

# Practical Strategies in Support of Teaching and Learning

AAU Heads and Associate Deans Meeting  
April 14, 2016

Erika Kustra  
Alan Wright

Centre for Teaching and Learning



“Leadership is a series of behaviors rather than a role for heroes.”

- *Margaret Wheatley*



# 1. Stress importance of good teaching in your messaging and actions

- *What has potential to improve teaching?*

Associate Deans/heads:

Foster importance of teaching

Promote climate of trust for observation

Praise and reward good teaching

Funds & opportunity for classroom research



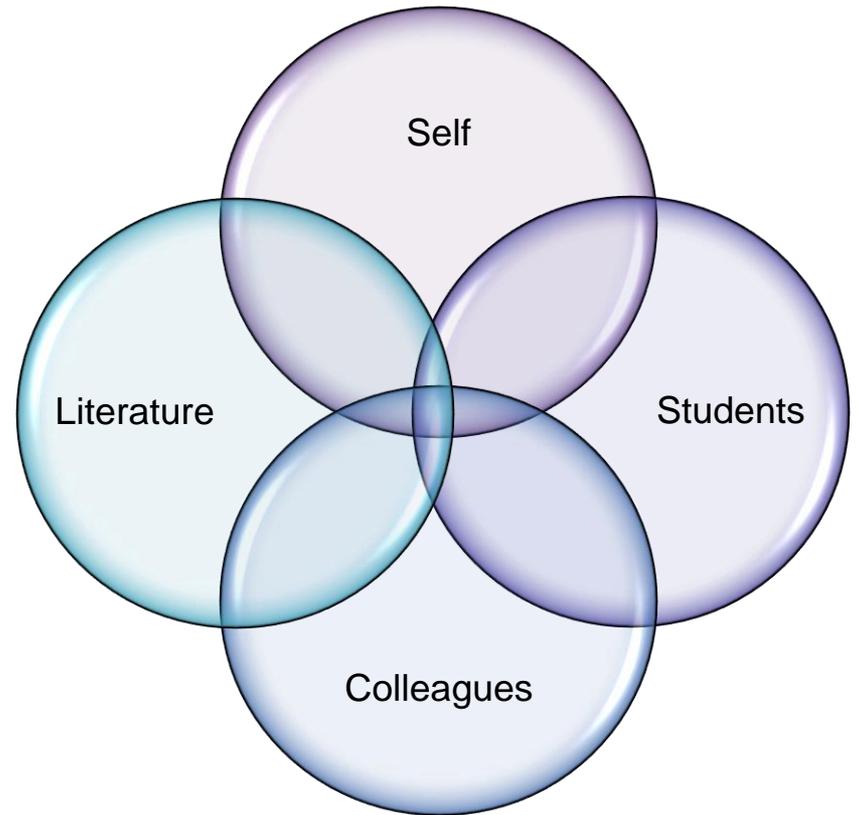
## 2. Use SET results for improvement

- SETs are a summative measure: follow up action on results are required to promote improvement
- Conversation with informed colleague can help improve teaching
- Dean/head: send letter to faculty with high SETs
- Meet faculty with low SETs to develop agenda to improve



### 3. Encourage development of a teaching dossier / portfolio

- Share your teaching dossier, particularly with early career faculty
- Encourage reflection
- Take an evidence & scholarly based approach to the evaluation of teaching



## 4. Encourage a balanced, holistic approach

- Encourage balance between research, teaching and service
- Teaching and research nexus (eg. Healey, 2005)
- Best predictive indicator of research output for early career faculty was engagement in teaching, research and service, and teaching credential (Sutherland, 2013)



# 5. Strategic approach to curriculum

- Discuss curriculum/programs to develop coherent understanding
- Develop curriculum collaboratively: retreats, committees, curriculum mapping
- *Impacts the experience of students and reputation of unit*



# 6. Build a Teaching Culture

- Move from teaching as a private activity to a culture of inquiry and discussion
- Networks: indicator of success for new faculty
- Set a culture that *talks about teaching*  
eg. Departmental meetings, lunches, coffee, Peer Collaboration Network



# What works for you?

- Practical past successes, or ideas you have seen from colleagues:
- Peer evaluation of teaching within a department – discussing together how will do this, conversation initiated at departmental level
- Peer Collaboration Network – peers, can be done by people outside your area



- How common is it to have other faculty in their room watching them teach? About 50% of departments have tried variations
- New hires – introductory meeting get a sense of their teaching philosophy, and share how U Windsor approaches teaching. Start the conversation early, help them see how the two will come together



- Encourage peer mentors who can observe and assist in formative feedback for development
- Encourage going to Windsor-Oakland Teaching and Learning Conference – free, international



# Resources

- Dresel, M., & Rindermann, H. (2011). Counseling university instructors based on student evaluations of their teaching effectiveness: A multilevel test of its effectiveness under consideration of bias and unfairness variables. *Research in Higher Education*, 52, 717–732. <http://blogs.fortlewis.edu/writing-program-faculty-resources/files/2015/02/Counseling-University-Instructors-based-on-Course-Evaluations.pdf>
- Healey, M., & Jenkins, A. (2006). Strengthening the teaching-research linkage in undergraduate courses and programs. *New Directions for Teaching and Learning*, 2006(107), 43-53.
- Kustra, E., Doci, F., Gillard, K., Dishke, H., Goff, L., Gabay, D., Meadows, K., Borin, P., Wolf, P., Ellis, D., Eiliat, H., Grose, J., Dawson, D., & Hughes, S. (2015). Teaching Culture Perception: Documenting and Transforming Institutional Teaching Cultures. *Collected Essays on Learning and Teaching*. 8: 231-244. (MTCU PIF grant) <http://celt.uwindsor.ca/ojs/leddy/index.php/CELT/article/view/4267/3563>
- Sorcinelli, M. (2000). *Principles of Good Practice: Supporting Early-Career Faculty. Guidance for Deans, Department Chairs, and Other Academic Leaders*. AAHE <http://eric.ed.gov/?id=ED450634>



# Resources

Sutherland, K., Wilson, M., & Williams, P. (2013). *Success in Academia? The experiences of early career academics in New Zealand universities*. Wellington: Ako Aotearoa. <http://ako.aotearoa.ac.nz/early-career-academics>

Wright, A. (2010). *Mind the gap: Aligning research and practice in teaching, learning and educational development*. In J. Christensen Hughes & J. Mighty (Eds.), *Taking stock: Research on teaching and learning in higher education*. Montreal: McGill-Queen's University Press.

Teaching Dossier Sample Resources:

<http://www1.uwindsor.ca/ctl/links-pd>

<https://uofa.ualberta.ca/graduate-studies/-/media/gradstudies/professional-development/gtl-program/gtl-program-forms-and-resources/2016-02-11gtlteachingdossier.pdf>

