University of Colorado

2010-11 Report on Faculty Development

October 2011

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Introduction

On September 17, 2010 the University of Colorado Board of Regents passed a resolution calling for "a study and recommendations on professional development for Teachers in the area of teaching and learning." It states that

> At a minimum, the provosts and associate vice president for academic affairs shall work with faculty council and faculty development directors to determine what teaching and learning professional development opportunities are currently available on each campus for new and experienced Teachers, to identify current best practices and gaps, and finally, to offer recommendations for further strengthening the ways in which CU supports its Teachers for the benefit of students and student learning.

In spring 2011, a task force was created to undertake this study. Its members included the campus faculty development directors, directors of graduate and professional student teaching, the associate vice chancellors for faculty affairs, and the associate vice president for academic affairs. The system director for institutional research was brought into the process to help gather and synthesize the requested information as well as assist in writing up the results. This report presents the findings of the study, addressing the Board's charge to provide information on faculty development programs and activities currently offered and discussing some of the opportunities they provide for sharing best practices.

Method

To collect information on faculty development programs offered at the CU campuses, the Task Force on Faculty Development created a brief questionnaire to identify offerings for the 2010-2011 academic year. It was designed to capture information about the types of faculty development programs or activities offered and who participated (e.g. tenured/tenure track faculty, non-tenure track faculty, graduate student instructors).

The survey was distributed in early May 2011 with a slightly different process used for each campus. At the Boulder and Colorado Springs campuses, the survey was sent to all schools/colleges/libraries and departments, and to the faculty development office. At the Denver campus, all schools and colleges received the survey, as did the library and the faculty development office; however, due to the structure of some of the schools and colleges, the only departments asked to respond individually were those in the College of Liberal Arts and Sciences. Similarly, the survey was sent only to schools and colleges (not departments) at the Anschutz Medical Campus. They survey was also distributed to a few other units at each campus (e.g. research institutes, interdisciplinary programs). Survey recipients were asked to respond by June 1, but completed questionnaires were accepted after that date. The response rate was approximately 46 percent.

Data Limitations. The questionnaire uncovered a wide range of faculty development activities offered at all four CU campuses; however, there are limitations to the survey. First, among those

who didn't respond, it cannot be determined how many simply failed to take time to complete the survey and how many made a clear choice not to respond because they had nothing to report. It is also likely that there were differences in what respondents considered to be "faculty development." As a result, some units may not have reported activities that others did include in their responses.

Second, the survey was intended to collect information on how many faculty members (and what types) participated in faculty development programs. This proved difficult to measure. In some cases, the number of participants or attendees was unknown. In other cases, a total was known or could be estimated but there was no record of whether the participants were tenured/tenure track, non-tenure track, or graduate student instructors. In addition, it is impossible to determine whether the same faculty members participated in multiple faculty development opportunities, while others did not participate in any. In short, the survey did not always provide a good sense of how many faculty members took advantage of professional development programs.

It is also important to note that this survey did not determine *why* units may not be offering faculty development programs. A department chair may feel that programs offered at the school/college level or programs available through the faculty development office are sufficient (as indicated by some respondents). On the other hand, a department might want to provide professional development but lack the necessary resources. This is an important distinction but one that is generally not captured here.

Faculty Development at CU

The results of the survey are reported by campus. The account of faculty development activities offered at each campus begins with a description of the programs and services offered through its faculty development office (based on data collected via the survey as well as information available from the office websites). This is followed by an overview of activities offered at the school/college or department level.   The overview is based solely on information obtained via the survey; it provides many examples of faculty development activities being offered on CU campuses, but it is not an exhaustive list.

CU-Boulder

Campus-wide Faculty Development for Teaching: The Faculty Teaching Excellence Program

The Faculty Teaching Excellence Program (FTEP) is part of the Office of Faculty Affairs in the Office of the Provost and Executive Vice Chancellor. The program promotes excellence in the service of students' learning through its initiatives, workshops, symposia, individual consultations to faculty members, research in undergraduate learning, and academic development for the faculty. All programs and services offered by the Faculty Teaching Excellence Program are optional. Faculty members are referred by peers, deans and department chairs and include Postdoctoral fellows and Instructor rank.

Individual Mentoring Services to Faculty. The FTEP offers a range of services to individual faculty members at their request. Through the Classroom Learning Interview Process (CLIP), an FTEP faculty associate will facilitate a discussion among a faculty member's students to gather information about their learning experiences in a particular course. Classroom videotape consultation is also available to faculty members. An FTEP associate will videotape the faculty member teaching a class session and administer a 35-item survey to students to gather anonymous information on teaching. In a confidential consultation with the faculty member, the FTEP associate will discuss the tape and student data. Each videotape consultation involves six hours of faculty time.   Faculty members can also request the 35-item survey without the videotape consultation. In 2010-11, 30 tenured/tenure track and 10 non-tenure track faculty members took advantage of these services (40 faculty total).[1]

Other services available to individual faculty members include teaching portfolio consultation and personalized consultation. Teaching portfolio consultation is intended to help faculty members develop a portfolio (a collection of selected documents recording their teaching philosophy and teaching performance) that reflects their individual style of teaching and is consistent with their departments' tenure guidelines. As the name suggests, personalized consultation is tailored to the needs of the faculty member. Ten faculty members used these services in 2010-11.

The FTEP also offers informal networking opportunities for instructors from across disciplines to support each other and engage in wide-ranging discussions on professional development.

Symposia. Throughout the year, the FTEP sponsors a number of one- to two- hour symposia on a range of topics. Presenters are drawn from faculty across the campus. These events are optional, but reach many tenured, tenure-track, and non-tenure-track faculty members. In 2010-11, 128 tenured/tenure-track and 60 non-tenure-track faculty members attended (188 faculty total). Topics included:
- Teaching the First Day of Class
- Neuropedagogy: What Monkey Neurons Can Teach us About How Students Learn
- Interdisciplinary Teaching/Interdisciplinary Learning
- Using Clickers in the Classroom
- Large Lecture Courses: Challenges and Rewards
- What Do You Want Them to Learn Today? Learning Goals and Formative Assessment
- The Good Guide for Beginner CULearn Users: Tools, Techniques and Pedagogical Shifts
- The Good Guide for Intermediate CULearn Users: Tools, Techniques and Pedagogical Shifts.
- The Textbook is Dead: Long Live Technical Culture
- Preparing a Teaching Portfolio for Review & Tenure
- Taking Learning Seriously: Using Scholarship of Teaching and Learning to Support Educational Innovation in the Humanities and Sciences

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[1] This count is based on the number of services provided by the FTEP, not the number of individual faculty members using these services. For example, a single faculty member may have used multiple services or the same service multiple times, in which case each "use" would be counted. Therefore, it is not an unduplicated count of participants. This note also applies to all participant or attendee counts provided in other sections of this report.

- Teaching Tips: A Collaborative Discussion

Short Courses. The FTEP offers a number of courses for faculty members that range from six to sixty hours. They are generally relevant across all disciplines, but may also be offered in collaboration with a specific department or program. During 2010-11, 38 tenured/tenure track and 17 non-tenure track faculty members participated in the short courses.   The following courses were offered during the year:

- Teaching in a Nutshell
- Fix it & Forget it: A Writing Workshop for Faculty
- Infusing Inclusion Into Your Syllabus
- Teaching in a Nutshell (in collaboration with the Cooperative Institute for Research in Environmental Sciences – CIRES)

Institutes. FTEP Institutes, held over multiple days, provide more in-depth discussions of topics related to teaching effectiveness. In 2010-11, the Assessment Institute dedicated 18 hours over two days to "Achieving Course Goals: Gathering Evidence About Student Learning." This workshop was intended to provide faculty members opportunities to learn practical, easy-to-administer, easy-to-digest ways to increase effectiveness in student learning with minimal investment of classroom time or faculty administrative time. The Summer Institute focused on "Increasing Student Engagement and Improving Learning with Educational Technologies." This five-day Institute allowed participants to learn Web 2.0 tools, experience lecture capture, and practice with video as a means to make thinking visible. Thirteen tenured/tenure track and 16 non-tenure track faculty members attended the 2010-11 institutes.

Early Career Faculty Mentoring Program. The FTEP's mentoring program engages faculty directors from each college and school, or, in the case of the College of Arts and Sciences, from the three divisions: the Arts and Humanities; the Social Sciences; and the Natural Sciences. The directors provide informal occasions for new faculty members to interact. They also support new faculty in fulfilling the numerous responsibilities of academic life: for example, integrating research and teaching, developing effective curricula, stating goals for student learning, and assessing which of the goals their students have met. Faculty directors are chosen for their distinguished teaching, research, and leadership in the CU-Boulder academic community. In 2010-11, 162 faculty members participated in the mentoring program.

Under the auspices of FTEP the Leeds School Early Career Faculty Teaching Excellence Program at the Leeds School of Business involves a series of presentations and seminars aimed at enhancing the teaching skills of tenure-track faculty members. The topics covered in 2010-11 included: rigor and fairness; teaching and research portfolios; and teaching cases effectively.

Instructor Networking. All persons who teach are invited and welcome to join the activities and services of an instructor networking program. In addition, at their request, all instructors join lunches twice each semester coordinated by a Senior Instructor. While the goal is networking, articles on teaching in specific contexts are also discussed.

<u>President's Teaching and Learning Collaborative</u>. The Collaborative assists Boulder faculty members in developing scholarly research projects on teaching and learning intended for refereed publication. Applicants should be familiar with the literature on teaching and learning within their discipline, and should demonstrate a desire to create and publish scholarly works that help to further the progress of teaching and learning within a discipline. To this end, each researcher will design and undertake an investigation aimed at deepening his or her understanding and practice of an important issue in innovative learning.

The program is modeled on the Carnegie Foundation national work on the Scholarship of Teaching and Learning. The Collaborative, now in its sixth year of participation, aims to:

- Promote the practice of inquiry in teaching and measuring student learning;
- Develop and synthesize knowledge about learning and teaching;
- Promote institutional change in support of the scholarship of teaching and learning.

All University of Colorado Boulder faculty members are invited to become faculty researchers in teaching and learning. The Collaborative seeks experienced faculty with a record of innovation in teaching and assessment of learning, as well as faculty who are keen to begin examining their own teaching. Thirty-nine Boulder faculty members have participated in the Collaborative since 2006.

Additional Programs offered by Schools, Colleges, Libraries, Departments, and other Units at CU-Boulder

While the Faculty Teaching Excellence Program offers a wide range of programs and activities aimed at improved teaching and learning, some schools/colleges and departments provide additional opportunities for faculty development. The survey identified a number of examples, described below.

- The Leeds School Early Career Faculty Teaching Excellence Program at the Leeds School of Business involves a series of presentations and seminars aimed at enhancing the teaching skills of tenure-track faculty members. The topics covered in 2010-11 included: rigor and fairness; teaching and research portfolios; and teaching cases effectively.

- Information technology staff within the Law School offers a regular series of lunch hour presentations on the use of technology in the classroom.

- University Libraries faculty members participated in a number of webinars throughout the year and the Libraries also hosted several presentations. A wide range of topics were covered, including: library performance metrics, digital preservation, and the role of technology in the college completion agenda, among others.

- The College of Arts & Sciences houses Arts & Sciences Support of Education Through Technology (ASSETT), a team of technology consultants who offer customized training and support to individual faculty members.

- The Division of Continuing Education offers a number of workshops on online teaching. Sessions focus on course design, grading, and other issues encountered in online teaching and learning. One-on-one training is also available to faculty members.

- The Leeds School of Business provides competitive funding to faculty members to support efforts to undertake projects focused on innovative teaching and learning. Over the last three years, 15 projects have been funded, with each project receiving between $5,500 and $12,000. The business school also offers a series of brown bags focused on technology services.

- The School of Education in Boulder requires instructors teaching EDUC 3013: School and Society to attend four meetings throughout the fall term to discuss curriculum and teaching practice.

Many of the activities reported through the survey are open to all members of campus teaching community, regardless of rank, but teaching assistants (TAs) and graduate student instructors often face specific requirements.[2] These requirements vary significantly by department – many mandate some form of training or orientation before graduate students are eligible to teach; however, this may involve one to two hours or a month-long course. The survey identified several departments that require training for teaching assistants.

- The Anthropology Department requires new teaching assistants to attend a 1.5-hour training session that covers the basics of TA assignments, services offered by the Graduate Teaching Program, and other resources available to help them improve teaching skills.

- The Department of Atmospheric and Oceanic Sciences requires new TAs to participate in nine hours of training over a three day period. The training includes a discussion of teaching methods, classroom management, development of lesson plans, and microteaching examples.

- The Department of Molecular, Cellular, and Developmental Biology (MCDB) requires TAs to attend a two-day, all-day program. MCDB also requires TAs to attend weekly meetings to discuss laboratory and classroom curriculum and student issues.

- The Department of Astrophysical and Planetary Sciences requires TAs to attend an eight hour orientation focused on teacher development.

- The Political Science Department requires graduate students to complete a two-semester course (1 credit hour per semester) to be eligible to serve as TAs, or, upon completion of comprehensive exams, graduate student instructors.

- The Department of Spanish & Portuguese requires students to complete an intensive, one credit course before teaching in the department. The course is offered over one month during the fall semester.

- The Division of Continuing Education and Professional Studies requires graduate students teaching summer session classes to attend a six-hour training session on academic technology and CU learn (online course tools). Additional one-on-one sessions are also provided.

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[2] Teaching assistants teach alongside a faculty member while graduate student instructors generally teach their own course section. In this section, the term "TA" is used to broadly to describe all graduate students who teach in the classroom, unless the survey respondent made a clear distinction.

- The English Department hosts a series of mandatory workshops for graduate student instructors. Some of the topics in 2010-11 included: grading/evaluating student work; literature's relationship to writing; teaching multimedia; incorporating service learning in the curriculum; teaching close-reading in the non-major classroom; utilizing an expert list for cross-disciplinary teaching in the humanities; dealing with disturbed writing/disruptive students; pedagogy check-in (discussion of classroom techniques and service learning); and interdisciplinary teaching within the curriculum.

Graduate Teacher Program

In addition to the activities noted above, the Boulder Campus also offers an extensive array of services to graduate student teachers. The Graduate Teacher Program (GTP), which has been nationally recognized, provides training in college teaching and professional development for graduate students and postdoctoral fellows. Activities help them to build teaching skills, assess student learning, understand the diversity of the postsecondary environment, work effectively in teams, and practice leadership skills. To achieve these goals, the program offers workshops, certificates, and other activities.

Three conferences are held annually. The fall intensive training is a three-day event that focuses on general pedagogy, assessment and evaluation, academic policies, and personal and professional development. The Spring conference takes place over two days and addresses teaching and professional development for academic careers as well as for careers in the public and private sectors. CU-Boulder is also a partner in the Collaborative Preparing Future Faculty Network (COPFFN) and participates in the COPFFN annual one-day conference, which focuses on teaching at the college level.

The Graduate Teacher Program also sponsors several different workshop series throughout the year that cover a wide range of topics. The Summer Series addresses diverse approaches to essential elements of course design. The Friday Forum features professors who describe their personal approaches to teaching and introduce important pedagogical and professional development topics. Technology workshops provide information on integrating technology in the classroom. International workshops are designed to help foreign graduate students and postdoctoral fellows understand classroom culture and other issues related to teaching. Finally, another workshop series focuses on teaching and learning in STEM (science, technology, engineering, and mathematics) disciplines.

In addition to the conferences and workshops described above, the Graduate Teacher Program manages the Lead Graduate Teacher Network, which funds and trains lead graduate teachers in approximately 45 academic departments in seven schools and colleges. These lead teachers work closely with faculty to provide graduate students with supplementary discipline-specific teacher training and professional development activities.

The Graduate Teaching Program offers a Certificate in College Teaching available to graduate students, postdoctoral fellows, and faculty. Requirements include two semesters of teaching on the Boulder campus, participation in 20 Graduate Teacher Program workshops, 20 real-time hours of

departmental teacher training activities, two videotape consultations, an observation and evaluation completed by a home department faculty member, completion of a teaching portfolio, an exit survey, and a final assessment by the director of the GTP.

All programs and services provided by the Graduate Teacher Program are optional, unless an individual is pursuing the Certificate in College Teaching.

UCCS

Campus-wide Faculty Development for Teaching: The Teaching and Learning Center

The Teaching and Learning Center seeks to advance quality teaching and learning at UCCS by educating and supporting the faculty with respect to the pedagogical and technological aspects of teaching and learning. To achieve its mission, the Center offers a broad range of services, resources, and training opportunities.

Teaching Colloquium: Introduction to College Teaching. In 2010-11 The Teaching and Learning Center offered a series of brownbag workshops based upon the book titled, "What the Best College Teachers Do." It was designed for faculty and teaching assistants new to teaching at the college level or for those who want to enhance their skills. Nine tenured/tenure-track and 11 non-tenure-track faculty members attended, as well as one graduate student teacher. Workshop topics included:

- What do college teachers know about how we learn?
- How do they prepare to teach?
- What do they expect of their students?
- How do they conduct class?
- How do they evaluate their students and themselves?
- How do they know that their students are learning?

New Faculty Fall Lunches. The Center sponsored a series of guest lectures by professors and lecturers who have been recognized by the campus for excellence in teaching. Twenty-three faculty members attended during 2010-11. The following topics were presented:

- What do we know about how people learn?
- How do we treat our students? Supporting a safe and inclusive classroom
- How do they prepare to teach? Research for faculty and students

Online and Hybrid Teaching Symposia. The Center organizes a number of events specifically aimed at training faculty in delivering effective online and hybrid courses. Approximately 50 faculty members participated in the symposia in 2010-11. Topics included:

- Teaching Online Seminar Series

- Getting Ready to Teach with Blackboard and Other Online Technologies (Lecture Series)[3]
- Online teaching and learning Summer Conference
- Hybrid Course Project

<u>Teaching with Technology /Online Teaching and Learning Workshops</u>.   In addition to the seminar series and other activities focused exclusively on online education, the Center offered a number of workshops on teaching with technology. These included:

- Introduction to iTunes U
- Lecture Capture 101
- iFridays - presentations on new technologies
- Using Wikis to Engage Students in an Undergraduate Nursing Course
- Using Podcasts in Teaching: Linking iTunes to Blackboard
- Educating Freshmen about Academic Integrity using SafeAssign
- Creating Simple Online Lectures (online session)
- Classroom Assessments with iClickers

<u>Freshman Seminar Retreats</u>.   In the spring term, a faculty development retreat was held for the entire faculty. The program included presentations and/or workshops on cooperative learning and using Web 2.0 and Blackboard tools to engage first-year students, among other topics. Eighty-eight faculty members were in attendance.

<u>Blackboard Workshops</u>. The Center offered regular workshops to assist faculty members in using Blackboard tools. The Basic Blackboard workshop covered how to use the basic tools in Blackboard to post syllabi and course files, send email to students, and test students' knowledge; it also provided an overview to the Grade Center. The Advanced Blackboard workshop covered additional topics on grading, including using the Grade Center for adding grades; viewing, downloading and grading assignments; creating surveys and viewing responses; and setting up the Grade Center to calculate extra credits, drop lowest grade, and upload iClicker grades.

Additional Programs offered by Schools, Colleges, Libraries, Departments, and other Units at UCCS

In addition to the programs and services provided by the Teaching and Learning Center, the survey revealed a number of faculty development activities offered at the school/college or department level at UCCS. Examples include:

- The College of Business and Administration requires lecturers to attend a two-hour workshop and reception at the beginning of each semester. The goal is to inform lecturers of changes within the college or the university, share best practices, and discuss ways to support their teaching.

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[3] Blackboard is a course management system that allows faculty members to develop and post course content, set up collaborative work groups and discussion forums, communicate with students, create on-line exams, and post assignment and term grades.

- The Department of Economics hosts a training session on the use of Blackboard.

- Information technology staff at the UCCS Graduate Nursing Program provides one-on-one instruction for online education.

- The Department of Mathematics requires graduate students who teach in the program to participate in a mentoring program that pairs them with a tenure-track faculty member with more extensive teaching experience. Each attends the other's class and a feedback session is held to discuss how well the classes are working.

- The College of Business and Administration offers multiple training sessions related to teaching with Blackboard, including a basic overview and the use of more advanced features.

- The Undergraduate Nursing Program offers a series of workshops for clinical faculty, as well as a "Faculty Professional Development Day" twice a year. Workshops offered in 2010-11 included: software demonstrations for simulated clinical experiences; debriefing for clinical simulation experiences; instruction for software that provides clinical decision-making experiences across the curriculum; and instruction for software that supports textbooks. Each Faculty Development Day included eight hours of workshops that addressed a limited number of topics in greater depth, including how to do clinical student evaluations and the use of technology in the classroom and clinical settings.

The survey also revealed some faculty development activities that were required for faculty members teaching in specific programs. For example, instructors in the Professional and Technical Writing Program attended required monthly meetings focused on assessment, assignment development, course development, and technology integration. Similarly, all instructors in the Writing Program at the Department of English attend a three-hour monthly development session, each with a different focus.

In addition, the survey identified examples of departments offering or encouraging formal coursework to assist non-tenure track faculty in developing their teaching abilities. For example, the Writing Program provides financial support to faculty members who complete graduate courses to enhance their teaching skills. Faculty members have completed coursework in the area of ESL Assessment and Instruction, Classical Rhetorical Theory, and Assigning and Assessing Writing.

University of Colorado Denver | Anschutz Medical Campus

Campus-wide Faculty Development for Teaching: The Center for Faculty Development

The University of Colorado Denver Center for Faculty Development (CFD) supports teaching, scholarly activities and service primarily on the Denver Campus. The CFD also assists AMC individuals and groups, as requested, and welcomes AMC attendees at workshops. The CFD is dedicated to fostering a vibrant, intellectual community by promoting activities that improve undergraduate and graduate education, support research, and integrate teaching and research. It also serves to enhance faculty members' lives in all phases of their careers, connecting them with colleagues as well as with resources for innovation and renewal. The Office of Outcomes

Assessment, which is located within the CFD, aims to build a culture of assessment that supports teaching and learning and program development on both the Denver and Anschutz Medical Campuses.

Faculty Orientation and Workshops: Each semester, the CFD selects three themes to emphasize through workshops and other activities. Examples include "Expanding Teaching with Technology," "Best Practices from Teaching Award Winners," and "Teaching International Students." The workshops typically take place weekly, ranging in length from an hour to a full day, and are open to all faculty members and graduate student instructors.

In fall 2010, the CFD organized and presented the new faculty orientation, which included four days of workshops on topics ranging from "College Teaching 101" to "Introduction to CU Online." The Center also presented 12 additional workshops for CU Denver teachers during the semester, as well as a session on "Motivating and Preparing Today's Students for Success" that drew 106 CCD faculty members, in addition to CU Denver teachers. (That workshop was part of the Denver Transfer Initiative, a US Department of Education Title V Grant.) The CFD's combined attendance for all events during the fall, (not counting the CCD teachers), was 409.

The Center offered 15 workshops in the spring, with a combined attendance of 133 CU Denver teachers and an additional 83 faculty members from CCD who attended the spring Denver Transfer Initiative Workshop.

Of particular note, the CFD offered two workshops for faculty members teaching Maymester courses for the first time.

A sampling of the 2010-11 workshops includes:

- International Students: Teaching and Learning Opportunities and Challenges
- Designing Effective Writing Assignments
- Disability Pedagogy: Teaching Strategies for Including all Students
- Best Practices from Teaching Award Winners
- Tools for Teaching Maymester & Other Intensive Formats
- Engaging Technologies: Digital Story Telling

The Center also co-sponsors special initiatives like the Annual Undergraduate Experiences Symposium, and provides training upon request for departments and schools or colleges.

Individual Teaching Consultation. The Center provides confidential, formative feedback about teaching for all who request this service. The process entails a preliminary meeting to discuss the faculty member's objectives/goals, one or two classroom observations, and a post-observation meeting to discuss the observation and to create a plan for enhancement (if necessary). The process usually involves four to six hours of a faculty member's time. (28 faculty members, including 6 who were non-tenure-track, took advantage of these consultations during the 2010-11 academic year.)

Programs for Non-Tenure-Track Faculty (NTTF). NTTF are invited to all CFD workshops and events, and are given access to tools it develops. For example, the Center created a web-based

syllabus tool that assists faculty members in creating a syllabus that meets the campus's syllabus policy. It contains not only standard policy language (e.g., A.D.A. accommodations), but also tips and examples for making syllabus creation more efficient. The tool creates a URL that can be posted and/or sent to students. To date, 89 faculty members are using this service.

NTTF have also benefitted from the Online New Faculty Orientation (NFO). The Denver campus policy requires that all new faculty members complete NFO, and to make that easier for part-time faculty members, including lecturers and instructors, as well as those who begin teaching mid-year, the CFD has created three online modules, each with a test that participants must pass. The CFD also developed online assessment tutorials on Assessment, Rubrics, and Student Contracts.

Tenure-Track Faculty Mentoring Program. This program provides professional development for pre-tenure faculty members, pairing them with senior, tenured colleagues to help with the tenure process, publishing, and securing research grants. During the year-long program, mentors and mentees engage in activities that inspire synergistic, collegial relationships and create a scholarly community. Participation is voluntary, but mentoring pairs are encouraging to meet at least twice a semester and are asked to keep a log and submit a report of activities. The program hosts four to six meetings each year, providing training and literature. It is now in its fifth year, and approximately 70% of eligible Denver campus faculty members are participating. Thirty-five mentors, several of whom have more than one mentee, are guiding a total of 60 tenure-track faculty members. The CFD is using a vertical cohort model that allows the program to accommodate all who are interested in participating.

Teaching Mentors. The Teaching Mentors Program, sponsored by the CFD, is available any Denver campus faculty member who would like to improve student satisfaction and course evaluations; convert a class to a new format (studio to lecture; face-to-face online); teach large lecture classes; or integrate authentic activities and assessments. Faculty, known to have expertise in these areas, will work individually with colleagues to their teaching.

Student Response Systems (Clickers). The CFD is responsible for training and support of faculty members who wish to use clickers their classes, and was instrumental in creating Auraria campus-wide support for a single company, thus allowing transfer students and those from pooled classes to be able to participate using the clicker they already own.

Pilot Certificate in College Teaching and Learning. This program, which will begin in fall 2011, is open to graduate students, post-doctoral fellows, and faculty members at all levels. It will require 15 hours of training, including College Teaching 101 (creating a syllabus, beliefs about student learning, creating learning goals, understanding how to assess students' learning, and other topics), on-line videos on student assessment, rubrics, and learning contracts, and additional workshops on teaching strategies, problem situations/classroom management, appropriate use of PowerPoint for teaching, teaching portfolio development, and other topics. The program will also involve guest-lectures with feedback for graduate students.

Online Teaching Improvement System (OTIS). Beginning in spring 2011, the CFD collaborated with Academic Technology & Extended Learning (ATEL) staff to begin developing OTIS, a program that

seeks to connect faculty members with the information they need to improve their online course content and teaching. The goal is to significantly increase efficiency in the use of time, staff, money, and other resources tied to faculty-development efforts associated with improving the quality of online courses (and, therefore, improving student learning). Faculty members will use this online system to easily and quickly identify gaps in their current course design and teaching delivery, and then link to research-based "best practices" for advice on addressing those gaps. Working through the OTIS course self-assessment instruments that make up the front-end diagnostic interface of the system, faculty members will quickly identify areas for improvement. They will then be guided to organized research and detailed best practices that can help them improve in the identified areas. The project is ongoing and the CFD is in search of funding to assist with programming the application. It was cast as serving online teaching because the CFD and ATEL staff member were writing a proposal for a FIPSE grant, and believed that funding was more likely for that purpose. However, the project, when complete, will serve both in-class and on-line teachers.

Newsletters, Website, and Library. *Latitude* is the CFD's signature publication. The fall issue is always devoted to the current year's Faculty Development Grant awardees, and the spring issue highlights other programs faculty members either direct or participate in. The spring 2011 issue featured the Experiential Learning Center and faculty members engaged in experiential learning.

The Teaching Excellence and the National Teaching and Learning Forum newsletters are available to all CU Denver faculty members online on the CFD website, and the Center has an extensive accumulation of other resources, also. In addition to nearly 500 books that faculty members can borrow, the center hosts a website that the HLC accrediting team mentioned as a positive contribution to teaching during its recent visit.

Additional Programs offered by Schools, Colleges, Libraries, Departments, and other Units at CU Denver

The survey indicated that the schools/colleges and departments at the Denver and Anschutz Medical Campuses offer a wide range of faculty development opportunities that complement those available through the Center for Faculty Development. Examples are provided below.

Denver Campus

- The School of Education and Human Development hosts required workshops for lecturers in all disciplines in the CU Succeed program. The workshops address syllabi preparation, goals of each course type, outcomes assessment criteria, and procedures for conducting assessments.
- The First Year Program conducts both optional and required workshops for instructors of First Year Seminars (courses designed to assist first-year students to successfully make the transition from high school to college, improve student retention, and boost new student confidence). Workshops offered in 2010-11 covered a range of topics, including active learning techniques; integration of skills with content; syllabus preparation; working with millennial generation students; learning theory and practice; promotion of critical thinking techniques; and the mentoring role of the instructor.

- The School of Public Affairs has initiated several projects designed to support teaching among the faculty. A systematic peer review process will be in place beginning fall 2011. As well, SPA has developed a Handbook for Lecturers designed to orient new NTTF to teaching. This resources is electronic and in on the school intranet as their new *Teaching Resources for SPA Faculty and Lecturers*.

- Members of the College of Liberal Arts and Sciences Signature Area in Math and Science Leaning and Education created a seminar series that focuses on math and science education from multiple perspectives. Thirteen different sessions were offered in 2010-11.

- The Department of Communication offered several workshops in 2010-11, addressing the following topics: using technology in the classroom; teaching writing; integrating diversity throughout the curricula; grading effectively; and teaching English Language Learners.

- The English Department held an interactive teaching workshop focused on how to employ pedagogies and design curricula to better include students with disabilities.

- CU Online provides support for faculty using either eCollege or Blackboard through four programs. The first program, Summer Web Camp is a week-long, 30 hour intensive course development experience. CU Online staff provide hands-on assistance for faculty who are developing an online course. The CU Online Symposium is a one-day annual conference; this event has been held for 10 years and is well attended (125 in 2011) by faculty from both UCD campuses. The third program, Winter Web Camp, mirrors Summer Web Camp, but is available both on campus and online. There were 67 participants in January 2011. Each year CU Online hosts a series of training and development workshops throughout each semester. In 2011, 352 faculty took advantage of these workshops. Finally, eCollege Course Reviews are available; eCollege professional analyze on online course and provide improvement suggestions. In all cases, both tenure/tenure track and non-tenure track faculty participated. (Anschutz Medical Campus faculty members can participate in all programs.)

- The Auraria Library is home to a library faculty collaborative initiative in which curriculum is jointly reviewed to determine relevant information, resources, research strategies, and library-related assignments to enhance student learning. In addition, the library hosts a faculty seminar series and other workshops and presentations throughout the year, and offers one-on-one faculty training sessions.

- The Office of International Affairs requires faculty who plan to engage students in *Global Study* abroad to attend 6 hours of training that includes information about student development, learning opportunities, course development and international risk management.

- The College of Arts & Media sponsors a series of meetings that focus on teaching and learning in the arts. Sessions are delivered by CAM faculty.

- The College of Liberal Arts and Sciences offers the Advancing Curricula and Teaching grant, which is designed to further develop a campus environment that supports and encourages approaches to teaching and learning that advance the goals of the college's master plan (i.e., infusing diversity in the curriculum and/or problem focused learning). Approximately six awards are granted each year through a competitive grant process.

Other programs are targeted specifically to TAs:

- The Department of English requires training for new TAs who will teach English 1020 (Core Composition I). It is an intensive one week (40 hour) training session that reviews the course objectives and requires that the incoming TAs produce three weeks of course curriculum, design course and Blackboard websites, practice providing feedback on student writing, and meet with student services representatives on campus.

- The Department of Communication requires new instructors and TAs to attend an orientation (multiple sessions, about 12 hours in total).

- The Department of Integrative Biology requires TAs to attend an 8.5 hour orientation that covers pedagogical skills, approaches, and challenges.

Survey responses also provided two examples of faculty development activities in the School of Education and Human Development that were required for faculty members teaching in specific programs. All core and affiliate faculty members in the Urban Community Teacher Education Program attended required monthly meetings to support continual redesign efforts. In addition, all faculty members involved the Professional Development School model of clinical practice met monthly to discuss integration between the university curriculum and teacher candidate internships. These meetings were also required.

Anschutz Medical Campus

The College of Nursing at the Anschutz Medical Campus hosts a number of optional workshops for clinical instructors. All are designed to enhance instructors' knowledge and improve their teaching methods. They are offered throughout the year, and generally last two hours. The workshops offered in 2010-11 covered a range of topics, including:

- identifying the struggling student, using pedagogical strategies, and understanding cultural phenomena in the instructor-student relationship

- effectively teaching and evaluating students in the clinical setting; writing clinical performance improvement plans

- student perspectives of clinical experiences

- new and innovative inter-professional education endeavors with nursing and medical students designed to improve collaboration and provide an opportunity to analyze systems issues and formulate potential solutions aimed at quality improvement and patient safety

The College of Nursing also hosts a seminar series that covers a range of topics such as instructional design and faculty mentoring.

The School of Pharmacy (SOP) offered several development activities in 2010-11. Many were focused on curriculum development and learning assessment methods.

- Faculty teaching active learning skills courses attended a required two-day retreat where they reviewed assessment strategies and the development of new performance assessment mechanisms for students.

- SOP faculty attended a required two-day retreat focused on curriculum. Sessions included an overview of their curricular process, a review of new SOP ability-based outcomes and expectations for learning, and a discussion on the context of individual differences and their importance in teaching and learning.

- Three curriculum mini-retreats were held throughout the year to provide faculty with an opportunity to learn more about the domains of the pharmacy curriculum, PharmD ability-based outcomes, and the process of curriculum revision.

- Four SOP faculty members participated in an off-site conference focused on curricular frameworks and strategies for cultural competency.

- Seven faculty members attended an off-site conference that focused on developing curricular ideas in the development of ability-based education.

- The SOP director of the clinical capstone course attended a three-day off-site conference focused on assessment techniques in education.

- An Education Journal Club met to review important papers in the area of education.

- Several brown bag sessions were held to provide training or discuss issues on the use of technology.

- Training was provided to address principles and best practices of using Turning Point clicker technology in education.

In addition to the activities listed above, the School of Pharmacy has a peer teaching assessment program in which trained faculty members review educational goals, observe teaching, and provide recommendations for the improvement of teaching. The program targets new faculty and faculty scheduled to receive a comprehensive review.

The School of Pharmacy also offers a 30-hour Teaching-Learning Certificate program that provides pharmacy residents with an opportunity to enhance teaching skills through practical training and hands-on teaching experience in both the university setting and the clinical practice setting.

The School of Medicine (SOM) addresses faculty development in a number of ways. It houses its own faculty development office and hosts a Teaching Scholars Program, an Academy of Medical Educators, and a mentoring program for faculty members affiliated with the Colorado Clinical and Translational Sciences Institute.

The SOM Office of Faculty Development (OFA) offers a wide range of services to faculty of all ranks but gives special attention to junior faculty members. OFA offers regular workshops on topics such as writing learning objectives, managing a laboratory, mentoring, and becoming a better bedside teacher. The office also helps facilitate faculty mentoring and provides assistance to faculty seeking promotion and tenure.

The SOM Teaching Scholars Program is a 19-month certificate program designed to develop highly skilled teaching scholars and curriculum leaders for the school and its departments. Participants attend weekly seminars that cover educational theory, curriculum development, learner assessment, programmatic evaluation, educational research methodology, and leadership. Each

scholar must also develop a curriculum and complete an education scholarship project under the direction of a faculty mentor.

The primary goal of the SOM Academy of Medical Educators is to create an environment that promotes and rewards teaching excellence and enhances the education of students, residents, fellows, faculty, and community. To achieve this goal, the academy offers membership, awards, and mentoring. Also, in conjunction with the SOM Office of Faculty Development, it offers an educator's seminar series. Recent topics have included teaching in the small group setting, giving effective feedback, teaching in the clinical setting, and effective teaching to larger groups.

The Colorado Clinical and Translational Sciences Institute (CCSTI) CO-Mentor Program is a structured mentor training program that pairs junior and senior faculty from across the university who are members of the institute. Four day-long training sessions are held during the academic year.

Ensuring Quality Teaching

The primary purpose of this study was to identify faculty development opportunities available at the CU campuses. However, it is important to note that there are also policies and practices in place to ensure teaching quality.

Teaching Assessment

All faculty members are evaluated on teaching as part of the annual merit review, and tenure-track faculty members' teaching is also evaluated as part of the following processes:

- comprehensive review, which usually occurs in the fourth year after hire;
- tenure review, which usually occurs in the seventh year after hire; and
- post-tenure review, which occurs every fifth year after tenure.

As noted in the Administrative Policy Statement (APS) titled "Multiple Means of Teaching Evaluation,"

> Each primary unit on the campuses shall identify the components to be used in the evaluation of teaching. *These components shall include at least three items*. One of these must be a student evaluation, which must include, but is not limited to, the data from the Faculty Course Questionnaire or a similar, campus-approved system and form. Each primary unit, in keeping with its individual role and mission, may implement additional components. Such instruments must be sufficiently flexible to be applied across departmental workloads.

The APS includes a representative list of suggestions for tools to be used in the evaluation of teaching, ranging from classroom visits and course syllabi and examinations to grade distribution and scholarly research and publication on teaching.

As noted, all reviews take into account the ratings a faculty member has received from students. These ratings are available to the public on the following web pages:

- https://fcq.colorado.edu/UCBdata.htm
- https://fcq.colorado.edu/uccsdata2.htm
- https://fcq.colorado.edu/ucddata.htm

Mentoring

The Administrative Policy Statement (APS) on Faculty Development and Mentoring emphasizes the importance of mentoring for the development of pre-tenure faculty members. Survey responses may not fully reflect the level of commitment to faculty mentoring. Mentoring programs offered through the campus faculty development offices are described; however, both formal and informal mentoring are also prevalent at the department level.

Additional System-wide Faculty Development Activities

Several annual, systemwide conferences also provide opportunities for teaching development:

- The Conference on Learning and Teaching with Technology (COLTT) offers numerous sessions that are open to tenured, tenure-track, and non-tenure-track faculty members, as well as to graduate student instructors.

- The Diversity Summit, which rotates between the University's campuses, offers an opportunity for CU faculty to hear national experts and attend workshops on issues of diversity and teaching.

- The President's Teaching Scholars' Program directs the President's Teaching and Learning Collaborative and each spring holds a conference highlighting the Collaborative's work. Again, all sessions are open to the university teaching community.

- The Best Should Teach Initiative at CU-Boulder provides an annual Keynote & Awards event with a speaker who highlights the importance of collaboration between the Graduate School, the College of Arts & Sciences, and the School of Education to prepare excellent teachers at the primary, secondary, and tertiary levels. The initiative has erected a "Best Should Teach" sculpture on the wall of the School of Education. CU Boulder faculty, graduate students, and public school primary and secondary teachers receive awards for excellence in teaching. This initiative has seed funding to expand the concept and events to the other campuses in the CU System. Each campus would be required to provide funding to put up a sculpture, host an event, and present awards to outstanding faculty, graduate students, and local teachers.

Issues and Recommendations

In working through the report, committee members found that some issues were common to all campuses, and that in some cases a campus or school or college had developed a program that could serve as a model or be expanded to other campuses. The research involved in creating this report and the ongoing dialogue in response to its findings have been productive.

- One of the points that came up across campuses was the difficulty of analyzing the teaching skills of lecturers, who may teach only one or two courses per semester. In many cases lecturers are practicing professionals in fields like architecture, business, or public affairs who may not have significant teaching experience. Since lecturers are often on campus only for teaching and office hours and sometimes teach only evening courses, it can be difficult to assess their needs until student evaluations are completed. At UCD, the School of Public Affairs has developed a Handbook for Lecturers designed to orient new NTTF to teaching. This resources is electronic and in on the school intranet as their new Teaching Resources for SPA Faculty and Lecturers.

- Another issue involves training for graduate students. While most departments that use graduate students as teaching assistants or instructors have training programs in place, departments that are developing new degree programs must create new resources. Developing training programs for these students can be costly, in terms of funding and faculty time, as it requires expertise in pedagogy for the target field. At UCB, the Lead Graduate Teacher Network funds and trains lead graduate teachers in approximately 45 academic departments in seven schools and colleges. These lead teachers work closely with faculty to provide graduate students with supplementary discipline-specific teacher training and professional development activities. This model could potentially be adapted on the other campuses.

- A third area concerns new hires in tenure-track positions. While these faculty members usually have teaching experience, that experience is sometimes in different contexts than those they encounter at the University of Colorado. They may have led only discussion sections for a large lecture course and find themselves needing to develop their own materials for upper-division or graduate seminars. Or, conversely, they may have taught in small class settings and find themselves teaching large lecture courses. For these faculty members, a combination of formative evaluation and programmatic offerings are available through campus faculty development offices, but the faculty members have to choose to avail themselves of those opportunities. This most often happens when faculty members are preparing for the comprehensive review in the fourth year or the tenure review in the seventh; however, early encouragement from department chairs or executive committee members charged with reviewing student evaluations and/or observing teaching can be valuable in motivating new faculty members to seek assistance. Each campus currently offers mentoring programs, but the emphasis is often on research productivity; by shifting part of the focus to teaching evaluation and resources, programs could support unit heads and other senior faculty members in mentoring new faculty members with respect to teaching.

Conclusion

As noted in the APS on Faculty Development and Mentoring,

> The continuous professional development of faculty, from hiring through the tenure process, promotion, and post-tenure review is necessary for the University to enhance its investment in faculty. The strength of the University, in terms of student learning (teaching), the creation of new knowledge (research) and service to the university, the community and the profession depends upon an intellectually vigorous faculty constantly updating its skills and expertise.

CU's campuses invest significant resources in faculty support for teaching, and this study has provided an opportunity to identify gaps and best practices in faculty development opportunities. Perhaps more important, it has offered an opportunity to identify ways to work more closely in collaborating across campuses. In the absence of new resources, these efficiencies will become increasingly important.