rigid training. Must have options</li> </ul>
Timing	<ul style="list-style-type: none"> <li>How often would training be required?</li> <li>Have it during the first year, not before</li> <li>Have limited training before anyone starts to cover things like syllabus development</li> <li>Perhaps ever 10 semesters you get one class release to do professional development</li> </ul>

### Incentives and Encouraging Training

**Opinions on Incentives** (If asked; How do you feel about the idea of offering incentives for participating in teaching training?)

Theme	Example(s)/quote(s)
Incentives Lead to Quality Instruction	<ul style="list-style-type: none"> <li>Provide them a reason to go other than just getting better at teaching. And hopefully the incentive helps them get better at teaching in some way.</li> </ul>
No Awards	<ul style="list-style-type: none"> <li>Giving us time, somehow, back. No more awards. The flattery of getting an award or your name in an email is exhausted. But help with syllabus; give us our time back through help like that; that's a good idea.</li> </ul>
Caution with Resources	<ul style="list-style-type: none"> <li>If the department is offering a teaching release for more training, that extra work has to fall on someone, someone who may not want it, and so the teaching may get worse temporarily. Department heads have to organize this so that if we're giving someone a release that the extra work doesn't fall on the other faculty who teach. There has to be money to hire adjuncts.</li> <li>Don't pull this out of startup</li> </ul>

**Desirable Incentives** (What sorts of incentives would be most desirable to you? May have also probed for feedback on ideas the working group generated.)

Theme	Example(s)/quote(s)
Discretionary Funds	<ul style="list-style-type: none"> <li>Publication funding</li> <li>Travel funds for people who don't get those funds.</li> <li>Should be money that gets spent on the university actions. Dinner for research group, or money for organization fee. Just discretionary account to do whatever they want. If it's less than \$200, it is a waste of</li> </ul>

	my time.
Salary or bonus	<ul style="list-style-type: none"> <li>• Compensate people for their time.</li> <li>• Money is the first choice.</li> <li>• Summer course release/funding</li> <li>• Offer to pay new faculty to go to a one-week boot camp before appointment starts. So, they aren't just thrown into the fire. Not sure how that works contract wise.</li> </ul>
Course Release	<ul style="list-style-type: none"> <li>• A course release where you get time, every say 10 semesters. You get 3 hours every Friday to learn more about teaching.</li> <li>• The experience of building a cohort is valuable. Incentivized with a cohort I get to know, a one course release to do that course. Asking me to do this in addition to my four preps each semester then no way.</li> </ul>
Recognition and Certification	<ul style="list-style-type: none"> <li>• I guess you can try to factor it into evaluations, but I'm not sure how departments would view that. It would be a line item.</li> <li>• Certification to be put on one's CV</li> <li>• Proof of legitimate training, valuable for P&amp;T</li> <li>• Make it more "high-end" so it is a "real" CV line</li> <li>• Maybe a designation like Grisham training. Something that goes next to my name in a course.</li> </ul>
Campus Perks	<ul style="list-style-type: none"> <li>• Give free parking permits to those who complete the training!!!</li> <li>• We have to pay for Sanderson, we have to pay to park, athletic tickets. something tangible. These would work for just about everyone.</li> <li>• A yearly meal plan.</li> </ul>

**Other Ideas** (In what other ways could we encourage faculty to participate in teaching training?)

Theme	Example(s)/quote(s)
Leadership	<ul style="list-style-type: none"> <li>• Dr. Keenum has to "sell it;" it has to be emphasized from top-down.</li> <li>• It needs to feel valued from the higher up.</li> </ul>
External Speakers	<ul style="list-style-type: none"> <li>• Bring in really good speakers. Nationally renowned (like Mike Prince [engineering professor]). Bring in leaders in the field. Not just Grisham master teachers. Needs to be discipline-specific.</li> </ul>
Teaching Assistants (TA)	<ul style="list-style-type: none"> <li>• The university could provide TA lines for depts with high compliance rates.</li> <li>• After a specific number of teaching training credits gets you a TA or a grader.</li> </ul>

## Final Words

**Thoughts for the Provost** (Imagine that you had only one minute to talk to the Provost about training for teachers at MSU, what would you say?)

Theme	Example(s)/quote(s)
Role of teaching evaluations	<ul style="list-style-type: none"> <li>• Students should not “run” what is taught and how it is taught [de-emphasize the impact of student evals on evaluating teaching for P&amp;T].</li> <li>• Offer a “course” on different teaching evaluation methods, not just student evals.</li> <li>• Evaluation results are bimodal (students who complete them either love or hate the instructor).</li> </ul>
Additional training ideas	<ul style="list-style-type: none"> <li>• Finding ways to help faculty make incremental improvements to their courses though easy-to-implement suggestions would be really useful.</li> <li>• Things need to be done more at the college level. For example, the college of engineering should be putting on workshops to help engineering faculty get better.</li> <li>• Incoming faculty need training on syllabus, instruction, dealing with students and parents, and a long-term support group of teaching peers.</li> </ul>
Getting rid of overloads	<ul style="list-style-type: none"> <li>• If we want people to focus on their teaching, get rid of overloads. Even the people with 70% research contracts are teaching and advising and doing all these things that are required to be a good teacher. In other cases, some new hires get saddled with all-new preps. Either pay for more teachers or fix the overload the system.</li> <li>• Yes. And we have no consistency with [overloads]. The heads take advantage of the people who are willing to teach more. If my contract says this and you want me to be excellent at those things, don’t ask me to do a million other things.</li> </ul>
Additional thoughts on voluntary vs. mandatory	<ul style="list-style-type: none"> <li>• To pull off requiring [training], the university would have to make sure that faculty see value in it.</li> <li>• I would tell [Dr. Shaw] that teaching training should be mandatory for anyone who gets below a 3.5 on evaluations [the old scale], and the faculty members should have to assess why their teaching scores are so low and come up with a plan to rectify them immediately.</li> </ul>
Incentivizing teaching training	<ul style="list-style-type: none"> <li>• [Dr. Shaw] has to find a way as a researcher to get into the mind of a teacher. He should sit in on multiple courses throughout a semester. He can’t relate right now to teachers and he needs to make it a priority. He has great teachers here, let’s improve on that—find a way from teacher mentality to incentivize teacher improvement.</li> <li>• Provost emails are always about research. If you want it to be about teaching, start recognizing teaching.</li> </ul>

**Other Notes** (What else would you like to share with us pertaining to teaching training and development? You can also add things here that didn’t fit elsewhere.)

Theme	Example(s)/quote(s)
Importance of role played by leadership	<ul style="list-style-type: none"> <li>● My dept head looks at grants, publications, student evals. Does not care about faculty development in terms of teaching.</li> <li>● If the dept head does not value teaching/faculty development, nobody will do it. It has to come from the director (department head/chair) and dean.</li> <li>● If admins don't support this, it won't matter.</li> </ul>
TAs have special training needs	<ul style="list-style-type: none"> <li>● Training for TAs needs to be different than for instructors.</li> <li>● TA training needs to be focusing on teaching/instruction, not only the resources.</li> </ul>

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