

# **Putting Ourselves Through College**

*Tenure Success Strategies for Faculty*

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# **Putting Ourselves Through College**

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# Pragmatic Success Strategies

## Who Should Read This Book?

*New faculty.* This book provides success strategies to tenure-track faculty who must demonstrate and document their ability to teach, conduct research, and provide professional service.

*Main idea of book.* Gaining tenure, I believe, requires that you develop a professional work agenda, a written plan for tenure, and that you “work” this plan and continually review and adjust your plan as needed. This book provides pragmatic approaches to tenure success by: (1) connecting teaching, research, and service in ways that are relevant to a tenure-track faculty member, (2) providing written tools or activities for organizing your decisions, and (3) communicating with straight-forward language about tenure and working smart.

*The book title.* After completing a dissertation and finishing a doctoral program, a new faculty member faces yet another set of hoops to jump through. “Didn’t I just do this?” was what I thought as a new assistant professor. This is why I titled this book “Putting Ourselves Through College,” which seems to characterize the challenge of a new round and level of responsibility and performance. Tenure-track equates to a probationary period in which annual reviews, an external review from peer-institution faculty, and a tenure review process pass judgment as to whether you should receive tenure and be promoted.

*New hires, yearly appointments and adjuncts.* You may have already gained tenure at an institution but have to go through this process again at a new institution. For some of you tenure is not in the cards, due to the nature of the position being short-term, such as a renewable appointment. If you have an adjunct appointment, your primary responsibilities may be teaching. I believe that this book contains many ideas to help you be successful and grow as a college faculty member.

*Graduate students.* This book is also directed toward those of you currently in graduate school and aiming for a position in higher education. I firmly believe that success as a faculty member begins with success as a graduate student. This means gaining some mentored experiences in teaching and research. I was able to do this while co-teaching and studying our teaching. So I was conducting both teaching and research at the same time. I wrote papers documenting my teaching research and gained further experience by presenting my findings at research conferences. The teaching research gave me “something to talk about” in my early years in graduate

school. This book provides some insight into the full range of what it means to be a college professor while a graduate student.

### **Mentoring Ourselves and Others**

I learned what it meant to be a good faculty member from someone who was a good teacher, a researcher of her own teaching, and modeler of professional service. Learning from a mentor can be the biggest success factor for one's future as a faculty member. Mentoring provided me with experiences as a college instructor, a researcher in which I studied my teaching, and as a student who sat in on college curriculum meetings as a graduate student representative. To my surprise I found myself sometimes mentoring my mentor.

We cannot always grow by ourselves. We need the guidance and support of others. A good book that embraces this theme is Marsha Sinetar's (1998) *The Mentor's Spirit*. I have given away copies of this book to my mentor, peers, and graduate students who have moved far enough along in the doctoral process to appreciate the book's ideas. Sinetar, a public school educator and human resource consultant, writes that mentoring is not just about giving guidance and feedback and paying attention. Mentoring requires an overarching spirit that knows when to intervene and when to let go, a spirit that models the academic life with an energy and discipline that are contagious. Mentors must, she says, live their values, and in this way students come to trust their mentors. Over time, however, mentors come to be seen as less than perfect. "If we have the luxury of working alongside our mentors, we see their flaws" (p. 22). A critical aspect is authentic dialogue, characterized by intimate listening, nonjudgment, and a need to be heard. Productive mentors, says Sinetar, are "spontaneously gifted life artists," and because of their love of life they encourage life in others and model empathy, spirit of learning, and habits of working.

Mentoring other faculty members provides a reciprocal challenge similar to that between teacher and student. With co-mentoring new faculty consciously support each other, scheduling time to critique work and develop projects. Co-mentoring may become a natural feature of people looking out for each other, sharing ideas, taking risks of collaboration, and communicating honestly (John-Steiner, 2000). These arrangements, however, require conscious decisions, commitment, trust, and personal leadership to sustain and grow. Such an environment is worthy of conscious effort. To my surprise I found myself sometimes mentoring my mentor.

## Pragmatic Strategies

Receiving tenure requires that you first make a conscious decision to earn tenure, that you have a teaching-research-service strategy, that you have a plan that accomplishes this strategy, and that you make good decisions with the time you have. Without these decisions, you might as well fill out your own pink slip. By pragmatic I mean honest talk about life as a new faculty member and practical tools to help you get organized and make good decisions. This book does not talk about the politics of tenure or the merits of the tenure process. I provide suggestions on establishing an agenda, getting organized, and seeing the value of teaching and leadership activities. Ultimately you have to make these decisions. The first tool, below, asks you to be honest about making decisions about tenure.

### Tool: Pink Slip or Pragmatic Strategies

*Check all that apply:*

- Do I want to gain tenure?
- Am I willing to write out my teaching, research, and service agenda?
- Am I willing to develop a plan to implement this agenda?
- Am I willing to make adjustments in my life?
- What are these adjustments?
- Am I willing to be honest with myself?
- Am I willing to ask others for assistance?
- Will I blame students or other faculty members for my failures?
- Will I make appropriate, diligent, and timely decisions?

All of the above items are required for success. The question about “blaming others” deals with those who go through their early years citing reasons why they were not successful. You may hear these statements: “I wasn’t mentored. They said I could do this. They gave me too much teaching to do. The students didn’t like me.” You should ask yourself if the messages in place blame on others. Are you spending time rationalizing or justifying failure rather than self-assessing attitudes, feelings, and action that require change?

### Tool: Negative or Positive Score Card

*Choose a day and make a conscious effort to monitor your thoughts about your position, about students, about teaching, about advising, about administrators, and about the office staff. Take stock of how you talk about others. This will require some extreme honesty on your part.*

Thoughts about: workload, students, teaching, advising, administrators, office staff	
When you talk to others in your office, in the hallways how often are you complaining and what are you saying about people, places, politics?	
Positive Thoughts	Negative Thoughts
# of times:	# of times:
Words or images used:	Words or images used:

### Why Not Succeed And Have Some Fun?

I hope that this book helps you feel confident and energetic about faculty life. I believe that faculty life can be a good life. Attitude is key. The above score card was designed to get you stand back and record what you think and say about people and your position. In this book I provide practical support with ideas and tools to help you get organized and to get your plan for success down on paper. I firmly believe that if you don't have a plan for success; particularly, a plan for tenure success, you will have a hard go of it. Why spend your tenure track years fretting? Yes, be concerned, be prepared, be organized, be diligent, be confident, ask others for help, have fun, and document what you do. I want you to succeed and have fun alongside colleagues and your students.

## Book Organization

*Leadership.* I begin this book talking about Leadership. You may also note from the Contents that there is no section on Service. In many hiring letters of tenure-track professors, Service obligations may be specified as minimal or less than those expectations laid out for Teaching and Research. I believe that the Service category ought to be relabeled as “Leadership” or perhaps “Leadership and Service” to better describe the expectations for this category. Service sometimes boils down to “showing up” for meetings, and I admit to having done that on numerous committees. However, to justify our service time we need to get something out of it, so that “what counts” as service is really Service.

Leadership is a major concern in our society, and a critical factor facing academia today. *Your* leadership will be needed during your tenure track period. I call this realization of needing to step up to leadership roles as “reluctant leadership.” I can recall pressures to contribute with ideas and take risks, while at the same time experiencing anxiety about taking those risks and using up valuable time in service activities. Your position as a new faculty member may actually have expectations for building academic programs. The challenge of curriculum design, program marketing, and student recruitment on top of teaching and research will require individuals who are motivated, people-oriented, and organized.

*Teaching.* “Teaching” is the longest chapter. Teaching by its nature is a wonderfully complex endeavor. I try to unpack teaching at the college level by having you systematically think through three issues: who is the student, what is the content, and what is the context of the learning? Your answers to these questions provide information on making four teaching decisions. These include what students will learn, how you know they have learned this, how you will help students to learn, and how technology helps you and students. Making appropriate teaching decisions means your students will understand what is to be learned, the rationale for activities, clarity of tasks and assessment, and that you are responsive to their concerns and their work. The result is improved teaching evaluations, which directly supports your case for tenure and promotion.

Understanding these teaching decisions and paying attention to students will consume a significant amount of faculty time, but the efforts will pay off in the long run, in terms of student evaluations and your confidence. Success at teaching also enables you to be successful at the research and leadership/service obligations.

*Advising.* While advising is usually characterized as teaching by promotion and tenure committees, it is helpful to pull apart these two

distinct activities and responsibilities. As a graduate student, I thought a lot about advising. I noticed that a professor's time involved a lot of teaching and advising, but where these experiences in a graduate program? Most programs are framed by competencies, by what you knew and the skills where you applied this knowledge. But what in a graduate program prepared you for the realities of teaching courses and advising students? I found opportunities to advise in courses that I co-taught with my doctoral advisor. We scheduled personal conferences with students and a lot of advising and counseling occurred before we could address the course tasks. I wrote a paper (Shambaugh, 2000) during this time that described how graduate programs could be restructured to take into account a wider array of competencies than most graduate programs required, including teaching and advising.

*Research.* This chapter is not about how to do research, but how to get to the research in terms of time management, how to involve students in your research, and how to study your teaching as part of your research agenda. This chapter also discusses two facets of grant activity: getting the grants and managing (and finishing) them. I also comment on writing time and ask the question: Why aren't you *always* writing?

*Tenure strategies.* Faculty life is divided along the lines of Teaching, Research, and Service, although I believe they are interconnected. In the chapter on Tenure Strategies, I make the case that your agenda must take these interconnections into account, and that "working smart" in the first years requires that your efforts focus on the research potentials of teaching and service. In this chapter I suggest ways to think about and carefully schedule your academic workweek, academic month and semester, and the academic year. The chapter culminates with a suggested six-year plan. Tenure strategies are also addressed at the end of the earlier chapters.

*Faculty life.* This final chapter brings us full circle to some of the ideas discussed in the Leadership chapter, about what makes for a good faculty member. I have also written about the conundrums of faculty life, the dilemmas facing all faculty members. I end the book with two goals and two strategies on how to have a life.

## **Reflections from the Future**

In much of my textbook writing I begin with a quotation that captures the essence of the major ideas. For this book I chose to write reflections from a professor set in the future, reflections that would hint at possible changes to academia and point to some of the issues that a future faculty member might face. I believe that these issues are already at work today. To keep academia a healthy and growing profession, its members need

colleagues who know who they are, where they are going, and have a desire to grow alongside their students. These characteristics begin to form first as a graduate student and are further developed during the tenure track years.

### **Pragmatic Tools**

Each chapter consists of subtopics, which look at different facets of Leadership, Teaching, Advising, and Research. Many of these subtopics include pragmatic tools to prompt you to think about and make decisions. The use of these tools, usually in the form of questions or organizing tables, helps me to have a conversation with you. I won't know what you might record in these sections. As in courses, I ask the participants to trust me and respond to these prompts, which I describe as your "starting points." No action will occur unless you write down your intentions to change. There is something about the act of writing that prompts our brain to process the implications and record them and then act on them.

### **A Final Thought At the Beginning**

Again, the big ideas for this book are these:

- You have to like this work.
- You must like to work with others and learn from others.
- You have to record on paper your leadership-teaching-research agenda.
- You have to work, monitor, and revise the plan.
- You have to be organized.

These ideas are *all* required. Why not set your own agenda for developing professional skills and personal sensibilities? These are decisions that are made by you, not by someone else. These decisions are key to your success and having a life.

I should mention, too, that I did receive tenure.

For a digital copy of the Success Tools, email me at:  
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## **Contributors to the Writing**

My wife Cindy Beacham carefully read an early draft and reminded me about undergraduates and those who teach undergraduates. I'd like to thank her for traveling to Italy so I could finish this book and listen to music really loud. I'd like to acknowledge the patience of our two Golden Retrievers, Max(ine) and Lulu who were bored out of their minds during the writing.

A book about teaching would be pointless without some thank you to one's students. What I learned from graduate students is that each one of them was different, and that (fortunately) there was no way they could be like me. I learned a great deal from the fourth year pre-service teachers who taught me that any discussion about teaching needs to include the day-to-day challenges of their practicum teaching experiences. Knowing more about students informed my daily teaching decisions to connect "content" to their world.

## **Contributors to My Faculty Success**

My first college model of what a successful faculty member was Dr. Loren Rees, Management Science professor (now Business Information Technology) at Virginia Tech. As a student in a class on artificial intelligence, Dr. Rees allowed me to take notes on the class, summarize the teaching, and develop a handbook for the textbook. I also developed a feasibility document for what I called an Intelligent Presenter, a computer-based presentation manager, which gathered input (somehow) from student responses and instructor decisions and recommended content, media, and activities. I spent several days in a Pennsylvania bed & breakfast where I struggled with devising a conceptual model of a teacher and how to represent teacher knowledge in a hierarchical frame system. From this I came face-to-face with some of the knotty issues of knowing and learning, and realized that I needed to learn more. Consequently, I completed a master's and a doctoral program in instructional systems design.

I'd like to thank Dr. James Wightman, professor emeritus of chemistry at Virginia Tech, who presented a workshop on The Future Professoriate and called being a professor the "greatest job in the world." I've tried to follow his cue. The workshop was directed to newly minted doctoral students, but I took it at the beginning of my graduate program. I wanted to know what I was getting myself into.

Dr. Susan Magliaro took a chance on signing another Drop-Add form to admit me to her instructional design course. Two books and a dozen

articles were the result of her willingness to take a risk. Most importantly I came to work with someone I trusted. Much of what I know about faculty life I learned from Sue. I brought my own energy to the table, and after many years I'm not sure where she ends and I begin. In terms of this book, her most important ideas were being responsive to students and learning from them, studying one's teaching, and the value of the structured learning task. I also learned to be less cynical. Her husband, Dr. Terry Wildman, gave students in his College Teaching course "room" to think and make decisions about teaching. He always packed a lot in whatever he had to write or say. I'm still haunted and motivated by his query: "What are you going to do beyond instructional design?"

While at West Virginia University, I taught graduate courses in instructional design and technology, educational psychology, and technology education. I came to understand public school teaching from the fourth year students in a five-year, dual-degree teacher education program. What I learned from these young teachers in an undergraduate instructional design course was to continually learn about who they were, what was in their world, and what was heaped on their plate. I operationalized the learning belief "know your students." I also continue to learn from my students the need to "have a life." "How to have a life," I might add, seems to me to be the ultimate research question for all faculty members.

At WVU, a thank you to all of the faculty members in the Department of Technology, Learning, & Culture who joyfully get along, are productive, and make a joyful noise. Dr. Dan Hursh, as department chair, looked out for my interests and put up with my moods. Ann Crabtree, Gail Martine, Judy Martin, and Carol Spiroff are the greatest administrative assistants one could ask for. I can't imagine doing this job without people of this caliber. Every day I am blessed with their competence and good humor. Dr. Richard Walls efficiently models what a good instructor, researcher, and colleague acts like. You couldn't tell by his office, though. He's the one-thing-on-his-desk guy that I mention in the text. I'm also grateful to Dr. Jaci Webb-Dempsey who anchored for a time an adjacent office. We shared more than enough teacher education activities, but particularly the value of action research being an integral part of teaching.

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## Resources

- Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good work: When excellence and ethics meet*. New York: Alfred Knopf.
- A study of what constituted "good work" in two very different disciplines: genetics and journalism. The authors cite competence and character as two common features. In this book I talk about skills and human sensibilities that characterize teaching, and competence and character would surely fit.*
- Feibelman, P. J. (1993). *A Ph.D. is not enough! Guide to survival in science*. New York: Basic Books.
- The career world of the scientist is as complex as science itself. This book captures many of the dilemmas faced by new graduates in science fields.*

# Leadership

## *A Reflection from the Future*

*In the Fall of 2012, I was hired on the basis of leadership experiences in graduate school and in the jobs I held. I also had some teaching experience and a beginning research agenda. I asked the search chair what prompted the committee to select me, given the other two candidates. I was told that I wasn't afraid to come to the table with ideas and take some risks. My energy and enthusiasm were cited, too. This took me by surprise, as I was more worried about my publication history. I knew at that point that this would be a different faculty assignment than I thought it was going to be.*

Why talk about leadership first? The last chapter, "Faculty Life" might be more attractive to you as a reader. By all means, read that chapter first. You might feel better, and if you do, return to this chapter. How does leadership figure into your future?

### **Faculty Member of the Future**

Even as a new faculty member, you will be called upon to provide leadership. You may have been hired to develop an academic program in your program. When I think about what the faculty member of the future looks like I am really talking about the faculty member of today – meaning, you. The view of a professor hunkered down in his or her office just won't work today. The faculty characteristics that I describe in the first part of this chapter provide a reality check for what will likely be on your plate and the expectations of you from peers and administrators. I do so using the metaphor of the "hats" you will wear during the week and the challenge of taking on multiple roles. The bottom line is that you will need to mentor yourself, as the responsibility for success and happiness is yours. Programs may have formal mentoring features in place and new faculty members likely lean on each other for support and writing and research projects, but you have to take the lead in directing your time in academia.

### **Leadership and Service**

The second section of this chapter makes a case for re-framing the Service obligation of faculty members as more than just "showing up" to meetings. I write about the tug one feels, something I call "reluctant leadership," during one's tenure track period of volunteering for committees and projects. Leadership involves everyone in the department and is not about how selected individuals direct an organization. Leadership focuses on bringing out the best in each other and how this collective action directly supports the mission of the academic unit. This

revised definition of leadership sets the stage for framing the Service obligation as Leadership *and* Service. One needs to get a healthy frame of mind about leadership and service right at the beginning of one's appointment. A healthy frame of mind results in positive and healthy decisions about teaching, advising, and research, and how our leadership presence improves an academic unit as a place to work.

### **Tenure Strategies for Leadership and Service**

The end of each chapter lists suggestions for how that chapter's topic can contribute to your success.

## The Faculty Member of the Future

A good place to always start is with you and where you are mentally about your prospects in academia. The activity below prompts you to record what you expect from your faculty life and what defines you as a faculty member. This may be the most important activity you do. I call such an activity your “starting point.”

### **Tool: Your Expectations – Your Defining Characteristics**

*List five expectations you have from professional activity in academia. What do you want from academia?*

- 1.
- 2.
- 3.
- 4.
- 5.

*List five characteristics that define you in academia. What defines you as a faculty member?*

- 1.
- 2.
- 3.
- 4.
- 5.

The life you thought you would be living as a faculty member may not be close to what you thought it would be. Please pause for a moment to think about this. No matter what your motivation for entering higher education, the new (tenure-track) faculty member of the future must acknowledge and adjust to the following realities:

- *You* are responsible for tenure-success. Every year is a critical year.
- Faculty numbers will shrink and you will be expected to pick up the slack.
- Your program may be renamed, restructured or even eliminated.
- Research will continue to be the measure by which you are judged for tenure. You will still have to do all of the other things well.

- You will be expected to be a good-to-excellent teacher, but excellent teaching alone won't get you tenure. However, teaching will take the bulk of your weekly time.
- Grants will become an expectation, as departments need the overhead funds. Getting grants is one thing, but managing them is another issue. Institutions spend a lot of time getting grants, but not much time in helping faculty members manage them, and complete them.
- Your advising list will be too long. You may have many, many students as an undergraduate advisor. Your graduate advising may number in the double-digits. Why? Student enrollments count.
- You will be tapped to assume a leadership position before you are tenured. An example of more expectations of new faculty members.
- You will need to clearly communicate your boundaries to colleagues; otherwise, your time will be swallowed by the agendas of others. When you get your pink slip, they won't be anywhere to be found.

The role of the faculty member in academic institutions is changing, pushed by shrinking faculty numbers and expectations to do more with less (Rojstaczm. 1999). "More" means more funded research, more teaching, more advising, and more meetings to shape institutional policy at some level. Less means fewer colleagues, faculty searches, cost of living adjustments, travel support, and graduate assistants. In endless department and college meetings you will wonder if anyone at the table is thinking about how these changes might influence you and your first years.

### **Mentor Yourself**

Whether there is any formal or informal support, you are responsible for your own success. As Tom Peters once wrote in an often cited *Fast Company* article, "You are Your Own Brand." The work habits that worked for you in graduate school will need to be elicited again, and some new habits and strategies developed. Without good work habits, a loving and supporting family, and a plan for success, you will have a difficult life ahead. Success needs to begin in Year One. Why wait? Although you'll be given plenty of slack in the first year as a "new guy," you cannot afford to squander Year One. You'll need to learn how to water yourself now and find an office with sunlight!

Mentoring new faculty is a great idea, but unless mentoring policies are in place or there is a strong history and tradition of mentoring in your

department, you will be alone in your professional development. One would think that a department, after an exhaustive national search to bring you on board and with a six-year investment would be tend to or monitor your success. Companies take great care in packaging and shipping live plants. What happens to them is ultimately your responsibility when you open the package. A little water and sun, please!

Mentoring can be a mix of professional or personal activities. Formal mentoring can originate in a college's professional research and service committee or perhaps as a function of a promotion and tenure committee. Informal assistance can take the form of one-on-one mentoring or new faculty members getting together on their own time to discuss teaching, research, and grant opportunities. However, some mentoring or support mechanism needs to exist. Some faculty members will take the path of least resistance, which may be opting out for greener pastures or just before the clock strikes midnight, resign, leaving a department and college short-handed. The problem with this scenario is that the position just vacated may not be filled or may be eliminated. The stakes for departments to hire good faculty members are high!

The Faculty Member of the Future (Today) will play many roles, which will include one or more of the following.

### **Wearer of Many Hats**

One of the challenges experienced by any faculty member is the continual shifting of roles during the day. At one moment one is wearing a teaching hat, then donning an advisor/counselor hat for office visits, email responses, or conferences in the hallway. The researcher's hat! Hmm, where is that one? I know it's here somewhere. There is the hat of the diplomat or the strategic planner or the budget officer. The teaching hat gets the most wear, as teaching can consume as much time as is available. This time sink is a corollary of Parkinson's Law, which states that the "amount of time given to a task will depend directly on the amount of time given to it" (Parkinson, 1957). Teaching two classes can easily consume 3-4 full working days each week (course prep, teaching, online attention, grading or commenting on student papers). One needs to find the other hats for research, grants, and writing, but they don't get much wear (except the Meeting Hat).

Shifting roles "on the fly" provides much of the stress, no matter how much you try to schedule different activities. Your reaction to the stress depends on the type of person you are. Some of you might thrive on gear-shifting and hat-changing, but I haven't seen many who do. I have known at least one person who loved meetings and loved the wrangling that goes

on faculty meetings. In my case, too much gear-shiftin' and hat-changin' on teaching days pushes the teacher-brain aside, and I'm not prepared physically, mentally, and psychologically for the classroom.

### **Lover of Research**

Research is a priority at doctoral-granting institutions and less a priority at colleges where teaching is the predominant activity. The research arena is where a tenure-track faculty member's performance must be explicitly documented. If you can find out what an adequate performance means, then you will be ahead of the game. Research performance usually requires the publication of peer-reviewed papers, and increasingly, performance on applying for, obtaining, and managing grants. Academia is a profession where performance is not always clearly spelled out. New faculty members ask, "How many articles do I need?" The reason for this is partly that different departments and programs view the value of publications. Different disciplines may value monographs and book chapters over articles. In addition, performance is not just about publications, so institutions are purposely vague to allow some "wiggle room" in tenure decisions. Despite an uncertain metric for research productivity, academia may be the only field where peer review does exist for promotion and whether you make "partner" or not.

### **Orchestrator of Grant Applications and Project Management**

Parallel in value to the publications, proceedings/books, and presentations would be a record of grantsmanship. Grant activity should develop into publications, although some grants may require years for data to accumulate and results to be published. A publication agenda for a tenure-track faculty member usually requires some research activities outside of grant activities.

For the new faculty member, grant applications require a significant investment of time and effort, and success here might require collaborating under another faculty member who has the grant experience and time to submit winning grant proposals. I would suggest that you submit modest proposals with modest funding in order to fit the grant management into a busy schedule. Not everyone is skilled at time management, but these skills must be developed if one is to obtain grants and complete them. Related to time management are skills of project management, which involves paying attention to the details of time, tasks, and people. Project management introduces a business-like stress to grant participants. Grants require that you keep track of the work progress, of people and resources, while also tending to the facets of academic life.

### **Teacher of Many Courses**

The act of teaching is a remarkable human achievement, given its significance in human societies. Teaching involves a broad range of skills and sensibilities, both of which are needed to succeed in the eyes of administrators, peers, and students. Success at higher education institutions for new faculty begins with good teaching. My hope is that you gained some teaching experience before or during graduate school. Understanding the thinking and decision-making for course development eases the first years of university teaching. Even with this experience, teaching details can consume much of the working week and much of the weekend. The clarity of teaching decisions is the priority. Are you clear as to what students will learning? How will you know they have learned? How will you help them to learn? This systematic set of teacher questioning I will discuss later in this book as a tool to help you think through course development.

### **Advisor to Many Students**

If you are teaching you are likely advising students. This advising could be at the undergraduate level, the master's level, the doctoral level, or some level of professional preparation. Each educational setting requires different skills and time commitments to manage advising. Undergraduate advising usually involves issues of what courses to take and when, as well as any project or capstone experience requirements. Master's and doctoral advising requires time, typically over several years, to oversee course enrollments and project, thesis or dissertation products..

### **Manager of Precious Time**

Not everyone is a good manager of time, but attention to time is essential to maintain productivity, success, and happiness in higher education. I talk about time management in the chapter on Tenure Strategies in terms of one's weekly schedule, the academic-month and semester, and the overall academic year, including how to spend one's summers.

### **Hat Summary**

- Lover of Research
- Orchestrator of Grant Application and Project Management
- Teacher of Many Courses
- Advisor to Many Students

- Manager of Precious Time

## Leadership and Service

Once you step beyond your role as a graduate student and enter the academy as a faculty member, you are greeted with tenure-track status and a new, different type of cycle begins. Your decisions on your leadership roles will shape the type of life you choose to have in academia. By viewing service as a leadership opportunity you are taking a proactive approach to your work, rather than being shaped by the agenda of others. The alternative is “hunkering down” and hoping that whatever changes that are being made around you will not affect you. The reality is this: nothing I can say here will reduce the amount of work you’ll have. Being a tenure-track faculty member is far more demanding than being a doctoral student. Each professional level up the ladder, from assistant to associate to full professor, the work becomes ever more demanding.

### Leadership and Service As One’s Agenda

To make service obligations meaningful to new faculty members any service activity should relate to one’s teaching and research agenda and that a coherent set of interconnected activities should yield excellent performance in all of these three categories. Service activity can naturally emerge *from* teaching and research, rather adding another category of things to do. This strategy probably does not work for all service responsibilities, but thinking about ways to connect the three helps you to prioritize tasks and work smart.

*Leadership and service.* I invert the usual Teaching-Research-Service order and re-positioned Leadership and Service at the top. The idea is to think about how one might provide leadership and not document service in terms of someone who was named to a committee but didn’t show up. Think about how true participation will emanate from your agenda so that more activities that constitute teaching, research, and service mutually inform and contribute to each other.

Rather than documenting service as being named to a committee, service contributions could be labeled as Leadership and Service. Not all of our activities require a leadership role and that there are many forms of participation. Careful listening usually prompts good questions that help to clarify for everyone the meaning of terms or the historical background of an issue. New faculty members are being looked at new sources of ideas and to provide some clarity to policies and approaches to teaching and research.

“Service” activities would be better framed as “Leadership” activities. Usually what occurs is that each year you document how you have contributed to one’s profession at national/international, regional, and state levels, as well as contributions to one’s department, program area, college, and university. What gets documented is membership, participation, and/or leadership roles.

*Criteria.* Leadership and Service would document one’s engagement, decision-making, and risk-taking in terms of direct contributions to the growth of one’s program, department, college, university, as well as regional and national organizations. Speaking out does require that one take risks. However, the faculty member of the future (read: the faculty member of today) must assume a leadership role much sooner than he or she imagined. Shrinking faculty sizes and budgets means the same or more work will be shouldered by fewer faculty members. We cannot afford to work without the input of everyone.

### **Reluctant Leadership**

Reluctant leadership is a term I personally used as I was being pressed into organizational change at both the departmental and college level prior to tenure. I and other new faculty members were increasingly asked to join committees to provide ideas and direction. Some new faculty kept silent, partly by their nature and perhaps by some inner wisdom that kept them close to what they knew they could manage. Others freely jumped into the discussion, for better or worse. It is possible as a new arrival to be too vocal, too polarizing, or too “pissed off” about workload or tenure. You stand to be labeled as a whiner or a complainer. You also have to be careful of who or what you “hitch your wagon to,” a form of guilt by association which can become more clear over time as you come to understand the history of someone or a unit or some event.

*“You touched it last.”* New faculty members experience different pressures that keep them on the sidelines of leadership opportunities. They are afraid that such involvement will consume time better spent on research and writing. Being new is sufficient as a reason, until one gets a sense of individuals, policies, and histories. Not knowing what people are talking about in meetings can leave one baffled. You will be reluctant to ask dumb questions, but you should speak up to clarify program details, courses, procedures, acronyms, and names that are thrown around. There are other faculty members in the room who want you to ask that question, as they may be equally unclear. The pressures of tenure, a fear of getting too busy and not attending to writing and publications, can keep new faculty members from volunteering or talking too much. An eager

suggestion can frequently reward one with being assigned to “flesh that out.” Being openly competent suggests to other faculty members that you are the person for this task. I’ve spent most of my academic life being tagged with the T sign denoting my perceived expertise with Technology. “Will you run this camera?” “Can you get my printer to print?”

*Meetings.* Meetings are a fact of life in most organizations as important work needs to get done, and some of this work requires that people get together to hash out issues and make decisions. Faculty members may run to the sidelines, if they see that meetings have no agenda, have the same agenda as the last meeting, or a meeting with too long an agenda. Nothing will sink faculty morale than nothing happening after a 2-hour meeting. String two 2-hour meetings back-to-back and your day is shot, and you’ll feel like you’ve been shot.

Much is written in the business literature about the deadly meeting phenomena. If you’re going to have a meeting of any length, please, let decisions be made. People will return when they know that progress is being made. Even as a new person, work to have meetings with a focused agenda and a clear sense of what is to be accomplished. The three requirements for meetings are that they must be worthy of people getting together, that they are short and focused, and that they have an outcome, which leads to action and progress.

### **The Future is Now**

Your leadership will be needed the day you walk in the building. Peers will be looking to you for your fresh ideas and questioning. Your contributions will frame the academic mission of your unit. The faculty member of the future is you, and the future is now. Take the Huck Finn approach: if your job is to paint the fence, then you should have a say in what color you will paint that fence.

One of my favorite cartoon visualizations that depict working life is a dog staring at a dog dish. A dog knows from experience that if she stares long enough at the bowl, food will appear. In today’s academic institutions, if we stare too long at the dog dishes of convention and tradition, then one day we will find that our pet programs have been eliminated. Less dire but deadly over time will be a yearly diet of chow line cuisine of stupid, short-term decisions. Don’t just stare at the problem. Or be prepared for the consequences.

Leadership requires diligent risk-taking and action; otherwise, “we get what we get.” The changing nature of what it means to be a new faculty member on a tenure-track appointment requires your involvement earlier than your predecessors. Your participation may be understandably

reluctant given the pressures of tenure in the back of your mind. The bottom-line for new faculty members is that the requirements to be successful in the future are really those that are required to be successful today. Leadership activity establishes you as a key player, but also helps you to establish service priorities in the context of your other activities.

**Tool: Your Position on Leadership and Leadership Roles**

- *How do you define leadership? Are you a part of this definition or is leadership something someone else does?*
- *Where do you want to make a difference? List ONE item for each category.*

National:
State - Community:
Institution:
College – School:
Department – Program Area:
Concerns – Fears?

## Tenure Strategies for Leadership and Service

Below are recommendations on the time you invest in Leadership and Service.

- Understand what characterizes you as a professional. What do you stand for?
- What do you want to be known for? How will you contribute to your profession?
- Examine the nature of leadership and how you might contribute to your academic unit.
- How might leadership and service emanate from your research or scholarly agenda?
- Prioritize your leadership/service activities.
- Work at shortening meetings. Work at reducing the number of meetings. Work at meetings where real work is required. Work at creating results.
- Show up to meetings. One of these days you'll be the program chair or department head.
- Don't always hide as "the new guy."
- Map out all of your service activities on your academic calendar, along with teaching and research activities.
- Be prepared to offer alternatives to situations that you complain about.
- Be prepared to back up your idea with details.

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- A controversial book discussing a re-thinking of faculty work and how it should be judged.*
- Lakein, A. (1989). *How to get control of your time and life*. (Reissued ed.). New York: Signet.
- The book that got me organized in my 20's. The best book on time management ever written. Get it and see for yourself. This fellow originated the idea of "touch things once," and the ABC system to label priorities.*
- Montuori, A., & Conti, I. (1993). *From power to partnership: Creating the future of love, work, and community*. San Francisco, CA: HarperSanFrancisco.
- A book describing prospects for living, learning, and working. Rather than looking for ready-made answers, people within partnerships can look at ways of helping themselves. I liked it so much I read it (and dropped it) in the bathtub.*
- Peters, T. (1997). The brand called you. *Fast Company*, 10, p. 83 or available at <http://www.fastcompany.com/magazine/10/brandyou.html>
- You're in charge of whether anyone notices you. The "Brand You Survival Kit" can be found at:*
- <http://www.fastcompany.com/magazine/83/playbook.html>
- Peters, T. (1999). *The project 50: Reinventing work: Fifty ways to transform every "task" into a project that matters!* New York: Alfred Knopf.
- Get out of your box (academia) and climb into another one. I find some of the business titles useful to apply to academia, like this one.*
- Pink, D. H. (2006). *A whole new mind: Why right-brainers will rule the future* (Revised and expanded). New York: Riverhead Books.

*This book could be used to help understand the value of design in curriculum, a new range of learning outcomes, and the students of the 21<sup>st</sup> century.*

Pope, L. (2000). *Colleges that change lives: 40 schools you should know about even if you're not a straight-A student* (Rev. ed.). New York: Penguin.

*Some institutions are doing innovative things and re-examining curriculum and what college means. Organized by geographic regions. Why can't I think this clearly?*

Rojstaczer, S. (1999). *Gone for good: Tales of university life after the golden age*. New York: Oxford University Press.

*The Golden Age of Universities is over and this is a good thing, according to the author. A chapter on tenure describes the uncertainty about the criteria for tenure, about the unwritten reasons why you may or may not receive tenure, and cites the benefit of tenure as a working system of accountability in institutions that are different from their corporate cousins.*

Sineta, M. (1998). *The mentor's spirit: Life lessons on leadership and the art of encouragement*. New York: St. Martin's Griffin.

*The leadership lesson here is to move from an affinity of technique towards an affinity for humans.*

Washburn, J. (2005). *University, Inc.: The corporate corruption of American higher education*. New York: Basic Books.

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Whitehead, A. N. (1929, 1957). *The aims of education and other essays*. New York: Free Press.

*A chapter on the university contains the sentence, "The justification for the university is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning" (p. 93) .... though the special problems of the various departments of any university, are, of course, innumerable" (p. 91).*

Yamashita, K., & Spataro, S. (2004). *Unstuck: A tool for yourself, your team, and your world*. New York: Portfolio/Penguin.

*Fun but serious book that might help graduate students experience progress. The ideas work for all of us who get "stuck" from time to time. Faculty life could be improved by not letting paralysis get the best of us.*

Zander, R. S., & Zander, B. (2000). *The art of possibility: Transforming professional and personal life*. New York: Penguin.

*This book helped me to see a bigger picture as a new faculty member.*

# Teaching

## *A Reflection from the Future*

*I miss my students. I used to say this after graduation but now I'm saying this to myself a lot of times. I have to spend more time than I used to in learning who they are. Even with video and being able to see everybody, there's a "distance" there that keeps me from interacting the way I used to. I can't "dance" in the classroom when I do these distance courses. I'm still getting used to the online teaching. Now I have to multi-task in time. There are several students that I will probably never see in a classroom, as their real lives don't allow the physical time. I'm still working through how to provide good experiences and giving these folks good value for their money.*

### **Viewing Teaching**

"What is good teaching?" provides a "starting point" for a discussion of your teaching. Your answer reveals how you view teaching, how you view students, and how you view yourself as a student.

### **Developing Courses**

This section discusses a systematic approach to developing courses by asking a set of three pre-teaching questions and four teaching questions.

### **Building A Syllabus**

Answers to the above questions will help you to develop a clear and coherent course syllabus. Trust me. A clear syllabus will pay off big time.

### **Designing Instruction**

This section discusses designing instructor materials and student activities, sequencing a class session, and managing course details.

### **Implementing Instruction**

This section discusses what to do during the teaching of a course, assessing student performance, using texts and readings, and implementing technology.

### **Revising the Course**

This section discusses how to really end a course and prepare for its next delivery before moving on to the next semester.

### **Teaching From A Distance**

Distance education, which has increasingly come to mean online instruction, is becoming an expectation in college teaching. The Reflection

from the Future at the beginning of this chapter alluded to some of the issues that you may face when teaching at a distance. This section begins by looking at why you are teaching at a distance/online; knowing students, learning outcomes, and teaching activities; and addressing issues of communication, assessment, and feedback.

### **Succeeding at Teaching**

Success in college teaching depends on your views of teaching, your course design decisions, and how you implement those decisions.

### **Thinking About Three Teaching Ideas**

I present three ideas to think about: (1) “How shall we spend our day?” (2) learning from students, and (3) the use of technology.

### **Tenure Strategies for Teaching**

I end this chapter on teaching by summarizing Teaching Strategies for Tenure with a reminder that being successful at teaching enables one to be successful at other aspects of your faculty responsibilities.

## Viewing Teaching

Success in teaching depends partly on how one views teaching. The answer to the question “What is Good Teaching?” will vary considerably. Your answer does provide an appropriate starting point for a discussion about teaching. One way to see how these starting points differ across faculty members is to have each of you identify words that label their views of teaching, such as in the following activity:

### **Tool: Self-Assessment of Your Views of Teaching**

*How does one self-assess this question of good teaching? One technique is to think up 1-3 words that describe your view of yourself as a teacher, your view of students, and your view of yourself as a learner.*

You as a Teacher	Your View of Students	Your View of Yourself as a Learner
1.	1.	1.
2.	2.	2.
3.	3.	3.

Which of these words involves skills, abilities that can be developed over time? Being organized, using a variety of teaching strategies, and technology use are skills that can be developed. Words such as “caring” or “student-centered” are personal sensibilities that are for the most part inherent dispositions. My experience with this exercise in courses is that students will write words that are a mix of skills and sensibilities. The same is usually true when I work with other faculty in professional development workshops.

Re-examine your list and make a positive or negative sign in front of each word to label whether the word signals a positive view or a negative view of students. While most lists will contain positive views, sometimes a negative depiction of students is revealed in the middle column. You may want to see if others view your label differently from you. If you view students as being the problem, noted by words such as “empty containers”

or “the enemy,” then you are operating from a negative model. It’s easy then to place blame on students rather than taking personal responsibility for teaching decisions.

### Public School Teaching and College Teaching

It is useful to contrast the differences between teaching decisions for public school teachers and college teachers. Decision-making for public school teachers creates lessons and units, and the focus of their thinking is student activity, teaching strategies, and state-mandated learning standards. Decision-making for college teachers centers on content and skills. Issues of student differences are more of a priority in the public school classroom where these differences are developmentally more pronounced. College instructors, focused on content, may regard a full classroom as filled with students with similar characteristics. Their view is that it is the student’s responsibility for understanding the content and passes the tests. The table below summarizes the different foci for both.

Public School Teaching Lessons/Units: minimal details		College Teaching Courses: Syllabus	
Primary Focus	Secondary Focus	Primary Focus	Secondary Focus
Learning outcomes	State standards	Subject knowledge	Social learning
Student activity and assessment	Research-based practices	Skill development	Pedagogical content knowledge
Student behavior	Technology		Student differences
Student differences			Teaching options
Pedagogical content knowledge			Technology
Teaching strategies			

*Pedagogical content knowledge.* Public school teachers possess pedagogical content knowledge or specialized knowledge of how to teach content to different types of learners at different developmental levels (Shulman, 1986; 2004). Teachers are very good at knowing how to teach math to fifth graders, because they are aware of who fifth graders are, their range of learning issues, and how to help them learn math concepts and skills. However, a lot of what is known about learning math, which has been obtained from research, is not applied in classrooms (see Bruer, 1993).

New college instructors, who have not had teaching experience, do not always have pedagogical content knowledge and instead rely on memories of how they were taught and other folk theories of how classrooms should function. Teaching at the college level is focused on transferring knowledge of one's field. New college instructors are also unaware of the range of teaching options that might be suitable in the teaching of specific content topics (see Joyce, Weil, & Calhoun, 2004). College instructors experience challenges in how to teach this expert knowledge to students who are not yet experts or do not have the prerequisite knowledge they expect students to have. New faculty members who have not taught face an additional challenge of assuming they know their students. Consequently, they may struggle with relating subject matter content to students with varying knowledge and skill levels.

*Student differences.* The investment of time to find out more about student differences will pay off in the long run. You will be able to relate what you know to the very different worlds of students and make their learning relevant. Your student evaluations will improve if they see that you care about their welfare and your teaching. Your semester will be more enjoyable and your productivity will increase. Public school teachers have a pretty good handle on who their students are, while college teachers may not know any of their students, particularly in large classes, and their assumptions about students may not have changed in many years. Learning about college students is an ongoing endeavor for a college instructor. For me a lot of teaching is learning who my students are and where I need to be.

*Learning outcomes.* I use the term "learning outcomes" to summarize the full range of what students will learn in a course. You may use the term "learning objectives," which are specific statements that identify what students will learn and specify to what degree of proficiency is needed (see the classic Mager, 1997, text on developing learning objectives, if you prefer this level of precision). Learning may involve more than subject matter knowledge. Some courses may develop skills, such as problem-solving, artistic expression, or physical coordination, or an aspect of affective learning, such as developing an appreciation for a topic or valuing others' points of view. Higher-level learning outcomes such as problem solving or critical thinking generally involve both cognitive and affective learning. In other words, attitude is key to becoming good problem solvers or issue advocated. Becoming socialized, learning to work together, improvisation, and communication skills may be important in some courses. If so, these knowledge or skills should be reflected in the list of learning outcomes.

*Technology.* Technology use is still a secondary focus for most public school teachers, although this is slowly changing as more and more teachers are younger and more and more expert teachers are integrating professional development of technology use. I have heard many teachers at both levels say to me, "Technology is the last thing I think of." The key to technology use is to be clear about student learning outcomes (i.e., can you list them?) and then decide how technology can help students learn the content. How can the attributes or features of the technology help students to learn? Does the technology give you options for student activity you did not have before? Public school teachers tend to look at technology as a means to supplement their teaching and to motivate students. College teachers see technology as an online delivery mechanism, although technology use in face-to-face class is also an issue as colleges provide more instructional technology physical infrastructure and online systems support so that all courses have online components.

## Developing Courses

Over the years of teaching instructional design (see Shambaugh, 2007), I have developed a set of questions to help college teachers make sound teaching decisions before they enter the classroom. An initial set of three pre-teaching questions provides you with information about students, content, and the learning context. Using this information I ask you to respond to a second set of four teaching questions about learning outcomes, assessment, teaching, and technology. These decisions can then be transferred to a syllabus.

## Tool: Questions for Pre-Teaching and Teaching Decisions

*Think of a course you teach. Can you answer these questions?*

<b>Pre-Teaching Questions</b>	
1.	Who are your students?
2.	What is the full <i>range</i> of the content and what is the <i>nature</i> of the content to be learned?
3.	What is the context surrounding the students and the teaching?
<b>Teaching Questions</b>	
4.	What is to be learned by students?
5.	How will you know that your students learned?
6.	In what ways will you help students to learn?
7.	How might technology help you in your teaching?

### Pre-Teaching Questions

**1. *Who are your students?*** What do students know or what should they know before entering your course? Can you describe these students in terms of majors, ages, prior experiences, skill levels, life concerns (e.g., significant other in the military), and other characteristics? The more you know about the mix of student differences the more informed you will be as to what they know and what adjustments you may need to make to assist the range of students in your courses. If you don't know the answers to this question, how will you find out this information? Here is a list of suggestions:

***Before course begins:***

- Course enrollment information by student majors
- Survey of students and introduction of course through email
- Discussion with other instructors

***During course:***

- Contact information: prior learning, experiences, expectations
- Email communication
- Exit slips at the end of each class session for individual concerns
- Mid-semester “temperature check” and share the results
- Learning task performance and reflective questions on task sheets asking questions about ways to improve the task and the different ways that they may have used to think through and complete the tasks

***End of course:***

- Instructor-developed feedback questions that ask students about their learning and their perceptions of your teaching
- Administrative-developed questions

***2. What is the full range of the content and what is the nature of the content to be learned?*** Is the content primarily knowledge or does it also include some skill development or social learning? Many courses may have some group performance, for example. If this type of performance is important for what students will learn, social learning should become an explicit outcome. Identifying an explicit outcome signals the need for you to think about the ways that students will learn this outcome and how they should be assessed. I try to think of ways that students directly experience this content, if this is at all possible. For example, if the content is public speaking, then students should be doing that. If the content is solving problems, then that is what students should be doing. This understanding of learning outcomes usually points to teaching options, specific strategies or models of instruction. For example, if the content is a controversial topic, then students should be wrestling with the issues and taking responsibility for taking a position on a topic. One teaching model worth looking into would be the jurisprudential model (Joyce, Weil & Calhoun, 2004). When you have a fix on the range of the content and the nature of what it means to learn and understand and use the content, then you can think about how to help these students to learn.

**3. What is the context surrounding the students and the teaching?** The context characterizes the reality of the content in our world, as well as the reality of the educational setting and the students. This reality will suggest a list of resources and constraints you have as a faculty member, the nature of the student world, and the policies of the program and institution (Tessmer & Richey, 1997). A major contextual issue, of course, is time. Most courses still fall within a school calendar requiring x-number of contact hours for face-to-face classes and an x-number of weeks/quarter or semester. The number of meetings per week also dictates teacher decision-making, as does class size and time of day. This traditional contact model is undergoing a re-defining with online courses, particularly those not keyed to the semester schedule.

Understanding of students, content, and context contributes to making responsive teaching decisions, those that remain faithful to the content but also appropriate to your students and their needs.

### **Tool: Pre-Teaching Questions**

*Use these questions to get you started on documenting what you know about your students, the content to be learned, and the reality of the teaching setting.*

<b>Who are the students?</b>	<b>What is the content?</b>	<b>What is the context?</b>
What are the major features of your students?	What is the scope of the content?	How does the course fit into the requirements of a program and overall school curriculum?
What are some major differences?	What is the nature of the content?	What is the reality of the course for you as a faculty member?
What do they know or not know?	What do students need to know or be able to do or value before starting my course?	What are the time limitations?
How will you find out more?		What are some of the limitations of space, class size, and needed materials?

## Teaching Decisions

Now that you have answered the three questions about students, content, and context, you are now prompted to answer the following questions:

- (1) What is to be learned by students?
- (2) How will you know that your students learned?
- (3) In what ways will you help students to learn?
- (4) How might technology help you in your teaching?

Each of these questions corresponds to an important set of decisions that must be addressed in good teaching. See how these questions and decisions match up in the table below:

<i>Teaching Question</i>	<i>Teaching Decisions</i>
<i>What is to be learned by students?</i>	<b>LEARNING OUTCOMES</b>
<i>How will you know that your students learned?</i>	<b>ASSESSMENT</b>
<i>In what ways will you help students to learn?</i>	<b>TEACHING</b>
<i>How might technology assist teaching?</i>	<b>TECHNOLOGY</b>

**Student learning outcomes.** Learning outcomes record the overall goals for the course and what students will learn. These outcomes need to be addressed by teaching considering time, student differences, and resources. A lot of the problems new faculty have with courses can be traced to a fuzzy description of learning outcomes. If you aren't clear about these outcomes, your students will experience frustration in your course, as they are unsure as to how their learning is being assessed. Low student evaluations will be the result.

**Assessment.** Once you are clear about what students will learn, then you can ask the next question, which is about assessment: How will you know if your students are learning anything? By connecting learning outcomes with assessment, then you align the two decisions, meaning that both appropriately support each other. Below you can see the connection between the two. When you have an appropriate match between learning outcomes and assessment, then you have what is described as an alignment between the two.

<i>What is to be learned by your students?</i> <b>LEARNING OUTCOMES</b>	<i>How will you know that your students learned these outcomes?</i> <b>ASSESSMENT</b>
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You can probably recall a non-alignment of outcomes and assessment as a student. One of my undergraduate accounting courses involved learning how to assign dollar amounts to accounting categories. Students applied their accounting knowledge used a computer-based accounting package to manage the accounting books for an imaginary businesses. Multiple-choice question exams were administered to hundreds of students. This standardized test proved efficient, but the assessment tool using multiple-choice questions did not match the teaching approach, which provided the context in which to make the accounting decisions. A better choice of assessment would be a short scenario with examples of accounting entries.

Knowing the learning outcomes you can ask: “How will I assess each of these? What assessment tool(s) will you use to document student learning (see Angelo & Cross, 1993)? Clarifying the learning outcomes-assessment link aligns these decisions, so that your assessment is an appropriate tool to appropriately and accurately student learning. You may believe that students are learning when all they are doing is “passing” the test (Wiggins, 1990).

*Teaching.* The third question addresses the teaching issue or how you will help students to learn? Once you know what students need to learn and how you will assess that learning, you can THEN make decisions about teaching. Frequently, teaching and assessment are embedded, but it’s useful to look at each separately to make sure you have a clear understanding of the difference between the two. The goal is that you now have an alignment between learning outcomes, assessment, and teaching.

But, don’t you teach them first, then assess? In many cases, subject-matter content suggests the use of direct instruction before students try the task themselves. This approach can be efficient given time constraints or with content that requires teacher modeling. To achieve understanding this foundational knowledge needs to be applied or demonstrated (Wiggins & McTighe, 2005). An appropriate teaching method may be to have students directly experience the content and apply this knowledge in as many

different situations as possible. Apprenticeships, for example, provide a student with a life-long earned set of experiences from an expert.

Aligning learning outcomes-assessment-teaching requires awareness of the previous pre-teaching issues: (1) the nature of the content to be learned, (2) the development levels and characteristics of the students, and (3) the reality of the context. In addition, it is helpful for the college instructor to develop a repertoire of teaching strategies, some of which might be commonly used in other fields. For example, synectics, a form of brain-storming, could be adapted to any learning situation in which students need to get out of their current mind set. Many years of educational research has developed a knowledge base of teacher models (see Gunter, Estes, & Mintz, 2007; Joyce, Weil, and Calhoun, 2004).

**Technology.** The fourth question is just another teaching question – the use of technology to help students to learn. Frequently, technology is thought of as a contextual issue. Is there a lab available? Do students have high-speed Internet access? Instructors evaluate technology in terms of the time it will take to learn the tools and go online. It is true that some tool-learning will be necessary, but we typically believe that technology use requires converting our existing materials to web pages, which is nothing more than moving paper to on-screen use. This approach ignores the attributes or “affordances” of the technology, so that as instructors we do not take full advantage of the technology, but merely use it to duplicate what has already been done (Norman, 1994).

The key for technology use is to look to the learning outcomes and if you are clear on the nature of the content and who your students are, you can then look to different ways to represent the content and create new forms of participation (e. g., virtual reality, games, animations, wiki’s, blogs, web boards) for students to experience the content, practice, and apply knowledge in multiple situations.

**You try it.** The next tool provides some practice in making these four questions. The first set of questions visually aligns learning outcomes and assessment. Limit your learning outcomes to five or less. You may be able to group some of your outcomes into similar categories. You also have to think about what is reasonable to achieve in your course. The second set of questions matches teaching and technology. As technology is a teaching decision, think about how technology use supports your teaching. There are two ways of approaching this issue:

- List your teaching activities, then think of how technology might support these activities, keeping in mind that these activities are ways to help students learn and achieve the outcomes you listed earlier.

- Look at technology options in the right column and think through how these innovations might prompt a re-thinking of teaching options.

### Tool: 4 Teaching Questions

*Below is the table again, but this time, I have re-organized the four questions and allowed space for you to respond to the questions. This task gives you practice in aligning your assessment with your teaching intent. This one exercise can make a major difference in your success as an instructor.*

*The first two questions: learning outcomes and assessment are paired so that one can first identify what students will learn and then identify ways that you as an instructor know that students achieved those outcomes.*

<p><i>What is to be learned by your students?</i></p> <p><b>LEARNING OUTCOMES</b></p> <p>(limit your outcomes to 5 or less)</p>	<p><i>How will you know that your students learned these outcomes?</i></p> <p><b>ASSESSMENT</b></p>
<p>Students will be able to know, do, or appreciate:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p>Each learning outcome is assessed by:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p><i>In what ways will you help students to learn?</i></p> <p><b>TEACHING</b></p>	<p><i>How might technology be used in your teaching?</i></p> <p><b>TECHNOLOGY</b></p>
<p>List teaching activities and identify if the activity is teacher-focused or student-focused:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p>In what ways would technology contribute to these activities to the left:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

## Building A Syllabus

Answering each of the previous four questions helps you to make decisions about four interconnected issues: learning outcomes, assessment, teaching, and technology. Your answers to each of these questions can now be recorded in your course syllabus. The table below identifies where.

<b>Teacher Question</b>	<b>Teaching Issue</b>	<b>Your Syllabus</b>
What is to be learned by students?	LEARNING OUTCOMES	Overall course goals
How will you know that your students learned?	ASSESSMENT	Assessment plan matches assessment to learning tasks across semester
In what ways will you help students to learn?	TEACHING	Explicit description of your teaching approach recorded in syllabus and discussed with students  A variety of ways used to help students experience the content and achieve learning objectives
How might technology help you in your teaching?	TECHNOLOGY	Course objectives: if technology use is to be assessed  Weekly activities

A course syllabus typically has the following components:

- Course number and name, day(s) and time of course
- Course Description (catalog entry):
- Course Goals (learning outcomes):
- Instructor name and contact information:
- Website URL, Course Text and/or Materials:
- Description of teaching and course activities
- Assessment Plan:
- School-Course Policies:

- Course Schedule:

### Syllabus Components

A three-page syllabus might be formatted as follows:

- **Page 1:** Course, Outcomes/Assessment, Instructor, and Resources.
- **Page 2:** Teaching approach, Assessment Plan, Policies
- **Page 3:** Course Schedule (can be separate document)

Course number and name

Day(s) and Time of course

Semester/Quarter-Year

Course Description:

Catalog entry:

Course Learning Outcomes:	Course Assessment:
You will:	You will demonstrate this learning by:
1.	1.
2.	2.
3.	3.

Instructor:

Name, telephone, email address

Office hours

Resources:

Website and/or CMS URL

Course Text(s)

Readings

Page 2 records a brief description of the major features of the course. This description is followed by details on how students will earn a grade of A, B, C, and so forth. The rest of page 2 summarizes your policies on late work, and so forth. Some of the policies may be required features of syllabi in your institution.

### Description of teaching and course activities

Overview of your teaching approach and what students will be doing in this course.

### Assessment Plan:

You will demonstrate this learning by:	Value (points or percentage system)
1. In-class activities	30%
2. Task	30%
3. Project	40%

What constitutes an A, B, C, D, F (how many points or percentage = A, etc.)

### Policies:

Attendance and Late Work Policy

Academic Honesty Policy

Special Accommodations Policy

Social Justice Policy

**(page 2)**

Page 3 contains the course schedule. If your course runs three times per week, you may need a page 4. Deciding on this level of detail helps you to visually see what students will do and what you will do over the academic calendar. You can then compare schedules from your other courses and spot potential scheduling conflicts, as well as the amount of work facing you in terms of the amount of class preparation and student work submission/grading you will need to do.

Course Schedule:

Week or Class	Class Topics	To Read	To Hand In
Week 1 M			
Week 1 W			
Week 2 F			
Week 2 M	HOLIDAY		
Week 3 W			
Week 3 F			
Week 15			

*Syllabus size.* Develop two documents for the syllabus, one for the upfront information (pages 1 and 2), which stays the same throughout the course, and the course schedule (page), which can change over the delivery of a course. While a syllabus may include a significant amount of detail to explain learning tasks, I believe a long syllabus will produce negative initial reactions from students. The details of the course can be documented with specific task sheets that are available in paper and online. At this task level details can change as you review and revise throughout the course.

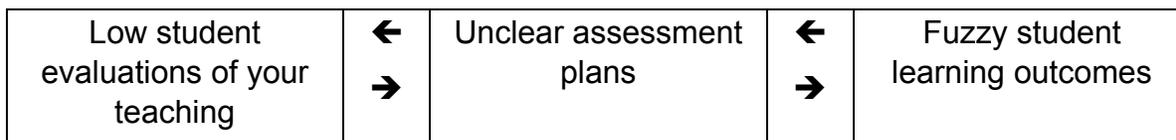
*Learning outcomes and assessment.* Be clear about student learning outcomes and how these outcomes will be assessed. You can record these decisions on the syllabus by pairing these teaching decisions and student performance. In other words when you list your learning outcomes, be clear as to the ways in which these outcomes are assessed. Students will appreciate this clarity. Details of this assessment can be included in the Assessment Plan later on the syllabus.

*Contact information.* Identifying your office, telephone number, and email address are important items for students. They need to know how to contact you. Also include your office hours. In class or online or via email explain the best ways and times that students can contact you. In addition to the specific URL addresses for a course website or a course management system (CMS), you may want to provide a handout on any log-in information. Providing practice time in class will reduce the number of queries students will send you about accessing a CMS or password-protected web site or web board.

*Teaching approach.* I frequently include in my syllabi a brief paragraph on the teaching approach used in the course. This information will help some students to get a sense of how the course will run. Students may not know your teaching style, and such a description can ease their concerns, particularly if the course is delivered online. This strategy is particularly effective if some students ask about receiving the syllabus in advance. This may be common if your course is an elective course in one or more programs. You can send this file to students who may be considering your course. Such a strategy improves student enrollment in your courses, and you can inform students on what your course covers and how much work will be involved.

*Assessment plan.* In addition to instructor contact information, the assessment plan is the most important part of a syllabus. If you are not clear about how student learning will be assessed, then students can't be expected to figure it out. Low student evaluations can sometimes be traced

to unclear assessment schemes, which can be based on unclear learning outcomes. Understanding that these three problems are connected can alleviate potential problems with teaching. A visual may help you to think about these connections:



The two-column strategy pairing learning outcomes with assessment tool(s) provides you with a self-check that you are clear about the alignment of outcomes and assessment. You also signal to students that you are clear about assessment. Specific details of assessment and how grades are determined can be elaborated in the Assessment Plan section of the syllabus and on specific learning task sheets.

The other issue to address in an assessment plan is how you determine grades. Whether you use a percentage system or a points system is up to you. The system must be clear to students and it must be fair. Points or percentages need to be allocated in terms of the complexity and effort required for the task. If class activities are to count, then your assessment plan must reflect this by allocating points or an adequate percentage. If you have a 100-point or a 100% system then I would recommend that in-class activities count at least 10 points or 10%. Students choosing to opt out of the in-class activities means 10% off 100% and that would mean a B if 90-100 points/percentage equals an A.

Major projects should receive an appropriate assignment of points or percentages. Within the Assessment Plan you could provide benchmark events that add up to the total points/percentages for a project. For example, a project may consist of three phases, each assigned 10%. Thus, the total project would count for 30% of the total grade. Some faculty members use a large points system (e.g., 500 points), which allows them to differentiate student performance across a 100-point system. However, you have to be clear in your mind and be able to explain to students that 400-450 points, for example, equals a B.

*Classroom and administrative policies.* Policies regarding timely submission of work, revising work, and missing class are important points to stress in class, as well as documenting in the syllabus. Be specific about the consequences if student work is late. Specify what is meant by “late.” I suggest that work handed in beyond the date specified by the task sheet

“earns” no more than 50% of the points assigned to that task. I almost always have students post digital files to a CMS or a web board, and the policy is 12.00 midnight of the due date. An electronic system usually posts a time when work is submitted so there is no question. Communicate consequences for late work!

I usually allow students to rework submissions to correct mistakes or to respond to my prompts and earn full credit. This policy is based on the iterative nature of most of my courses where draft work is encouraged and subsequent revisions are necessary to reflect ongoing thinking. Most of my courses do not have any right/wrong answers, so the assessment is interpretive on my part. To reduce the interpretation I use checklists or rubrics and explain these in class.

I have never featured extra-credit work in my courses. I figure there’s enough to do with the required activities and that additional work to gain points or percentages means there’s something that needs to be addressed in the learning task and/or the overall assessment plan. However, extra-credit may be useful in your situation. I see new faculty with enough to do.

One should also be clear as to the consequences for missing class and what this means. Advance notification by email or phone should be noted on the syllabus. If in-class activities figure into the course assessment you need to provide a way for a student to either complete the task, complete an alternative task, or not to receive any credit because they missed the session.

*Course schedule.* The course schedule is important to include in the syllabus or attached to the syllabus. A schedule helps students see the level of work they will be required to complete across a quarter or semester, and helps them to decide how to budget their time and energy. When you develop a course schedule, I recommend the following procedure:

- **Calendar procedure #1: Identify days across quarter/semester**

First, chart out your quarter or semester by weeks. Identify each week by Week 1, Week 2, and include the month/day. Your weekly course schedule may need to specify week number and weekday if your class meets two or more times per week. Make sure you have the right days by consulting a calendar.

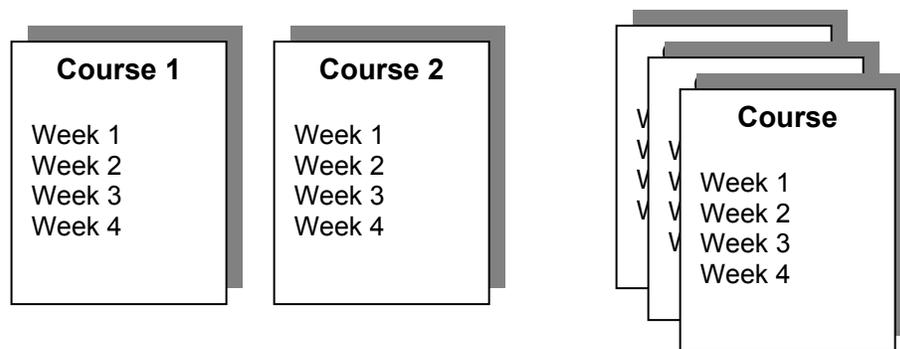
- **Calendar procedure #2: Check for conflicts**

Check your campus calendar to see if any holidays, campus events (celebrations, night games), or state/national holidays are scheduled on the same day as your class sessions. See if you are scheduled to attend any professional development events and professional conferences. Think

carefully about what it means to get ready for these events and what you need to do when you return from being out of town. Adjust activities and due dates if necessary.

- **Calendar procedure #3: Adjust for course demands**

Next, look across the course schedule for each of your courses and see what you are facing over the school quarter/semester. You may want to adjust your course sequence to juggle different demands of another course or an upcoming event. Thinking of these conflicts in advance and preparing for them will alleviate a great deal of anxiety and help you to pace your workload. Having 2-3 sets of student work to comment on is not the best situation to face when you return from an out-of-town event.



<p>Comparing Teaching Schedules Across Your Courses</p>	<p>Comparing Teaching Schedules Across Courses in a Program</p>
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Curriculum meetings can use these schedules to see what students are facing over the quarter or semester. This becomes useful for some programs where the curriculum and course sequence are tightly scheduled.

**Weekly Planning Suggestions**

Here are some caveats for course planning across an academic quarter or semester:

- Weeks 1 and 15 on a semester schedule are generally the easiest as these sessions are used to begin and complete a course. However, to complete a course commenting on student work and determining final grades are needed.
- Week 1 is like the first day of school in public schools. You will never have Week 1 again, so it's important to kick off a course on a positive note.

- I have found Week 2 to be the most critical in establishing a sequence of instruction and learning environment.
- Most of my courses tend to be front-end loaded; meaning, that most of the instructor preparation and delivery, establishing important foundational content and learning environment effects, occur in the first few weeks.
- If students are to develop skills make sure there is adequate time to practice and develop some skill level over the schedule.
- Vary the instruction from time-to-time depending on the nature of the course. Sometimes a break is needed half way through the semester. This break may be a shift in the course activity or personal student meetings, if the class size is manageable.
- Categorize the weekly schedule by phases, parts, or some other scheme that makes sense to you and students. “Chunking” the course schedule helps to reduce the initial mental overload a student might experience by instructing and learning along chunks of content and activity.
- Build in some slack, if possible, usually during the last third of a quarter or semester, in case students need more practice or if you are uncertain about certain aspects of the content. You may be trying out a new project and are unsure as to the time needed.
- In the spring semester you may need this slack for weather delays during the first third of a quarter or semester.

### **Formatting Your Syllabus**

The syllabus provides a “first contact” between you and your students. The syllabus signals the type of experience they will receive. I’m a big advocate of putting some effort into formatting a syllabus. Students are heavy media users, so seeing a typewritten syllabus from yesteryear doesn’t motivate them very much. Students are visually literate and your syllabus should take advantage of this capacity. Here are some guidelines:

*Create a consistent visual identity for your course.* Students like to see that their professors are organized. Course materials can include numerous documents, such as a syllabus, schedule, learning task sheets, web pages, handouts, and presentation materials. Design a visual identity across all of these materials using the same fonts and formatting strategies, visual icons or logos, so that they appear consistent and help to organize student locate materials. Features of this visual system are identified in the following table.

Course Materials	Visual Identity Features
Syllabus Course schedule Task sheets Presentation materials Handouts Web pages Contact cards Course flyer CD archive of student work CD archive of course materials Course notebook	1 serif font, such as Times New Roman, for text 1 sans serif font, such as Arial, for subheadings Subheadings Header/footer information Line spacing White space between paragraphs, pictures, tables Color over black & white Pictures in presentation materials Course logo or iconic elements Pictures of instructor and students Colors for in-class and out-of-class tasks

*Design a visually-appealing syllabus.* Make sure the pages are not too cluttered and feature adequate white space, which invites someone to read it and improve readability.

*Check the details.* Make sure any URLs work and that your class meeting dates and deadline dates match. All syllabi have at least one goof in them; however, students will find it for you.

*Create a PDF file of your document.* Creating a PDF file means that your formatting and font choices will remain in place if you send your document to someone else or post your file online.

*Create a class flyer for your course.* An effective method to market your course is still the hallway bulletin board, the space nearest the elevators, and your office door. It's helpful to prepare this flyer by the time students are enrolling for the next semester. You can email this flyer to your student email lists or post a PDF version on a web page. Another variation is to create a flyer, which lists what you'll be teaching next semester. If students enjoyed one of your courses, they'll be looking for another course of yours to take. Another use for the flyer is to send it as an

email attachment to the students enrolled in a course you are about to start teaching. Use the flyer as a “Welcome to the Course” message, which could prompt questions that you can answer *before* the course begins. By doing this you are signaling to your students that you know what you are doing and that you are paying to the course and to their welfare.

## Designing Instruction

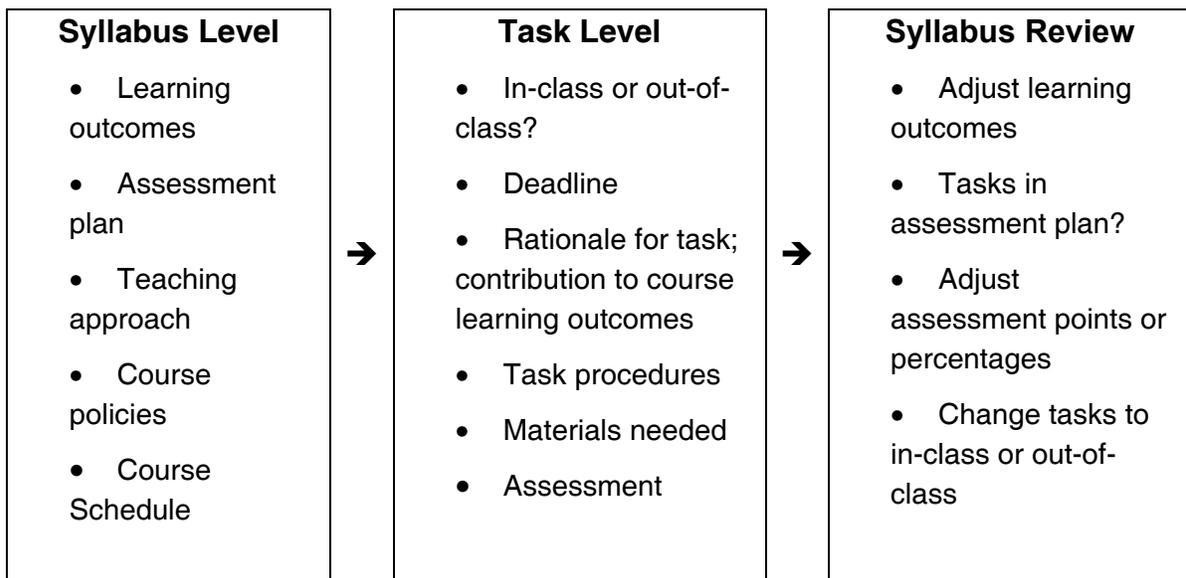
This section suggests ways to design instructional materials and student activities, and sequence a class session. Your course decisions get recorded first in a syllabus, which specifies what the course is about, policies, assessment, and a course schedule. This Syllabus Level of decisions records major decisions, but there are the details that need to be determined.

### **Weekly Student Activities – the Task Level**

*Instructional materials development.* Getting ready for your first class requires that you move to the next level of decision-making, what I call the Task Level, or what students do. Tasks specify what students will do, either in-class or out-of-class. After you develop these tasks and record details on a task sheet you should revisit your syllabus and course schedule. Look for these possible changes:

- Review when a task is scheduled
- How much time students need to complete the task
- Changes to the points/percentages assigned to that task
- Changes to a task’s contribution to the overall assessment plan
- Begin thinking through how much time will be needed to instruct students in the task with background knowledge and possibly practice opportunities.

So the instructional materials development proceeds from (1) developing the syllabus, then (2) fleshing out the details for the learning tasks, and then (3) reviewing the syllabus to make any adjustments based on your assessment of task complexity and sequencing. Visually, this process looks like this:



The Task Level involves in-class activities and/or out-of-class activities, or online activities. It is useful to color-code each task sheet to signal whether the task is an in-class (or synchronous online activity) or an out-of-class activity (asynchronous online activity). When these are developed it is helpful to revisit the syllabus and course schedule, and record these in-class and/or out-of-class activities and when they occur.

*Task sheet.* The learning task sheet informs students about what the task is worth (points/percentage), when the task is due and where, meaning is the work handed in physically or posted on a web board or a Course Management System? This due-date/posted information needs to be at the top of the task sheet. Students are always asking when something is due. Structuring learning tasks and clearly describing them is one skill that my doctoral advisor passed on to me, and that I pass on to my graduate students. “Being clear” about the learning activity is not always easy to achieve the first time you try out a task. Always try to ask on the task sheet for student feedback: how they performed the task (their thinking process), reactions to the task, and suggestions to improve the task. These questions can be asked again at the end of the course. Asking metacognitive questions on learning task sheets provides you with information on revising the task, and data if you are studying your own teaching. A typical task sheet is depicted below:

<p style="text-align: center;"><b>Task Title</b></p> <p style="text-align: center;">Points or % Worth Deadline Hand-in or Post Online In-Class or Out-of-Class</p> <p><b>Rationale for task:</b> why you are doing this</p> <p><b>Task procedures:</b> <i>what students do</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>etc.</li> </ol> <p><b>Assessment:</b> <i>how student performance is determined</i></p> <p>Checklist Rubric</p>	<div style="background-color: #cccccc; padding: 10px; margin-bottom: 10px; text-align: center;"> <b>In-Class Task</b>  Color A         </div> <div style="background-color: #cccccc; padding: 10px; text-align: center;"> <b>Out-of-Class Task</b>  Color B         </div>
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I have found it helpful to write *why* students are doing a task. Sometimes students need to see the purpose for an activity and how it connects with other activities or projects. This rationale section provides another self-check as to whether or not your learning activities help students to learn based on the learning outcomes. If you're not clear about the purpose of the activity, students won't either. This written rationale also helps those students who missed the in-class explanation.

The bulk of the task sheet outlines required or suggested procedures. Helping students by breaking down a task into component parts helps them in their thinking and reduces questions from students as to "what does the professor want?"

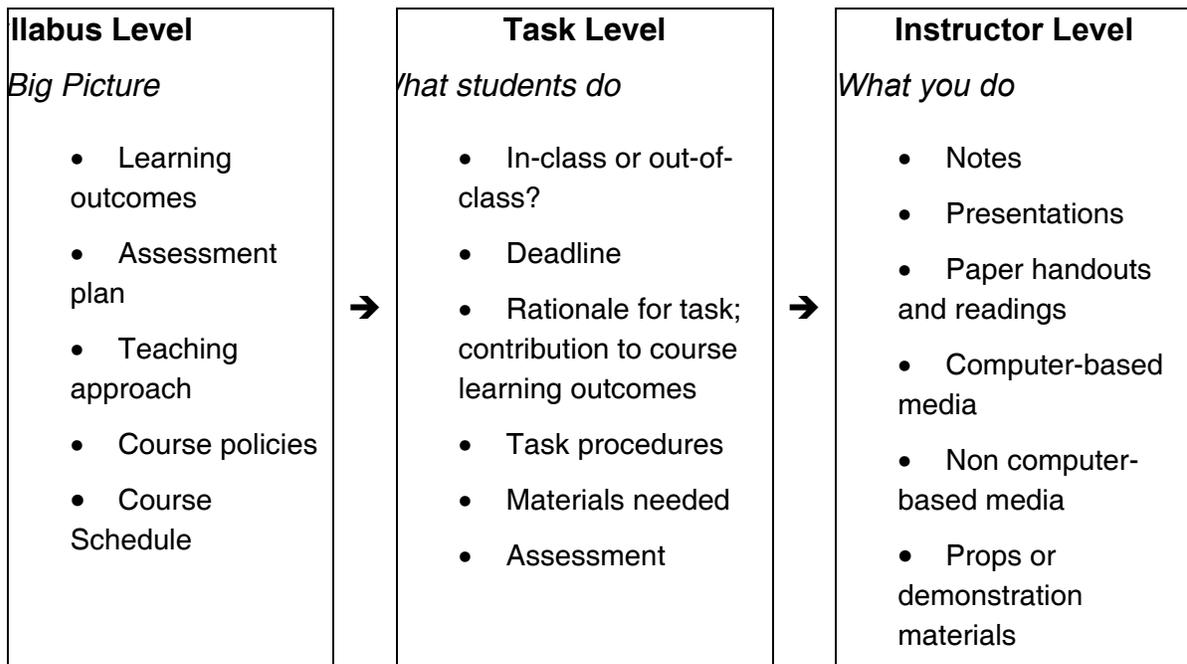
An assessment section may include a checklist or a more detailed form of assessment such as a rubric. A rubric is a matrix matching different categories of performance across different levels of performance. The visual below provides an example of a rubric that assesses a learning task characterized by four categories and three performance levels. Some rubrics feature four performance levels. If you label each level with words such as "Excellent," "Acceptable," or "Not Acceptable," you have to explain what this means in the individual cells. This explanation can be a narrative or a bulleted list. You may also have to decide what constitutes an A, B, C, and so forth. The rubric can be formative in the sense that it provides feedback to the student on performance that requires periodic assessment, or the rubric can be summative recording a final performance.

Rubric assessment for:

Overall goal for assessment: *What do you want students to know, do, or value?*

<b>Levels of performance → Categories of performance ↓</b>	<b>Performance level A</b> Provide descriptor and points	<b>Performance level B</b> Provide descriptor and points	<b>Performance level C</b> Provide descriptor and points
Category 1: content	<i>What qualifies as A performance?</i>	<i>What qualifies as B performance</i>	<i>What qualifies as C performance</i>
Category 2: writing			
Category 3: performance			
Category 4: attitudes			

Now that you have developed a syllabus and a set of learning tasks, it's time to develop the materials for what you will do as an instructor, whether in-class or online, or what I call the Instructor Level.



## Weekly Instructor Materials

Your view of teaching may be to keep students engaged in experiences that closely match or simulate the content. These activities may span an entire class period or across a week. Most likely, your teaching will also feature yourself as presenter, lecturer, or demonstrator, and may involve lecture notes, presentation, and/or handouts. If you are teaching a course for the first time, development of these materials will require a major part of your workweek or weekend as well as time between semesters.

*Computer-based presentations.* Lectures are typically teacher-centered stand-up deliveries, which may use notes or the blackboard/whiteboard as support. Their major feature is the talk given by the professor. Computer-based presentations, meanwhile, provide the central focus for many instructional deliveries, the sequence which is orchestrated by the professor. These presentations are based on a cognitive view of teaching in that information can be conceptually organized and structured. The use of computer-based presentations has been much maligned as students and workers have grown accustomed not to lectures but to bullet-points. I can suggest that you keep the presentation visual and use the presentation as a way to organize your teaching decisions for each class session.

*Storyboard your session.* Presentation software can be used to storyboard the entire class session using text and visuals. I quickly design the overall sequence using different color backgrounds to note the first/last slide, review, new information, and student activity. Using this process you can block out major ideas and activity, and see the mix of teacher-led activity and student-activity. Once developed, I use the file as a template to speed up future presentations.

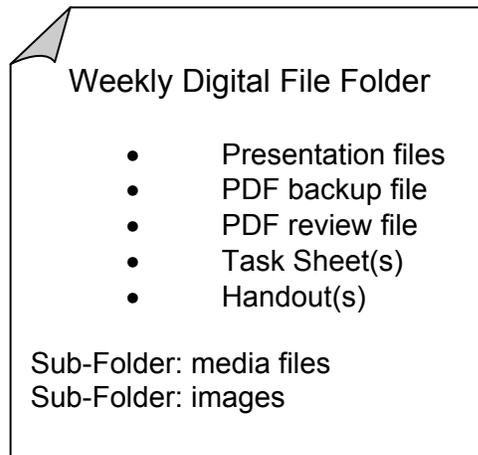
The initial sequence consists of text, which is easiest and fastest to record. Its purpose is to describe what is occurring over the session. Once I block out the class, I return to the individual slides and add details. I try to add visuals and keep the text to a minimum. The visual identity elements, such as course icon or logo will provide continuity from class to class.

In addition to text and visuals, slides may include links to a web site, a media file, or another presentation. While minimizing the number of slides is always a good idea, presentations with pictures can include more slides than those presentations that consist of nothing but text.

In the design of these presentations, I avoid any complex programming consisting of gimmicky transitions and animations, unless they serve a teaching purpose such as identifying just the text/visuals you want students to concentrate on. Print out a paper handout of the slides for you to refer to in class, as it is easy to forget what the next slide is.

*Review version.* After the class session is over I would suggest editing this presentation to create a review version for posting on a course website. Delete unnecessary slides and images that needed F2F explanation. Eliminating unnecessary visuals will reduce the file size. If slides do not need to be programmed, convert the file to a PDF file. These review versions can also be used for students unable to attend your F2F class.

*File management.* In preparing these computer-based materials create on your computer a folder and label it with the week of the course, such as W3 or W3-Wed. In this folder include your presentation file, a PDF backup, copies of any task sheets or handouts, and media files. Within this folder create a sub-folder and label as "Images." In the images folder include all of the images you use in the presentation. This strategy can come in handy if you need to reinsert photos in other documents or if your visual file types do not show up on the computer you are using in the classroom.



### **Sequencing a Class Session**

The visual storyboard provides a way to organize your class session by time. The file you create does not necessarily need to be used in the course, although I do use it in that way. It's a tool to organize what occurs in a class session, whether in the classroom or online and it keeps me on task with the important ideas and activities. I also use it as a way to visualize what occurs in class and student reactions.

A computer-based presentation sequence is usually designed as a linear presentation in which a slide leads to another. Some of the slides may include links to media files or other online sites. Another variation is that your presentation may link from one file to another. This procedure will vary depending on your view of teaching, the use of time, the nature

of the content, and technology skills you have developed. For the time being, let's assume we are dealing with F2F courses and look at some of the ways to sequence a class session. An important reminder when developing these materials is that you must always test out your materials in your classroom each day, each week. Never assume that anything works!

*Short class length.* Time is a major constraint in deciding what instructors do and what students do. A 50-minute class will vary in complexity from a 3-hour class session. Typically, shorter class sessions characterize undergraduate courses and may consist of 2-3 class sessions per week, while longer once-a-week sessions are typical for graduate courses. Some sequencing differences based on session length are summarized in the following table. One strategy for short class sessions (e.g., 50 minutes), where time is at a premium, is to focus on new material. A second or third session provides time for discussion or practice. The specific details will vary considerably based on the content and intellectual and skill levels required in the course. Such a structure provides the time needed for new materials, practice, and review, while also giving students some predictable structure to the week.

<b>Short: 50 minutes, 3/wk</b>	<b>Medium: 75 minutes, 2/wk</b>	<b>Long: 2 hr 50 min, 1/wk</b>
<ul style="list-style-type: none"> <li>• Review and summary of student work</li> <li>• New information or skills</li> <li>• Homework and/or readings for next time</li> </ul>	<ul style="list-style-type: none"> <li>• Review and discussion of student work</li> <li>• New, discussion, practice</li> <li>• Demonstration</li> <li>• Summary and questions</li> <li>• Next time</li> </ul>	<ul style="list-style-type: none"> <li>• Review and discussion of student work, issues, questions</li> <li>• Activity</li> <li>• Debrief</li> <li>• Break</li> <li>• New material, student practice</li> <li>• Briefing on task, what's due next time</li> </ul>

Public school teachers are masters of the short class period. Elementary teachers are typically responsible for all content areas and have to be efficient in the time available, dealing with interruptions, and transitioning between content areas. Secondary teachers, meanwhile, have to be adept at moving through a lot of content, sometimes keyed to a textbook, in a short

period of time, then teaching that same content to a different group of students at a different time of day.

With short class periods, there may be only time for distributing student work, a brief review, and the presentation of new material. Usually short class periods are scheduled across three days of the week so that the college instructor must prepare three sessions for each week for each course. The week may be structured along the lines of Monday for review and introduction of new material, Wednesday for new material and questions, while Friday could be assigned as a lab or application class session. Longer class periods typical of Tuesday-Thursday sessions provide more time for discussion, presentation of new material, and practice. It is also useful to look at the semester schedule and schedule in some slack and some variety. Students grow tired of the same-old, same-old, and sometimes they need a break from the routine. Surprise can be a teaching strategy. Over time you will develop your own unique forms of teaching.

**Longer class length.** The major issue for the graduate level once per week session is the break needed in a 2 hour and 50 minute session. This suggests a Part 1 and Part 2 sequencing structure. If my students were to read this paragraph they would laugh as I rarely feature a break. A lot of my students commute some distance and I want to get them back on the road as soon as I can. A number of strategies can be used with a class session of this length, as visualized below:

### Three Sequencing Options for 3-Hour Class Sessions

<b>Top-Down Approach</b>	<b>Bottom-Up Approach</b>	<b>Full Class Session</b>
Review of submitted work Organizer: where we've been and where we're going New Material-Activity <i>Break</i> Debrief on previous activity or Part 2 of new material Briefing on what's due for next time	Problem activity or video clips: brain warm-up Organizer New Material-Activity <i>Break</i> Individual-Small Groups Class De-Brief Next time	OPTIONS: (each features a different sequence) Design Charrette Workshop Activity Debate Web Quest Laboratory Activity Library or Online Research Exam

**Top-down approach.** There are many variations to the above options. I wanted to visually depict three ways so you can see the different sequencing decisions. The Top-Down approach could be viewed as the most comfortable for students, as they are familiar with a review, big picture, new material, and homework cycle. In the Top-Down approach a review of submitted work accomplishes two objectives: (1) shares with students what they did, how others performed, and areas to re-think, and (2) provides relevant review. The organizer strategy used for both the Top-Down and Bottom-Up approach is a thinking tool to help students see where they are in the big picture of content and how ideas are connected. The organizer as a cognitive psychology teaching strategy helps individual students be clear as to “where they’ve been” and “where the course is heading.”

The new material-activity sequence can consist of many options. Here is where you might use a short presentation, either a short lecture or perhaps a computer-based presentation, which might include the organizer at the beginning. The presentation provides a delivery mechanism for introducing students to new content and link to examples and resources. The new material may consist of one or more student-activities, which depends on the class size and physical space. The activity provides students with an opportunity to “experience” the content, to apply basic knowledge, and/or appreciate the complexity of the content. After a break, one option would be to debrief about the activity and connect to what students do outside of the classroom and submit for the next class session. A second option is to provide a Part 2 of new material.

**Bottom-up approach.** The first major difference in the Bottom-Up approach is to begin the class session with a significant problem for the class to solve or that others must solve. This is the strategy behind Problem-Based Learning (PBL) or Project-Based Learning, as it is known in the public schools. The goal is to gain student attention with a compelling problem meaningful to them in some way. In public schools, sometimes this activity is designed to get students’ attention before moving on to new material; however, my suggestion is that the compelling opening activity becomes the basis for the session, and that the remainder of the activities during the 3 hours is devoted to solving this problem or addressing the issue(s) raised by the scenario or video clip.

The second major difference is the Bottom-Up sequence is the use of cooperative learning after the break. Cooperative learning can take many forms but at least two are easy to implement. The first cooperative strategy is to get individual students to think and record on paper a response to some question or prompt, then share this thinking with other students or

with the whole class. The Think-Pair-Share strategy can be simplified to Think-Share depending on time and class size. The value is having individuals thinking and doing, then sharing with others. A second cooperative strategy that I call cooperative work groups is to establish student groups and then have the groups share their findings/activity with the whole class. How the groups are composed is worth thinking through. Initially in a course, having those adjacent to each other works for convenience, while later in the course group membership can be mixed up by counting off (e.g., 1-to-5), similar project choices or interests, or by skill contribution. The groups can vary each session or become permanent over the rest of the course, depending on the overall purpose of a task. During cooperative groups each member is given a task, such as notetaker (e.g., recorder), presenter, and so forth. I believe that all activities like this need a prepared task sheet, in which procedures are written down, and a place to record group thinking is provided.

*Full class session.* A third option to 3-hour class sessions is the entire-class activity. In the table above I have identified several examples. Each has its own sequence depending on the nature of the activity. Again, a written task sheet is highly recommended to provide guidance. Your role as an instructor is to provide one-on-one or group feedback and to facilitate what individuals or groups produce at the end of the class session. Your role is not to lecture or present or demonstrate, but to listen, facilitate, and synthesize. Another value to this third option is to give students and you a break from the usual sequence.

### **Managing Course Materials**

*Class folders.* I can't stress this section enough. Part of effective college teaching is organizing instructor materials and student work. To get organized I suggest that you label three file folders of the same color.

1. Label file folder one as "Class Administration" and include syllabus, student listing, student contact cards, and major task sheets. This folder will also include the assessment spreadsheet and student evaluations. When the course is over, this will be the folder that you file in your office.

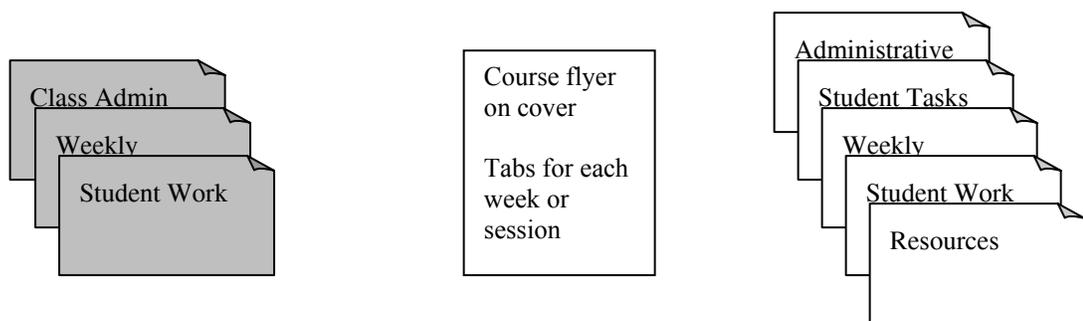
2. Label file folder two as: "Weekly Class Session" and include only those materials relevant to that class session. Include the syllabus, task sheets and handouts for that day, and a printout of any presentations. Organize this file with the materials in the order you will use in class. Also include a backup CD of materials used in class. A portable drive also works.

3. Label file folder three as: "Student Work." Include in this folder the student work with your feedback and is to be returned. In this folder I

would include a copy of the students' pictures/names so that you can refer to as you hand back their work. Students take note of this accomplishment.

In addition to any textbook and readings, take the Weekly Class Session and Student Work folders to class. Before the class session begins remove the materials from the Weekly Class Session file and place them where you can refer to them. The materials should be organized in the order in which you will use them. This will help you to stay organized and on your agenda if you mentally lose track of what needs to be done.

**Class notebook.** Find a 3-ring 2" binder. Make a cover sheet for the outside and a label for the spine of the notebook. Insert a tab for each week of the course. At the front of the notebook include the course syllabus, student listing, and assessment spreadsheet. As you complete teaching, insert the class materials from the Weekly Class Session folder into the tabbed week of the notebook. Student work could go here but your notebook will be too small. I keep student work in a separate pile for possible use later, either for teacher research or to show students the next time I teach the course. I keep a notebook for the next year, but eventually retire the notebook after the next course notebook is created, as you will quickly run out of space. Archiving materials onto a CD will save you lots of shelf space. I sometimes create a CD of student work to give to them on the last class session. This strategy will make sense for courses in which the student work varies, and the students will benefit from the richness and variety of the work. This task is not as daunting as it sounds if you keep up with slowly building this CD-folder as the course progresses.



Class File Folders

Course Notebook

Computer File Folders

**Computer folders and files.** Can you find materials and student work on your computer? You need a system of naming and locating folders and files. The file system should be consistent across all courses. Label each folder with a name that makes sense to you. I add a number to the folder

name so that the computer system organizes the folders in a consistent order from 1 to an X-number. Here are suggestions for folder categories:

- **1Administrivia.** Place syllabus, assessment spreadsheet, class picture, contact cards, visuals for the syllabus, and login-instructions here.
- **2Tasks.** Store in this subfolder only the in-class and out-of-class activity instructions here. Organize the file names so that the files list themselves A-Z (e.g., Week 1) or by number (Task 1, 2, 3...).
- **3Weekly.** Store files for the individual class session. Duplicate relevant task sheets or handouts. Place all media files and images here. You can copy these files onto a CD or flash drive and transport to your class. Alternatively, you can upload these files to a web site, web board, or CMS. Having the backup CD or flash drive is always a good idea, however. I usually have a folder in each weekly folder dedicated to “Images” used for weekly materials and presentations.
- **4Student work.** This folder can be organized by task sheets, usually by a number (e.g., Task 1, Task 2), or whatever system works to help you be able to retrieve the files. I usually organize student work by task, not by student. In this folder, I also include any summary file of the student work that I might use in a future class or post online.
- **5Resources.** Here, place any other related files that might be useful in the course. This folder tends to be a catch-all folder and could include PDF files of published papers.

## Implementing Instruction

### First Weeks of Teaching

**Before the semester begins.** Frequently a class roster will include codes as to the student majors and this information will tell you the mix of students in your course.

**Critical first class session.** The first class is the most important session for both you and the students. First impressions do count, so pay attention to your energy level, how you dress, and how you interact with students when they walk into the classroom. By chatting informally before the class you begin to build a rapport with some students. Your first words and your first activity are important. Most instructors use the first class session to brief students on the scope of the course, its requirements, and what to expect. Think about an activity, a media clip, or something that resonates

with the course but connects students with the content in some way. In most of my instructional design (ID) courses, either with new teachers or in my graduate course, I try to showcase what instructional designers do in the real world, whether as teachers or trainers or program developers, then I like to showcase projects that have been developed in the courses. This demonstrates that it is possible that they can develop lessons, units, or ID projects based on what prior peers actually did.

Another first-day opportunity to keep in mind is your physical activity in the classroom. If you stay behind a lectern, students will assume that this posture is how the class will continue for 15 weeks. Imagine spending 15 weeks looking at someone's back, who does nothing more than fill a blackboard. If the physical space allows it, try to walk around the classroom to achieve eye contact. You signal to students that you are willing to come to them, rather than talking at them. Some class settings this is not possible, such as a large classroom with 300-500 students. However, I have seen a professor in such a course actually leave the stage and walk into the auditorium aisle to make his points. He would even chase after students who were leaving early, "Don't leave. You'll miss the good parts!" His enthusiasm and genuine concern for our learning was contagious and not many people left early as a result.

For a first class session I have two objectives: (1) briefing students about the course, and (2) learning about students. After gaining their attention with the above strategies, I like to shift the attention to them and get a sense of the mix of participants. Distribute index cards and obtain student contact information, as well as other information that might be helpful, such as prior courses or related on-the-job experience. These cards provide some indication as to the range of students you have. You can collect these cards individually and have participants share their background and expectations for the course.

*Learning about your students.* In courses where I don't know everyone, I take digital pictures of individuals or rows of students and ask them to complete a seating chart, although I don't require that they sit in the same seats. Students typically return to the same seats for the most part unless the class is very large when this strategy is impractical. I insert these photos and names into a document and study it over several weeks. Students will appreciate that you learned their names. Returning student work provides a self-check on this name-face recognition. This name-remembering usually takes me a few weeks to achieve, but the effort is worth it. Conduct an activity where you learn more about the mix of students, in terms of their majors, their interests, and their concerns about

the course. By doing so you may uncover some pressing issues that some students have and cover a topic of interest to other students in the class.

- In my teacher education courses I use an activity that they might use in public school. This activity involves students moving from one side of the room to another when prompted if they are left-handed or right-handed, for example, then prompted by a series of other questions (e.g. dog or cat people, beach or mountain persons). The questions can move from lifestyle questions to teaching experience.
- In my graduate courses I am likely to immediately place groups of participants in a problem-solving activity so that they begin to experience the dilemmas and issues of designing.

*Routines for starting each class session.* Start each class session on time. There will always be students who show up early, and they will remember how punctual you are or not. What you do to kick off each class session can vary from, unless a standard routine is something you need. In public schools, this routine is an important classroom management strategy so that children know what to do at any given time. Here are other options for starting each class session:

- Ask what students did last week and what happened to them. It's helpful to perform this weekly "temperature check" to demonstrate that you're interested in them, but also to gauge where their heads are, how tired they are, and what they had to juggle last week or this week.
- Use current events to get students to talk. You may find a way to connect what's in their world to the content scheduled for the day. In a previous life as a radio announcer this was similar to preparing for a morning shift, but then throwing it all out depending on what was going on in the world or in the community.
- Comment on student work that you just handed back and use the comments and possible questions or discussion as a springboard to the next topic. Review what you did last class session and possibly connect this review to student work.
- Begin each class by explaining what will occur. Use a visual organizer or comments from you.
- Use a question, an activity or video clip to get students' brains activated for the day's instruction.

### Ongoing Teaching Activity

*Continually finding out about students.* Half of teaching for me is continually finding out where students are and where I need to be. You can learn a lot about students based on what they write or what they say. In a strategy that I learned from my graduate advisor I have found it useful to schedule in the semester schedule an entire week where I meet F2F with students to give us some one-on-one time to address various issues. Frequently, one finds out from these sessions personal situations, which are influencing students' performance. Email has pretty much replaced the telephone. However, office hours still remain a vital option for some students. You should communicate these hours on your syllabus and be in your office at this time or let students know if you will not.

*Conducting in-class learning tasks.* If your class session features student activity, a task sheet provides instructions for individuals or groups. The task sheet is based on cognitive psychology in which a task is broken down into sub-tasks. Rationale for the task and procedures are provided to guide students, and the task's value, in terms of assessment, is communicated to students. Some in-class tasks could be completed individually, but you could have students that think and act individually for a limited amount of time and then convene in groups to share what they have written. Have students write to record their thinking, which forms the basis for contribution to the group. A third level of activity can involve groups sharing their thinking/writing with the entire class.

A summary of suggestions for in-class activities include the following:

- Develop a task sheet for in-class activities, which provides a procedural list of what to do, either individually or in pairs/groups. Write on the page and explain verbally that this filled-in sheet will be picked up and assessed.
- The task might require that students have read textbook chapters or readings. Specific questions might be found on the task sheet or in-class performance may hinge on whether or not students did read the chapter or reading. Once students get used to this, their reading completion will increase. The task, however, has to count in the overall course grade.
- Provide other materials as needed and have all materials collated together to reduce in-class paper distribution time. Some materials may need to be distributed at strategic times during the class session, however.

- Brief students on procedures and what is expected of them, as well as providing time limits.
- Be prepared to walk around to provide feedback for individual or group questions.
- Listen to debriefing comments and be prepared to summarize what students have said.

*Briefing students on out-of-class learning tasks.* One of the common problems new faculty members have is being clear on what they want students to do. These comments will show up on student evaluations of your teaching. Thus, the task sheet helps students to understand task procedures and expectations. Distribute these documents to students as well as make them available online. Always make sure students have a physical copy. Students are usually swamped with course requirements, so you need to keep your tasks in front of them. Anything “out of sight” will be “out of mind.” Go over the task sheet with students and respond to questions about it in person or online promptly. Another value to color-coding your task sheets is that students can more easily retrieve your materials from those of other courses.

- *Suggestion.* A new course frequently takes several deliveries to iron out with task complexity, clarity, adequate completion time, and assessment. On the task sheet, write out a final question that asks students to comment on what it took to complete the task and suggest improvements. Professors frequently forget to ask students on how activities can be improved.

*Assessing student performance.* There are many purposes for assessment, but the two most common are (1) an ongoing or formative process of finding out what students are learning over the duration of the course, and (2) a final or summative event where learning is assessed at the end of the course. Final assessment events can be tests, projects, or some performance. Required activities throughout the semester, whether in-class or out-of-class assignments, provide opportunities for students and professor to determine what is being learned and where problems remain.

The key to assessing ongoing student performance is providing students with feedback. Students will comment on instructor evaluations the extent to which feedback is provided. One key to your success as a college instructor is to provide responsive feedback that is *prompt*, *consistent*, and *constructive*. Here are two standards for prompt feedback:

- Respond to email within 24 hours or sooner.
- Return work within a week after it has been submitted.

I have used a web board where students are required to post their work by a certain time. I can check the web board and see when this work is posted and I try to provide either written feedback on the printed out document or provide a reply to their posting, or both! Students receive work with feedback on it the day the work is due! This *promptness* requires a discipline, but you will stay on top of the course, and you are able to inform the next class on their performance. There are situations in which student work requires more time for feedback than before the next class session. This might be likely in undergraduate courses where there are 2-3 sessions per week. You should let students know that this extra time will be needed for you to provide meaningful feedback.

*Consistent* feedback means that students read comments that make sense over the semester and don't contradict each other, or that you catch detail one week and ignore it on other weeks. Some complex work that is iterative may hide issues that you need to point out but you don't catch it until later. Again, talk with students about the nature of the work. They will understand as long as the assessment system for that task takes this complexity into account.

Feedback should also be *constructive* rather than belittling the student. The feedback should prompt students to clarify, rethink, reword, as well as acknowledge good thinking. It's tempting to write comments such as "Good work" or just add a letter grade. One needs to explain what made the work "good." Adding just a letter grade to a paper means the student will attend to this and nothing else. Some students will be satisfied with the letter grade, while others will still want to know what made the paper a B paper.

Students also like to know where they stand in terms of their overall grade. The assessment plan specified in the syllabus should be a first step in explaining how this grade is determined. Keep a spreadsheet up-to-date on student performance and be able to respond to questions on the students' overall grade. Another issue is whether or not to contact a student about work that is late or work that is consistently poor. Class size will dictate a lot of what you can do on a practical basis. Some professors believe it's the students' responsibility to stay on top of timely work and the grades they have received. I have found that with a clear assessment plan and being open to questions a lot of issues about late work and grading are addressed promptly rather than accumulating over the semester.

*Using textbooks and readings.* Students grouse considerably over the cost of textbooks and for good reason as the cost of textbooks increases yearly. Some textbooks are a necessity particularly if they provide a knowledge base that is necessary for further learning. Some courses require many textbooks. One of my graduate courses required 14 books! If you require a text you should use it some way or be honest about its use and perhaps its purchase be made optional but they are required to have access.

I recommend that specific readings and text chapters be identified in the course syllabus. Explain to students how these materials are used in the course and what students need to know from these materials. The daily or weekly task sheets can include this information on textbook/readings use.

How to get students to read the assigned reading? One option could be to quiz students on the readings. Two of my graduate course included two semesters of American Literature taught over the summer! Each semester used a 1000 page book of readings. Most of the readings were required. The class met three times a week at 6 pm and a quiz was used at the beginning of each session. The instructor explained that this was the only way he knew to force students to read the readings. A quiz could be varied in terms of multiple choice or short answers. The downside to this approach is that you have to grade each quiz, so one has to balance time constraints with the choice of assessment tool.

Another approach is to apply what is in the readings in some activity during a class session or in a required project. In this approach the book or readings provides a resource or reference to use during the class or in the future. Sometimes I ask a question about the readings on my weekly task sheets, but I almost always have students react to the reading or apply it in some way, rather than just information recall. If the work is posted online other students could merely cut/paste this answer.

If you assigned reading then that reading must be assessed in some way, either through a knowledge-recall quiz or an application set of questions or problems. This assessment must figure into the overall student grade. If it doesn't count, then students won't read unless you can make the case that successfully completing the course will require knowing what is in the textbook or readings.

*Technology use.* As I have mentioned earlier, I have students post digital copies of their work onto a web board or on a course management system. The system is usually password-protected but other students are free to see what others have posted. This is an OK situation as long as the postings don't document right/wrong answers. All of my courses tend to be design-oriented in some way and student work will vary considerably.

It might be possible in some systems so that only the professor sees the student posting. I prefer situations where students can learn from each other and see the differences in their responses based on different contexts and student choices. This strategy also provides a certain measure of peer pressure, although I have found that the same students post early and the same students post at the last minute.

Much of technology use at the college level is thought about in terms of online learning. However, technology can be effectively used *in* the college classroom. Ideally, your classroom is wired to facilitate use of media and technology. Here are some guidelines:

- Always, always, check out the software use in the classroom you are teaching in. Even if the room and equipment stay the same, never assume that the media clip you want to show will run with audio and video this week. Never assume anything. Always try out your materials in advance.
- In advance, establish bookmarks to websites. This strategy works best if your files are stored on your own password-protected login where these bookmarks remain over the semester. Make last minute adjustments as to the size of fonts and visuals.
- In advance, test out whether your presentation files work and if you have to make last-minute adjustments to font size, font choice, image size, or presentation programming.
- Keep in mind the size of the classroom and how well the equipment delivers on visual and aural elements of any media or online materials.
- Keep your computer-based presentation materials as visual as possible. Do not subject your students to endless slides of text and bullet points.
- Be clear as to why you are using media or online materials.
- Keep media use as brief as possible. Do not force your students to watch an entire movie when a clip is more appropriate. Do not spend the class session browsing through web pages.

## Ending the Course

*Last class session.* The last class session provides closure for you and the students. Not all students need closure. Some will just want to leave. The session, however, needs to be meaningful. You can do this by summarizing what students have accomplished. Try to have projects and papers returned, although it is likely that major work still needs to be assessed. This is a good time to find out what students will be doing next, if you value them as long-term relationships.

Instructor evaluations are usually conducted during the last class session, but they should be distributed after adequate summary and closure is accomplished. Develop your own evaluation to help you improve the course. Ask students perceptions of their learning as well as what they thought of your teaching. Make sure one of your questions is: "What did you learn in this course?" Ask them to comment on specific materials and activities in the course and how these can be improved. If you can have this evaluation filled out and posted as a digital file you will be able to cut and paste these comments together for use in your annual evaluations. Another use is to share these comments with students in your next delivery of this course.

A final activity that I recommend is taking a class picture, which I post on my office door, use in my annual evaluation materials, and show to students next year. Send your students a copy of this photo for them to use in their portfolios, if they are required to have these, as well as for their personal use. Students are used to me doing this, so if this is a new activity for students you might warn them in advance.

## Revising the Course

Both you and students are tired at the end of a course. Try to follow-through to properly finish up a course, so that material for its next delivery can be found, and that information useful for annual review and tenure review can be found.

This is what is needed to really "end" a course:

- Conduct course evaluations, both required and instructor-developed.
- Make copies of the results of course evaluations, which usually consist of statistical measures and transcriptions of open-ended comments.
- Keep copies of the digital files of the evaluation. Print out paper copies for your annual review and tenure-review.

- In your annual review documentation, include a copy of the syllabus and student evaluation summary and transcribed open-ended comments.
- Complete a file folder for each course, which contains the student listing and email addresses, the assessment spreadsheet, syllabus, and task sheets. Insert annual evaluations into this file. Then file the file in your file cabinet so that you have an official set of course records, which may come in handy in the future. Trust me on this.
- Revise the syllabus for next time or make notes on the current version, so changes can easily be made when you return to this course.
- Clean out your course notebook, which includes syllabus, task sheets, student listing, and instructor-developed materials.
- Create an instructor CD, which includes all materials. Delete unneeded files before pressing a CD.
- Create a student CD, which collects some or all of the student work for their possible use. This works for courses in which performance does not consist of right or wrong answers.

## Teaching From A Distance

### **Big Picture Decisions**

*Major reasons for teaching at a distance.* More and more college faculty members are teaching at a distance, which means teaching online. Teaching online means more preparation up front, in terms of online site features, task details, and feedback mechanisms. More time is also needed to pay attention to students during the course delivery, some of which may be synchronous video or chat, but also asynchronous chat responses and blogs or wiki's. Feedback on student queries and student work becomes even more important as classroom interaction is lessened or even eliminated with online teaching.

More and more new faculty members are teaching online. One reason is that online teaching is becoming an expectation for new hires. Some new faculty members look to online teaching as a way of gaining time to do research or as a means to show student numbers. If one chooses this option to gain time for other activities the teaching will likely suffer. Pay attention to providing clear details on your course, making adjustments as needed throughout the course, and maintaining student attention.

Teaching large numbers online provides its own set of challenges. The amount of time it takes to provide feedback on student work can easily consume the work week. Because students expect feedback there is more demand on the instructor to provide feedback. Those faculty members who do not provide feedback that is timely, responsive, and consistent will likely experience problems with students and low student evaluations.

*Major contextual issues to consider.* For tenure, online teaching has implications as one's teaching evaluations from online courses may be lower than those obtained from classroom-based courses or the number of online evaluations may be lower than those gathered from F2F courses. The low ratings may be based on an online course that was confusing in terms of site navigations, inadequate orientation to the course, too complicated a set of tasks, or inadequate instructor feedback. Reduced numbers of evaluations can be addressed by providing a long enough time window on the course management system for students to respond, as well as several email and online reminders.

Student expectations from online courses include one-on-one attention and prompt feedback. Much of the efficiencies of classroom instruction that featured observation, feedback, and immediate adjustments, are reduced in online instruction. There are mechanisms online to provide observation, such as 2-way video conferencing, but the camera is sometimes focused on one person when in person the instructor has a full field of vision while at the same time listening to the comments of one student. Immediate classroom feedback can be somewhat duplicated online as long as the instructor is online or watches email on a constant basis. Ongoing feedback online or through email requires that the instructor read these postings.

Online teaching is similar to driving to a remote site and working with a cohort group. In both cases, one has to be part instructor, part advisor, and part admissions officer. In both cases, the faculty member is facilitating both instruction and administration on a one-to-one basis. Students' ability to access the site may vary, so one has to decide on the lowest denominator in terms of access. Students' familiarity with the site or the learning environment may be an issue. Having a F2F or a media orientation session can help where the website and online system features can be demonstrated. If possible try to give students immediate practice in accessing the site and exploring the site features, as well as posting work. The other immediate advantage, of course, is having students and instructor meet each other.

## Designing Issues

*Who are the students?* It is important to self-critique the reasons for teaching online to make sure you are teaching for the right reasons. Are you teaching online to benefit the students or you? Another category of concerns is design issues, which if addressed will contribute to a greater chance of success of teaching at a distance. Most instructors think of the content first, but ask a different question first. Who are the students? Do you have a generally homogeneous group of ages and academic program or do you have a mix of two or more different groups? Do you have a mix of students from different programs, such as those who might be taking your course for common core purposes? The more varied the student group in terms of academic programs, the greater the challenge to meet students' academic needs. Knowledge about students informs your course decisions and alleviates many problems with student reactions. For me a great deal of teaching involves learning about my students, something that is done before, during, and after a course delivery.

*What are the learning outcomes?* What do students need to learn? What do students know or should know before arriving to your course? What should they know that will help them in subsequent courses required in a program? Such questions are critical for the success of online programs. Make a list of these outcomes. Are the outcomes knowledge outcomes, or what will students know from your course? Are the outcomes skill outcomes, or what students will be able to do? Sometimes outcomes are specified in terms of how students apply this knowledge and skills. Does your course require students' social skills or valuing and appreciating? Many courses may contain high cognitive level outcomes, such as problem solving and critical thinking. Your learning outcomes may likely involve a mix of knowledge, skills, and affective learning.

*What are the teaching activities?* What does it mean for students to achieve those outcomes and how you assist the students to learn those outcomes? Now you are making decisions about teaching and assessment. Online learning typically reflects how we teach in person. Student activity can be both instruction and assessment, as with the case of. Or your view of teaching may embrace the notion that one teaches first, and then assesses. Taking either stance or a mix of both has implications for teaching online. Record on paper what you do in the course as an instructor and what students do. Use a 2-column table to list instructor and student activity across the course sessions. Such a table shows you how distributed class activity is and how learner-centered or teacher-centered you are. This realization will become important as you consider how this sequence of instructor-student activity is distributed across the class schedule online.

<b>Instructor Activity</b>	<b>Student Activity</b>
Shows video clip depicting problem	Students watch
Prompt groups to address problem	Student activity
Listen to debriefing, commenting when necessary, prompting whole class	Report back to class
Presentation	
	Student activity experiencing content from presentation
Break (respond to individual questions)	Break

### **Teaching Issues**

*How will you orient students?* Given that students don't have the same access to instructors they are used to with F2F classes and personal office visits, paying attention to students becomes an important consideration with online teaching. Scheduling an orientation meeting can be helpful to address many administrative and procedural issues of the online environment. This discussion will help students understand what to expect. If your enrollment is over some distance then you'll need to orient students in other ways. One would be a video tour or some software that captures computer input so students can see where features are. Sometimes email or a special orientation web page can provide an orientation. Try to find out the extent to which your course may be the first online course for some students.

*How will you communicate and pay attention?* After briefing and orienting participants to the online environment, the next issue to think about is how are you going to pay attention to students? With online delivery you have real-time communication (synchronous activity) options and delayed communication (asynchronous activity) options. Real time communication options include video and audio or audio alone, plus the use of text chats. Delayed communication options where the instructor and students post at times convenient to them include web board postings and replies, blogs, wiki's, and email.

*How will you engage students in activity?* Many of the options for communication provide technological means for student activity. For example, web chats provide a discussion forum in which individual

students or groups of students listen and/or comment on issues and student work. Web board conferences enable students to post work based on tasks or groups. Work can be critiqued and questions answered within specific conferences tied to topics or tasks. These activity structures require structure and guidelines for them to function well. Students may take on specific roles within these activity structures much like cooperative learning groups in a classroom.

*How will you assess student learning?* Providing tasks that are relevant and doable online also need the same features as F2F tasks including structure, clear instructions, and criteria for performance. If the performance requires right/wrong answers then student work should be available only to the instructor. If the activity allows for a range of performance then it is beneficial for the entire class to see what students submit. As with F2F tasks feedback from the instructor needs to be prompt, consistent, and constructive. Also, peers can provide critiques and feedback in addition to the instructor, a benefit of online learning. Don't totally offload feedback to peers, as students still need to know how they are doing overall in the course as well as specific assignments.

*How will you evaluate your teaching?* These communication channels become important for you as the instructor, as they give you feedback on student reactions to your instruction and what adjustments you need to make. This self-assessment of your teaching, or what is known as formative evaluation, needs feedback from students. Ask them for feedback. Make it a standard feature to ask students to comment on tasks and requirements, and prompt them to suggest ways on how the activities and course can be improved. Extend this ongoing self-appraisal to the end-of-course evaluations, or what is referred to as summative evaluation. Supplement what your institution may require with your own instructor/student-developed source of feedback, which you can learn from and share with students in future deliveries of your course. This information can be very helpful if you choose to study your teaching providing valuable data and another source of evidence for specific research questions you may have developed for this research. This may require that you systematically collect student feedback from online postings or email communications.

## Succeeding at Teaching

Many issues that impact tenure-track faculty members can be traced to difficulties in teaching. While not publishing is a major issue for new faculty, short-comings in research can also be traced to the time and demands required to be successful at teaching. How one views teaching, students and one's role as an instructor will show up in the classroom, student evaluations, peer review letters, and how one personally feels and thinks about one's performance as a college instructor.

### **View of Teaching**

*Work responsibilities.* Before being hired it is important that the faculty candidate and hiring committees are clear on the expectations for new faculty members. Some new faculty members view their teaching responsibilities as secondary to their research interests. This can be a problem for faculty who are hired with the expectations that their teaching and research are given equal weight in promotion decisions. Giving teaching a low priority will come through in the classroom and eventually be recorded on student evaluations. The ripple effect continues to peer review letters, which report low teaching ratings.

*Mentoring.* Some programs may have formal mentoring assistance in place, such as workshops, pairing with a senior faculty member, mid-tenure review, the annual reviews. Numerous informal opportunities exist for mentoring. One approach is to ask peers to observe one's teaching. This involves a certain amount of risk-taking, which can be reduced by asking those you trust to give you constructive feedback. New faculty can meet monthly in brown bag lunches to discuss common concerns. Other professional development activities such as technology integration can support the mentoring of new faculty.

Mentoring has to be authentic for it to be effective. Otherwise, the formal and non-formal mentoring activities will just be a set of activities. Programs cannot afford to hire the wrong people, those who don't like research, don't want to improve their teaching, and blame others for their failures. I have heard the comment "but I wasn't mentored," which suggests that this person is blaming others for one's deficiencies. The faculty member of the future is being hired right now and that person must be willing to take charge of one's own future as well as helping peers during the probationary period, and mentoring future faculty members.

My point here is that mentoring is a good thing. Look for it in your program and institution. But don't count on the formal mentoring activities to be adequate or sufficient for your needs. Mentoring requires a proactive

stance. Ask others for advice and work with those who are willing to be honest with you on your progress. Talk with faculty members who have recently been tenured. Despite what faculty members in those programs should be doing to develop colleagues, they are not required to. To expect that mentoring will happen without taking concrete steps on your part is to invite the “I wasn’t mentored” excuse.

*View of students.* In teaching, a simple truth is that it helps if you like students. The first self-check in this chapter asked you to self-assess your “view of students” as a starting point in talking about teaching. If your view of students is negative, then you have a deficit view of students and you will always see them as “problems.” While there are always students who present unique challenges to a college instructor, a positive view of students will help you in the long run. You’ll invite conversation. You’ll seek out student feedback and you’ll want to know why that student didn’t hand in that work or didn’t show up for class. Any mix of issues with your workload responsibilities, your success, and your view of students will impact the next step, the design of courses.

### **Course Design**

*Clear learning outcomes.* Using a systematic course development process, which was discussed earlier, helps you to keep important teaching and learning issues in front of you. One teaching question asked you: “What is to be learned?” If you are unclear on learning outcomes, then your teaching will be misinformed and muddled.

*Matching outcomes with teaching.* Learning outcomes that are appropriate for the program, the scope of the course, and the range of learners can then be matched up with appropriate teaching and assessment decisions. Look for a possible mismatch of learning outcomes with instruction. This match is not always achieved with a new online course. Ask students for feedback on a task, activity, and assessment. Have them invest their reactions into your course development and use this data to inform your teaching decisions and revisions.

### **Course Implementation**

*Task complexity and time requirements.* Being clear about learning tasks is an ongoing challenge. Experience in teaching a course gives you a good idea of what students can accomplish, as well as the complexity and time requirements to complete specific tasks. You will learn how much instruction is needed to give students foundational knowledge, how much practice is needed to apply this knowledge, and the type of feedback they need. Experienced instructors build their knowledge of teaching faster when they solicit feedback from students.

*Feedback.* Student feedback must be prompt, consistent, and constructive. Feedback should be a two-way street. Give students feedback. Ask them for feedback on a regular basis. Your ability to learn from students will contribute to positive teaching experiences.

*Student access.* Being continually unavailable will lead to the reputation that you “are never in” or “never answers email.” This non-responsiveness can lead to problems in student enrollments, student evaluations, and the extent to which some students, such as graduate students, will want to work with you.

*Being too strict – Being too lenient.* Strictness and leniency seem to emanate from how you view teaching. Consistency will take time to develop. Clear communication about tasks, procedures, due dates, and other expectations can reduce a lot of problems. However, these problems do occur. Repeat occurrences sometimes require a change in task or a policy to be put into place.

*Not being organized.* Professors seem to have this image of the messy office and not being able to find anything because they are intellectually somewhere else. Students want their professors to be organized. Students prefer to visit an office for assistance. Not being organized means you can’t find student work. “Not being organized” is not an attribute for good teaching.

*Not growing as a teacher.* It’s helpful if you want to become a better teacher. This shows up in the classroom when you ask students for feedback and when you share your teaching research or professional development activities you have attended. Modeling good teaching includes demonstrating that you want to develop as a teacher.

### **Six Things to Do to Improve Your Teaching**

- Be clear about learning tasks and how students are assessed
- Respond to student email promptly
- Write prompt, consistent, and constructive feedback on student work
- Learn from students and make adjustments during the teaching
- Be enthusiastic about content and teaching that content
- Desire to grow as a teacher

## **Tool: Teaching Checklist**

*Here is a question checklist, which serves to summarize the important points made above about teaching.*

### **View of Teaching**

- Are your teaching responsibilities clearly spelled out in your hiring letter?
- Have you asked about mentoring opportunities and have you asked for assistance from others?
- Do you view students as problems or opportunities?

### **Course Design**

- Are you clear about student learning outcomes?
- Do your decisions about teaching and assessment line up with outcomes?

### **Course Implementation**

- Are your learning tasks appropriate to the content and to the students?
- Do you give students adequate time to complete tasks?
- Do you give students feedback? Do you solicit feedback from students?
- Can students find you? Are you available to talk with students? Do you answer your email in 24 hours or less?
- Are you organized with student work and teaching materials?
- Are you growing as a teacher? Do you want to get better at the teaching enterprise?

## Thinking About Three Teaching Ideas

### Idea #1: How Should We Spend Our Day?

George Wood (1999) in *A Time to Learn* wrote about how educators and students spend the public school day. The book describes new ways to think about school time and activities, and the roles of teachers, students, and parents. How we structure the school day sets the structure and the boundaries for what students learn.

Wood asks “How should we spend our day?” can be modified for the college setting in terms of “How shall we spend the class session?” Idea #1 prompts you to stand back and look at the big picture. The response, according to Wood is “Less is More.” Thinking about “one less thing to do” forces you to self-evaluate the worth of what you are doing and what you are asking students to do. “Less is more” applies as well to the scope of content. Perhaps more time spent on less content is more worthwhile than a superficial treatment of a lot of content. Ask yourself: “If I get rid of this, will I be compromising the course in some way?”

This question can be applied in two ways. First, how will you spend time with your students in classrooms or online? Second, how should I spend my faculty week? How will I spend this semester? How will I spend my year (9-month or 12-month)? Below are some benefits to thinking about this idea that “less is more”:

How shall we spend our day?	Less is More
Less content	Deeper understanding of other content
Less teacher activity	More student activity
One less activity	More time for other activities
One less activity	More time for meaningful discussion
One less requirement	Easier to assess other requirements
Reduced time for in-class activity	More focused student activity
Change in plans	More responsive to student needs

**Idea #2: Learning From Students**

Look back on what you wrote to the question “What is good teaching?” What words did you use to describe students? If your labels consisted of positive words, then it is possible that you learn *from* students. In what ways might you learn from students?

*Model life-long learning.* At the beginning of most of my courses, I admit to students that it is probably not the case that all of them will love the content matter as much as I do, but I don’t expect them to learn anything well if I’m not excited about the course. Not all of our courses can be our first loves, but there’s no reason to look any further than our own motivation if we wonder why students are not excited about the course. Most students appreciate instructor enthusiasm. I once attended a post-graduate seminar where a chemistry professor who was leading the event openly wept for our situation at being done with a graduate program and now at the beginning of a college career. I remember him saying “It’s the best life ever.” His enthusiasm was contagious.

*Be enthusiastic.* Enthusiasm can take many forms. Learning to use one’s voice is a tremendous skill. Prior to college teaching I was a radio announcer and a video producer, and my media experiences greatly contributed to my success as a college instructor. I like to walk around the classroom, and I look for classrooms, which are large enough for me to “dance” or move around in. I like to use nonverbal communications, such as gestures, facial changes, as well as physical movement. Partly such movement allows me to keep students engaged and paying attention, but it’s also due for how I am physically expressing my view of the topic. I also shift my vocal delivery, my pitch, my pacing, and pause to gain student attention.

Enthusiasm also necessitates some risk-taking. If you’re asking students to take risks you should, too. Complete the tasks alongside your students and compare your work. This may not make sense for all courses. Life-long learning requires risk-taking. You can demonstrate what your self-directed learning plan is. You can admit to making mistakes and not paying attention as well as you should be. Instructors are human, too. However, one can take this apologetic approach too far. I remember an instructor who described herself as “disorganized but fair.” I don’t think students want to see their instructors as disorganized, because they know this might have implications for them. Students don’t see that fairness cancels out bad habits. Honesty is generally a good idea, but in this case it would be better to demonstrate one’s good teaching habits rather than one’s failings.

*Invite student feedback on your teaching.* I read a lot of statements from education students that they consider themselves as “learner-centered.” I ask them to explain what they mean and how does this happen? One feature of student-centeredness is to “invite student feedback.” Ask students to comment weekly on course features. Find out what’s going on in their lives and what’s due that week or what’s on their minds? Remind students that their feedback is valued and specify how this feedback can be achieved, such as F2F questions in class, after class, office hours, on end-of-the-class notes, and in email. If the class size is not too large, consider using some of your weekly activities as time for one-on-one conferences to learn about student concerns with the course as well as performance on specific tasks. In addition to whatever course evaluations may be required, develop your own course evaluations and find out what students thought of their learning and your teaching.

*Involve students in teaching and research-provide opportunities for students.* This recommendation applies to both undergraduate and graduate students. I look for potential co-instructors from students who have already taken the course and can provide a student perspective. Co-teaching requires time to design the course but also in weekly meetings to confer on who does what and what changes to make. Co-teaching can also set the stage for teacher research and allow the student to step out front on conference paper writing and presentations. These activities provide graduate students with the scaffolding needed to conduct their own research, either alone or with the faculty member.

*Keep track of graduates.* Alumni are worth more than targets for the development office. Co-teaching and co-authoring can continue with collaboration on work important for the agendas of both individuals. Using email and social networking sites one can stay in touch with graduates and share with current students what alumni are doing, their experiences with the course at hand, but also that getting a job is possible.

To summarize:

- Model life-long learning for students.
- Demonstrate enthusiasm for your content.
- Invite student feedback on your teaching: prior, during, and after course delivery.
- Involve one or more students in your teaching and your research. Provide opportunities for students to conduct their own projects and research.
- Keep track of graduates.

**Idea #3: The “T” in Technology Stands for Teaching**

The tile for Idea #3 characterizes my position on how to think about teaching and technology. Technology is a teaching decision. So the question you should ask is “How might technology help students to learn?”

However, faculty members resist technology and for some good reasons. These reasons include one or more of the following:

- Technology requires too much time that I don’t have.
- I don’t think my class is best taught online.
- I’ve never used it. Why should I use it now?
- Technology is the last thing I think about.

Let’s take some of the negative reasons why faculty choose not to use technology.

*“Technology requires time I don’t have.”* Faculty time is constrained by having to wear many hats during the week, having too many commitments, making bad decisions on the use of time, and not scheduling in slack time. Time is a valid issue, but a lot of issues are wrapped up in this reason for not using technology. While it still remains good advice to go slow on innovation in course development for tenure track faculty, the reality of today’s academic programs are the pressure for tuition-paying student numbers and the expectations from traditional and non-traditional students for online courses and programs. Technology use, of course, is not restricted to online delivery but many students and administrators think about technology in this way – as a delivery mode for teaching.

Some faculty members hide behind technology-as-delivery as a means to gain time for other activities. Asynchronous online courses means one doesn’t have to teach at a particular time and can schedule course attention for more convenient times, much as students can do. It is easy for faculty members to treat teaching as less than a top priority. The result will almost surely produce low student ratings, which has serious implications for annual peer reviews. Technology in this case is teacher-centered with student learning becoming secondary priorities. As many instructors have discovered, online teaching requires development time. One of the values of the technology option is that it forces you to re-think the course outcomes and features. Teaching online requires paying attention to students in new ways and students expect prompt and individualized responses. Rather than buying time, a faculty member has, instead,

contracted for higher student expectations and if these expectations are not met, one can expect low student ratings.

So, in terms of the “time” issue, I would suggest that one be clear as to why one turns to technology and are these reasons supportive for long-term success? If they are, look for institutional professional development opportunities to learn skills and apply these skills to enhancing courses. Having specific courses to apply these skills is paramount to leveraging this professional development time. Another suggestion is to target only one course per semester for major changes and innovation.

*“My class is not suitable for online.”* Faculty who say that their course may not be appropriate for online delivery or technology use may be right. Looking at new delivery options and technology use in the classroom must be keyed to learning outcomes and supporting ways to assist students to achieve those outcomes. The teaching decision table in which teaching and technology decisions were paired up can help you to visually think through new options. Looking at a match between teaching strategies, in which technology is used, and learning outcomes is an instructional design issue. What is the nature of the full range of the content to be learned? The answer to this question provides the basis for looking at technology options. Does the technology help students to learn one or more outcomes in ways that are different or better than before? Another important question that professional development or self-directed learning can help you with is studying the attributes of a particular technology and taking advantage of one or more of these attributes.

*“I’ve never used technology. Why should I use it now?”* The first two reasons for using technology involving time and inappropriate match to a course may be valid reasons for not using technology. Reasons 3 and 4 are not valid reasons. They include: “I’ve never used technology. Why should I use it now?” and “Technology is the last thing I think about. Some faculty members are technology-averse and may still resist email and word-processing. No amount of logic or rationale will make a difference. This is not the stance for tenure-track faculty members, however, and although this statement may be connected to time demands, the reality for new faculty members is that technology is now a normal part of faculty life, a part of the life of their students, and a part of the world we all live in.

*“Technology is the last think I think about.”* Not thinking about technology indicates that a faculty member views technology as not being a teaching decision but something else. The previous excuse may be connected to this one and indicates very personalized views of teaching, curriculum, and the role of the faculty member in courses and advising

students. Technology is no longer considered an add-on issue, but some college instructors still think of technology as an issue outside of teaching. What these instructors may be saying is that technology is making teaching harder and/or adding more to teaching as a job responsibility. However, the potentials for technology and media prompt one to think about revising learning outcomes, assessment, and teaching options. Thus, technology becomes a means to examine one's teaching.

### **TOOL: Technology Management, Use, and Learning Guidelines**

*Here are some ideas on how to manage one's time with technology, whether technology is appropriate, and how to learn about technology use in teaching.*

#### **Time Management Guidelines**

- Start slow.
- Innovate one course at a time
- Don't underestimate the planning time for online and in-class technology development.
- Involve students to help you.

#### **Appropriate Use Guidelines**

- The technology should help your teaching and help your students to learn.
- Take advantage of the attributes of the technology.
- The technology should provide an opportunity you did not have before.

#### **Technology Learning Guidelines**

- Read up on technological developments.
- Read up on how technology is being used by others in your content area.
- Create your own self-directed learning plan.
- Take advantage of professional development opportunities.
- Document technology use and innovation and disseminate what you learn.

## Tenure Strategies for Teaching

### Designing Courses

- Be clear as to your teaching decisions. Clarity should be based on a clear understanding of what you want students to learn (outcomes). List learning outcomes and decide on what students will do to achieve these outcomes (assessment). How will you help students to learn (teaching)? See the Tool suggestion at the end of this section.
- In-class activities should be addressed in the course assessment plan.
- Develop syllabi and compare them across the semester's calendar. See what you are doing to yourself across each of the weeks. Watch out for weeks where student work on major projects is arriving at the same time.
- Syllabi should not be too long (2-3 pages). Off-load details into individual task sheets. Prepare syllabi in advance so you can send them to prospective students.
- Syllabi should be clear about learning outcomes and how students will be assessed and how grades are calculated.
- Check, too, for possible conflicts in conference dates other days when you may have to be absent from the classroom.
- Don't implement radical innovations in more than one course each semester.
- As you get closer to tenure, rely on what you did last year and minimize implementation of major changes. Make adjustments in terms of who your students are and the context of the setting, but rely on an existing course design.
- If you are going to conduct research on your teaching and disseminate it, get IRB approval before the semester begins.
- Always think about technology use as a teaching decision. Technology use may be an important teaching evaluation category.
- Beware of thinking that teaching will be easier teaching in online course.

**TOOL: Clear Teaching Decisions**

*Here is the teaching decisions table again in which you (a) identify learning outcomes, (b) match those outcomes with appropriate assessment tools, and (c) list teacher and student activity. Here you can record teaching and technology decisions.*

Course name/number:	
Day/time:	
Students: who are your students?	
<b>List learning outcomes – what will students learn?</b>	<b>How will you assess this learning? Identify assessment for each outcome</b>
1.	
2.	
3.	
4.	
5.	
<b>How will you help students to learn? (teaching and technology)</b>	
What will you do?	What will students do?
W1 (1/wk, 2/wk, 3/wk sessions)	
W2	
W3	
W15	

## Teaching Courses

- **MOST IMPORTANT:** Don't get behind on responding to students or commenting on student work. Your teaching evaluations will reflect this.
- On the days you are teaching, try to keep your mind on teaching. Try not to get mentally side-tracked with meetings just prior to teaching.
- Communicate consequences for late work.
- At mid-course have students refer to the syllabus and remind them about the assessment plan.
- Develop a schedule where teaching occurs: preparation, teaching, review of student work. Where in the week does this occur?
- Try not to let teaching responsibilities consume the entire week.
- Realize that teaching is front-end loaded and back-end loaded. Getting the course off to a strong start requires detailed preparation on your part and probably the most careful presentations and student tasks. As students understand the nature of learning tasks and your policies, they can become more self-directed.
- You may not need a presentation or lecture for each class session, but I have found that presentation software enables you to structure the class session in some logical order. The file also becomes a file to post for those who need review or for those who miss the course.
- Presentation files for class use differ from files you post as class summaries. You may want to remove visuals from the summary files, owing to the size of the files that students may want to download.
- Try to finish up the semester as far as teaching is concerned. This means conducting student evaluations, commenting on student work, and submitting grades. The faster you can close down a course, the more time you will have in December and May to turn to writing projects before the holidays and the summer schedules kick in.
- An important step in commenting on student work is summarizing what you saw in their work. Report this summary to the class. This summary provides a review but also a way to address conceptual or procedural problems students may be having. Another value is that students see different ways of responding to the task, particularly in process courses where there is no one right or wrong answer.

- Continue to learn about your students during the semester. This involves more than asking questions at the beginning, but during the semester and from the work they submit.
- Ask students their reaction to the learning tasks you have asked them to perform. Ask students about their progress in the course.
- Students need structure. Students also need variety. Look for ways to provide both.
- Create a pile structure in your office so you know where your course materials are. This pile structure may consist of a 3-ring notebook or a set of file folders.

### **Revising Courses**

- Make notes on your presentation handout on what you did or what you should do next time you teach this course.
- Try to revise your syllabus for the next delivery before the next semester begins, so that you have something to refer to when you begin planning for teaching this course in the next year.
- Keeping copies of student work may be useful for the next delivery of the course in terms of examples, as well as data for analysis.

### **Documenting Teaching**

- Document course development with a 3-ring notebook and CD archive.
- Document student work and student feedback.
- Document innovations in teaching
- Document study and research of one's teaching
- Document dissemination of one's teaching

**TOOL: Teaching Materials Management**

*Consider developing the following materials to help you to manage your teaching materials.*

- **3-ring notebook:** syllabus, learning tasks, 15 tabs, one for each week of the semester. As you complete each week, insert into that week's tab your presentation materials, activities, handouts, email notes.
- **CD or flash drive:** include presentations, handouts, learning tasks, movies for possible use in the classroom. Try to load files onto classroom-based presentation stations before class begins. Try out any movies or unique software files. Try out presentation files to see that images and text appear and that media files run.
- **Colored File Folder 1:** labeled ADMINISTRATIVE, includes syllabus, student listing, student evaluations (from end of semester). This file gets inserted into your office's file cabinet.
- **Colored File Folder 2:** labeled with Course number and WEEKLY. Include in this folder only those materials you need for that class. Some of these materials might be from the previous class for the purposes of review. This file simplifies your in-class search of materials, rather than being bothered by paper that has no bearing with your immediate teaching needs. It is a good habit to order the folder materials in the order you will refer to them in class.
- **Colored File Folder 3:** label with Course number and STUDENT WORK. This file includes work to be commented on AND work that is to be returned. On the top of the pile could be your summary of student work.

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- Wood, G. H. (1999). *A time to learn*. New York: Plume/Penguin.

## Resources

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey-Bass.  
*The second book on college teaching I would buy. See the McKeachie title.*
- Burmark, L. (2002). *Visual literacy: Learn to see, see to learn*. Alexandria, VA: Association for Supervision and Curriculum Development.  
*A short 115 page book that provides a good tour of visual literacy basics. Useful when designing your course materials.*
- Carnegie Foundation for the Advancement of Teaching at:  
<http://www.carnegiefoundation.org/>  
*An independent organization supporting K-12 and Teacher Education, Professional and Graduate Education, and Undergraduate Education.*
- Chester, E. (2005). *Getting them to give a damn: How to get your front line to care about your bottom line*. Chicago, IL: Dearborn Trade Publishing.  
*Today's students in high school and college are different from you. This book is about the different ways that "them" view work from "us."*
- Gunter, M. A., Estes, T. H., & Mintz, S. L. (2007). *Instruction: A Models Approach* (5<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.  
*Chapters supplementing the teaching model chapters deal with public school objectives. Matching outcomes-objectives is useful at the college level.*
- Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching* (7<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.  
*Organizes models around different theoretical families. Complements the Gunter text.*
- McKeachie, W. J. (1994). *Teaching tip: Strategies, research, and theory for college and university teachers* (9<sup>th</sup> ed.). Lexington, MA: D. C. Heath and Company.  
*If you were to buy one book on college teaching, this would be it.*
- Nisbett, R. E. (2003). *The geography of thought: How Asians and Westerners think differently ... and why*. New York: Free Press.  
*Another summer book for you to read, like the Chester title above. How we think is not the same across cultures.*
- Peters, T. (1999). *The project 50: Reinventing work: Fifty ways to transform every "task" into a project that matters!* New York: Alfred Knopf.

*Applying the developmental process to business systems. Each time you teach a course you're testing a version or prototype of the course.*

Pink, D. H. (2006). *A whole new mind: Why right-brainers will rule the future* (Revised and expanded). New York: Riverhead Books.

*Useful to understand the value of design in curriculum. You also get a better sense of what learning outcomes might consist of in the near future.*

Restak, R. (2003). *The new brain: How the modern age is rewiring your mind*. Emmaus, PA: Rodale Books.

*Chapters of interest to help you learn more about your students (and yourself) include intelligence, attention deficit disorder, media, music,*

Shambaugh, N. (2007). Using developmental research to evaluate blended teaching in higher education. In *Global Issues in Higher Education* (pp. 1-28). Nova Science Publishers.

*Here is an example of developmental research in which I studied a dozen years of my teaching of a course looking specifically at blended teaching.*

Shambaugh, R. N., & Magliaro, S. G. (1997). *Mastering the possibilities: A systematic approach to instructional design*. Boston, MA: Allyn and Bacon.

*Help newcomers to instructional design (ID) understand the process without forcing them to buy into our ID model. We prompted readers to develop their own ID models and we inserted Learning Beliefs into the ID process.*

Shambaugh, R. N., & Magliaro, S. G. (2007). *Instructional design: A systematic approach to reflective practice*. Boston, MA: Allyn and Bacon.

*This book was written for new teachers. The ID process runs underneath the concerns that new teachers have in designing lessons and units.*

Shulman, L. S. (2004a). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco, CA: Jossey-Bass.

*A convenient resource of Lee Shulman essays. What I like about Shulman articles and this book is that he never preaches. He always suggests a new way of looking at teaching and learning, and makes helpful suggestions.*

Shulman, L. S. (2004b). *Teaching as community property: Essays on higher education*. San Francisco, CA: Jossey-Bass.

*A lot of territory covered in these essays, but highlights are the essays re-examining teaching as scholarship. Another set of books I turn to between semesters to provide encouragement and vision.*

# Advising

## *A Reflection from the Future*

*I found myself writing my dissertation professor and sending her what I call a “teaching reminder.” I wrote about how one of my students had almost pulled out of a teacher education program, and how I had talked to her in the hallway. Along with others’ assistance, this student stayed and graduated from a program. I had just received a card from this student and she commented that the words she remembered from me were “There are students out there who need you.” I also sent my advisor a picture of this student and me at graduation. It occurred to me that this was an example of emergency advising. I didn’t know this student in the beginning, but I trusted my instincts. After sending the email I realized that I was mentoring her with a reminder about what’s important in the long run, that advising, mentoring, and teaching was what got us here in the first place, and that we needed to keep those activities in play, somehow.*

### **Advising as Faculty Activity**

Advising shares similar features as coaching and mentoring, and can be regarded as a form of teaching. I include advising as a separate section in this book, because the advising of students at both the undergraduate and graduate levels constitutes a unique form of faculty activity and demands on your time and attention.

### **Advising as Human Inquiry**

This section suggests one way to organize graduate student activity and your advising. The idea of human inquiry suggests a structure to organize your advising across a broader range of graduate student activity than a conventional program of study. However, this structure more closely matches the full range of faculty activity.

### **Advising Students’ Research**

Research is increasingly a feature in some undergraduate curriculums. Graduate level programs also include research at the master’s and doctoral level. How do we help students identify a research topic and to formulate a study? First, I discuss the attitudes needed by students before beginning a study. Second, I write about different settings for research, included funded projects, classroom-based projects, and teaching. Third, I provide a pragmatic tool for unpacking an educational research topic for an undergraduate research study, a master’s thesis, or a doctoral dissertation.

### **Managing Advising**

This section discusses ways on managing advising time, student email, student progress, and managing advising at a distance.

### **Mentoring Students and Faculty**

Mentoring is discussed for undergraduates, graduate students, and peers, including the mentoring of one's mentor.

### **Tenure Strategies for Advising**

Suggestions are listed for advising undergraduates and graduate students. I suggest three advising summary forms that might be helpful: (1) individual student contact information and benchmark completion dates, (2) an annual review of student progress, and (3) student research interests.

## Advising as Faculty Activity

Advising occurs at all levels of higher education. Undergraduate advising involves large number of students and typically consists of helping individual students take the classes they need to graduate. These classes usually involve a core curriculum plus the specialized courses of a student's major. Advising usually occurs at the beginning of the semester to deal with schedule conflicts and other issues. Advising also occurs at mid-semester to generate a list of courses to take the next semester. Undergraduate advising also occurs in the summer months when new freshman are on campus obtaining their first semester class schedule. There is, of course, the non-scheduled category of undergraduate advising that involves individual issues, which can require significant faculty time to address and resolve.

New faculty members do not chair graduate students' committees for at least a year and maybe more, depending on program policies. Advising requires knowledge of programs and policies. New faculty members need at least a year to get a sense for their responsibilities and a feel for the academic year. The time required to move students through a master's thesis or a doctoral dissertation will typically last several years. The challenge is that time is not yours to schedule, as it is the students' responsibility to make progress but they don't always do so on your timeline.

I have learned that no one advising strategy works for all students. Given the nature of master's or doctoral work, it seemed to me as a new faculty member that advisees would proceed along a path by completing each stage much like I did. However, I discovered that students regarded and understood each step in a graduate program differently and took different lengths of time to complete each step. Advising, I learned, required unique strategies and tools different from teaching. Both required "paying attention" but advising required different forms of attention that varied considerably across individuals.

For a new faculty member advising is a new and unique activity, something not usually discussed or addressed in a graduate program. The next section describes a broader framework for graduate work than just a program of study, taking courses, and doing a dissertation or thesis.

## Advising as Human Inquiry

One advising tool that might help some graduate students and advisors is what I call a Program of Human Inquiry (Shambaugh, 2000a). This tool might be useful in innovative undergraduate programs (see Pope, 2000). The human inquiry structure was used to organize my doctoral program portfolio. I cross-referenced this portfolio by a list of competencies, which were the required criteria in the program. However, I believed that there was more to a doctoral program than developing skills, as outlined by the competencies, and that the duties and performance of a faculty member was more than about what one could “do.” My idea of what performance was about involved not only “doing,” but “being human.” At the doctoral level the distinguishing character of the program is its enabling of individuals to understand what it means to generate new knowledge, the perspectives of this knowledge-generation and validation, and the application of this knowledge. To provide a structure for this broader view of a doctoral program, I developed a Program of Human Inquiry.

### **Human Inquiry as an Advising Structure**

I was surprised to discover that over time this structure that emanated out of graduate school in response to graduate programs has become one possible approach to advising. The approach so far has worked well for those students who have been 110% ready for doctoral work and couldn’t wait to soak up everything they heard or read. Not everyone is of this persuasion in a doctoral program. One of my first advisees broke out in tears when she read an article I had written about it (Shambaugh, 2000). To a newcomer the Program can look daunting and overwhelming in the beginning. I’ve learned to put it in front of a student when I believe that person is ready for it.

The Program is based on the idea that teaching and learning is an integrated human activity. As such, the full range of what it means to be human in a discipline needs to address human skills and human sensibilities. Most graduate programs are structured by competencies, especially those governed by accreditation agencies. However, I suggest that much of what it means to be a faculty member is not addressed in academic programs, such as teaching or advising/mentoring and building relationships. Competencies alone are insufficient to characterize the full range of capabilities needed for the new faculty member (Garrison, 1998).

The Program of Human Inquiry includes four categories of concern for students and advisors. These categories include: a student’s experience and experiences, a traditional program of study, multiple avenues of

inquiry, and a matrix matching program and individual values with student experiences.

### **Category 1 – Experience and Experiences**

Category 1 documents a student's prior work experiences and living experiences, and finds ways to share this information with all participants in a program. Most programs could do more to acknowledge what students already know. This background could be made public so that everyone was aware of the varied expertise in the program. A building contractor depends on a crew having particular skills so that each stage of house building is accomplished. A contractor would never assemble a crew without a clear awareness of what one person could do as well as that person's attitude and view of the work. Even those who are apprentices are given work of increasing responsibility and are expected to contribute and share the work.

*Starting points.* Program activities, such as graduate student meetings or seminars, can also find out what students are interested in and their aspirations, along with honest statements of what they don't know and what they want to know more about. The most simple tool is the KWL chart (Ogle, 1986) used in public schools where an advisor finds out what students **K**now, what they **W**ant to know, and documents what they come to **L**earn. This KWL chart is modified at the end of this chapter to help new graduate students record on paper what they need to learn and where they want to go. Use it to help you gain a better sense of your new advisees.

*Two-way programs.* Academic programs, which are linear by design, should be reciprocal. Students should *receive* good educational experiences that are coherent meaning that experiences and requirements are good models of learning a discipline, are reasonable, and are responsive to student needs. Students should also *give back* to the program some of the newly developed skills and experiences so that other faculty and students to build on.

This first category to a Program of Human Inquiry provides a starting point to document the ongoing development of the participants, students, staff, and faculty. This reciprocal idea of "receive-give back" is a value-statement for an academic unit. Category 4 provides an end-point to document the extent to which students and faculty "live" what they profess. The first category, then, is a "whattaya know?" opportunity to learn and leverage the collective wisdom of staff, faculty, and students. It's an easy category to address but it's too obvious to think about. We have experience with this habit. We forget that students come into the classroom with "doing" and "being" capabilities.

## Category 2 – Program of Study

Category 2 provides the traditional program of study documentation of one's graduate program and serves as a placeholder for whatever a college, school, or department requires as a contract between a student and a doctoral committee. A master's program of study usually comprises courses and a capstone experience of some kind, such as a project, practicum, or a thesis. Typical components in a doctoral program may include common core courses, research core, specialization area(s) and any minor areas. The Program of Study may include a timetable and by extension any procedures and policies used to move a student through a program. Policies for committee formation are also included here.

## Category 3 – Avenues of Inquiry

Category 3 provides the largest range of possibilities for a student. Avenues suggest multiple roads along which a student might travel. Each student favors the choice of some roads over others. The value to this idea is that multiple roads are needed to gain a full grasp of what it means to practice with the degree.

*Coursework.* Think of your course *as* inquiry guided by research questions. An over-arching question is to think about your course as a form of literacy. The broad research question for your course then becomes something like: "What does it mean to be literate in a particular course of study?" See Shambaugh (2000b) for an elaboration of this definition of literacy. Using research questions positions your course as a semester of inquiry. Most of the questions would be ones that identify learning outcomes, but at least one might involve a new teaching approach, such as "How was problem-based learning used in an arts appreciation course?" Undergraduate programs which embrace research or inquiry can develop courses organized by research questions. In this way, courses are being used to model an inquiry stance.

*Teaching and research.* Twin avenues of inquiry involve teaching and research. Graduates would become successful as new faculty members if they had teaching *and* research experience. In most cases research experiences are individually negotiated, but this depends somewhat on the traditions of a program. In many academic fields the research of the graduate student supports the research of the faculty member. Many dissertations become time-sinks for advisors and students, if they don't have any experience with research. Qualitative dissertations, given their complexity and time requirements, require actual practice in formulating, framing, and conducting before the dissertation stage. With any type of research method having some actual research practice aids the student and

advisor immensely, otherwise you as advisor will spend a great deal of time discussing the selection and framing of a research study, in addition to data collection and analysis. This practice can be a master's thesis or project, as well as course-based research.

Graduate teaching experience goes a long way to helping a graduate secure a faculty position. Knowing how to develop courses, design learning tasks, and assess student learning reduces the stress and anxiety of new faculty members in their first years. Without these experiences, the act of teaching becomes rather daunting and even two courses can easily overwhelm a newcomer.

Both teaching and research can inform the other more directly if one conducts research on one's teaching. A graduate student experiences and disseminates findings about teaching. A research agenda for a year-one faculty member becomes more than writing off of one's dissertation. The research agenda provides some momentum in a new position, as it has already been partially established through teacher research. I would recommend that any inquiry from faculty or students also be incorporated in some form of in-house seminars or professional development. In effect, any research activity becomes a teaching opportunity.

*Professional activity.* A related avenue involves participating in professional organizations. Their journals and conferences can provide an outlet for teacher research, or other types of research. Networking with peers increases opportunities for research, for talking about teaching, and for getting involved in interesting projects. Graduate students develop these relationships early in their career with many implications for promotion and tenure, professional development, and publications. This avenue is yet another example of the momentum gained from establishing a wider view of competencies in a graduate program, although some programs require submission to a research journal and/or presentation at a conference.

A value to multiple avenues for inquiry is that students make intentional choices. Some avenues will turn out to be dead-ends, while some will veer off in new directions. An unwritten competency in any graduate program is evidence of serious commitment. The Program of Human Inquiry is designed to give students and advisors a structure for solo, mutual, or collaborative engagement. The Program is ideally designed for students and faculty members who value this direction. As John-Steiner (1997) has written, "the skill and effort needed to give form to one's experience and insight requires commitment, a 'passion for one's task,' and the life-long compulsion to probe the troubling, joyous flow of life" (pp. 67-68).

**Category 4 – Values and Experiences**

Category 4 represents the most controversial component of a Program of Human Inquiry. A matrix or table is suggested that identifies a program’s competencies and human sensibilities, and then provides a space to document the student experiences to meet these department or personal values. Program competencies represent what a program values and could emanate from the mission or a list of principles of an academic unit. Competencies or other human attributes that are missing can be added to this table. Thus, category 4 is designed to highlight what might be missing from a program.

Faculty can agree on competencies. It’s a notion that’s easy to “get a handle on.” Values, on the other hand, are a different matter and agreement can be problematic. However, programs come to be developed partly out of historical politics but also philosophically from the views of the faculty that constitute the program. One can easily frame this issue as its own research question: “What is a program?” Faculty members spend a lot of time whether they know it or not dealing with this question. The Program of Human Inquiry is based on a scholarly notion that “what it means to be human in a particular field of endeavor” should be discussed.

**Tool: Program of Human Inquiry for Advising**

*Summary of a Program of Human Inquiry. Its goal is to better model for students the performances expected of them as a faculty member.*

<i>Experience and Experiences</i>	<i>Avenues of Inquiry</i>
<ul style="list-style-type: none"> <li>• Resume or vita</li> <li>• List performance accomplishments</li> <li>• List work challenges</li> <li>• Future goals</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• Teaching</li> <li>• Research</li> <li>• Practicums</li> <li>• Conference presentations</li> <li>• Publications</li> <li>• Other?</li> </ul>
<i>Program of Study</i>	<i>Values and Experiences</i>
<ul style="list-style-type: none"> <li>• Major</li> <li>• Minor</li> <li>• Research</li> <li>• Specializations</li> <li>• Candidacy examination</li> <li>• Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Matrix of values and experiences (see next page)</li> </ul>

**Tool: Matrix of Values and Experiences**

*This matrix maps what programs value, usually expressed in terms of competencies, student experiences, which are suggested in the other three aspects of the Program of Human Inquiry. Blank rows indicate places where additional competencies or sensibilities can be noted and serve as a means for discussion of what constitutes a program.*

<b>Experience and Performance →</b> Program Competency ↓	<b>Experience</b>	<b>Experience</b>	<b>Experience</b>	<b>Experience</b>
<b>Competency 1:</b>				
<b>Competency 2:</b>				
<b>Competency 3:</b>				
<b>Competency 4:</b>				
<b>Competency 5:</b>				
<b>Others?</b>				
<b>Other values?</b>				

## Advising Students' Research

Some curriculums may have research as a required benchmark in their programs or be integrated in one or more courses. These capstone experiences, which may be conceived as projects or practicums, usually consist of one or more courses designated for that purpose.

New graduate faculty are usually not allowed to chair doctoral level research. It will take a year to figure out program and college/school requirements, and university policies projects, theses or dissertations, as well as the dynamics of committees and the personalities of committee members. A new faculty member needs to participate in some way to get acquainted with research course requirements and the specific department policies and procedures. A new faculty member who has just completed a dissertation needs to understand the research process at a new institution, so it's useful to sit in some program of study, proposal, and defense meetings.

### Settings for Research

*Undergraduate research.* More and more undergraduate programs are requiring research or projects as a culminating experience to complete a degree. These may entail one or more courses in which students receive credit for the project. Requirements for completion will vary widely but will likely include some individual or group presentation. These projects could be connected to a professor's research work, based on an overall theme or event, or may derived from the students' interests. A faculty member, working in tandem with peers, may be structuring and supervising this activity.

*Funded projects.* Some of your funded work may support students in some way and may have been a feature of your funding proposal. It will be your responsibility to supervise these students, so it is important to be clear as to student tasks, deadlines, meetings, and quality of work. You should try to connect the grant work to students' requirements and interests whenever possible. This type of student-project match improves student motivation and quality of work.

*Classroom-projects.* Both undergraduate and graduate courses can be the setting for research, in which you actively model the research process and invite current or past students to assist you. Classroom projects may also be original student work, which may be good enough to publish in journals or presented at a conference. Be looking for ways to support student work and possibly become a joint author on a paper.

*Teaching.* Teacher research provides a setting for you to study your own teaching or work with others who may be teaching other sections of a course. Your teaching can't help but improve when you team-develop courses, particularly multiple section courses. Students receive the same treatment in terms of learning outcomes and task requirements while individual teaching styles and adjustments will be necessary. Both co-teaching and co-developing opens the door to publishing opportunities.

### **Student-Faculty Conditions for Conducting Undergraduate Research**

*Attitudes towards research.* Undergraduates may have images of research as individuals wearing white-coats and working in laboratories, and this may indeed be the setting for some students. However, one of your tasks will be to educate these students on the range of research activities. Through a research project they come to understand how research methods are chosen in terms of how they support inquiry, which is itself framed in terms of either research hypotheses, questions, or objectives. If students can support your research in some way try to include them. In student-initiated projects your involvement and interest will be highly valued by students. Your concern will be reflected on their evaluations of you as a teacher.

*Motivation and practice.* Some programs may require specialized research or projects for completion. Relate the project to student interests and motivation won't be a problem. The process will be new to students, so guidance is needed to help students understand the research process. Periodic and constructive feedback will almost always be necessary to address anxieties, frustrations, and skill development. I suggest dividing up projects into manageable tasks to give new students success. Give them more responsibility along the way. Try to make a connection to these capstone projects in other courses to help prepare students for the skills they will need. This helps to reduce student anxiety about a high-stakes project requirement.

### **Student-Faculty Conditions for Conducting Graduate Research**

*Attitudes towards research.* Some graduate students naturally are drawn to the research enterprise. Others openly express a dislike or fears of conducting research, although they may not have actually conducted any. One could question their motivations for graduate work, as the research competency is key to obtaining a doctoral degree. There are those students who admit they only want to teach at the college level or work in corporate or institutional settings. However, I remind them that the doctoral degree provides a professional license to practice and that these people need to

have the abilities to read and understand research, even if they do not conduct research.

*Motivations to start and to finish research.* Completing a thesis or a dissertation is a unique experience. While all new faculty members have completed this graduate requirement, not all graduate students will manage to do so. We wish that all students finish their programs, but the harsh reality is that not all students will finish. The graduate advising responsibility requires a lot of time to understand student motivations to start, finish, or not-finish a thesis or dissertation.

There is no single way to supervise graduate students, and not all students respond to the same strategies. However, when I was a student I came to believe that there was only one reason why a thesis or dissertation does not get done. And that reason is this: “no work is done on it.” The other extreme is that some graduate students spend too much time on a dissertation fearing that their research is faulty or that their document is no good. Given this simplistic reasoning, I do believe that there are infinite reasons on why no work is done on the thesis or dissertation. Real life is one major reason. Not being organized is another. Not giving top priority to the activity is a third reason. Others are afraid to complete such a project. My advising guidance in terms of prioritizing goes something like this:

- *Priority 1.* The thesis or dissertation must get on your TO-DO list.
- *Priority 2.* The thesis or dissertation must go to the TOP of your TO-DO list.
- *Priority 3.* The thesis or dissertation must become the ONLY task on your TO-DO list.

*New researchers need practice.* Students need practice at learning to become a good college instructor. Likewise, students need practice at doing research. Many graduate students do not have any significant research experiences before undertaking a doctoral dissertation. This is why faculty members love to see a master’s thesis on the student’s vita. Research method courses frequently have students develop a proposal realizing that actually implementing the study becomes difficult as another requirement in the course, but it is important for a student to have conducted a study. Even the smallest research project can have surprisingly complex issues when it comes to framing a study, selecting methods to use, collecting and analyzing data, and mediating the limitations of a study.

*Developing working relationships.* At the graduate level the agendas of both student and professor can overlap more so than at the undergraduate level. The relationship can last for several years. The mentor-mentee relationship can sometimes shift roles when both have

worked together over many years. These working relationships, however, do not always develop. The relationship may likely last only as long as it takes to complete a thesis or dissertation. In any event, a relationship requires time to develop. My recommendation is always to begin carefully, go slowly, and delegate an increasing amount of responsibility. I have experienced problems when I shared too much responsibility, which overwhelmed the student. I only wanted the best for my advisees but not all advisees want to follow your road. I continue to re-learn this lesson.

### **Unpacking An Educational Research Study**

Graduate students in the sciences, business, and engineering may be conducting research that is connected to the work of their advisor. This work may consist of grant funding and many of the study-framing issues are already established by the grant, although a student's project may require more specialized hypotheses or questions. Unpacking a study could involve offshoots of your research, replicating studies, or mining a database.

I supervise educational research by master's and doctoral students, usually culminating in either a master's or a doctoral degree. I also supervise teacher research by master's level students in a five-year teacher education program. For all of these students determining what the study is about is a major advising issue. Some topics emerge from courses while some topics may be based on grant activities. In the case of grants the data are controlled by the Principal Investigator (PI). I have seen many a research topic go astray depending on the timetable of the grant or the relationship between the PI and the student.

*An unpacking strategy.* One of the strategies that I use to help new graduate students think about an educational research study is to present them with three issues that they are trying to juggle in their heads. This approach does not work, of course, for all educational topics. The research usually involves either students, instructors, or administrators and some educational intervention to help participants learn. Public school teachers don't like the clinical connotation of the term "intervention," so I substitute the words "teaching practice" in teacher research projects.

The first question is: Who are the students? These would be the subjects or participants. The second question is: What learning do you want to achieve with these participants? The learning is usually expressed as one or more learning outcomes. The third question is: What set of teaching decisions or strategies will you use? What designed educational artifact or system will you be using? The intention of the intervention is to help your participants to learn one or more outcomes.

Thus, students begin to unpack a study by examining participants, outcomes, and intervention. Changes in one issue may impact the other two issues. However, a student can now frame a research focus in terms of the following general form:

***How does X-strategy help Y-students learn Z-outcomes?***

This strategy has helped master's level students in a teacher education program to frame action research, a form of teacher research, during their teaching internship. These students juggle notions of teaching strategies and how one strategy may be better than the other. However, teaching almost always involves how a blend of teaching strategies helps students to learn so students have to be guided by this reality of teaching. The three-circle visual helps to clarify the selection of a topic, which represents a significant decision hurdle for students in teacher education programs where teacher research is required usually for a master's degree.

Graduate students will benefit from this thinking visual, because it helps to get their thinking down onto paper. Exactly who the participants are is not always clear at the beginning, but this strategy helps the advisee to make some initial decisions. Specifying the learning outcomes or whatever change is being sought also gets specified, at least temporarily. The intervention choice gets addressed early because that's what people tend to focus on early. Contextual details behind the intervention, particularly if the intervention is being tried out in real settings, become clearer in the writing of the research proposal. Many thesis or dissertation proposals lack the detail a committee wants to see. Thinking about these three issues of participants, outcomes, and intervention helps students clarify what their study is about.

As these interconnected issues come into focus, specific research questions can be formulated. For example, for teacher research projects a student might write a broad research question such as the following:

- How does a blend of direct instruction (DI) and cooperative work groups (CWG) help fifth grade students learn algebra concepts?

Specific research questions might examine how this blend of two teaching models helps fifth graders learn specific mathematic concepts:

- How does DI-CWG help students solve linear equations?

- 

How does DI-CWG help students graph data?

H

Many students discuss data sources before they are clear as to what their study is about. With research questions specified, the student can discuss sources to answers these questions. In the example below the data sources for three research questions are identified.

Research Focus and Supporting Question(s)	Data Sources
<p>“In what ways do <u>graphic organizers</u> and <u>concept maps</u> help <u>tenth grade</u> students represent their understanding of <u>ecological principles</u>?”</p> <p>Q1-how do students represent ecological principles?</p> <p><b>Lessons, Journal, Student journals</b></p> <p>Q2-what conceptual challenges do students have?</p> <p><b>Journal, Student journals</b></p> <p>Q3-how do students transfer their understanding of ecological principles to solve ecological problems?</p> <p><b>Ecological Project</b></p>	<p><b>Lesson plans:</b> records teaching</p> <p><b>Journal:</b> records implementation and reflection/revision, action steps</p> <p><b>Student journals:</b> records students’ visual organizers and concept maps</p> <p><b>Ecological Project:</b> student performance</p>

**Tool: Unpacking a Study**

*This table could assist students in formulating an educational research project that looks at how teaching or a product or systems helps students to learn.*

<p>Learners:</p>  <p>Student Learning:</p>  <p>Teaching Strategy, Product, or System:</p>
<p>My Research Focus Question:</p> <ul style="list-style-type: none"> <li>• General Form = “How does <b>X-teaching</b> help <b>Y-students</b> learn <b>Z-outcomes</b>?”</li> </ul>  <p>My Supporting Research Questions:</p>

Supporting Research Questions	Data Source(s) That Answer(s) This Question

## Managing Advising

Advising for undergraduates involves helping students enroll in the courses they need to graduate and dealing with individual issues. Course enrollment advising can be scheduled and takes a significant amount of time but is usually limited to specific periods of the academic semester. These responsibilities need to be included in your personal academic calendar and taken into account when designing courses for that semester as well as scheduling other activities when academic advising is occurring.

Advising for graduate students usually entails a significant commitment at the end of each semester, particularly the spring semester just prior to graduation. It is rare that students defend their thesis or dissertation at the beginning of a semester. Three forms to help you keep track of advising progress (or lack of progress) can be found at the end of this chapter.

I have organized some guidelines that apply to both sets of students in terms of four categories: managing time, managing student email, managing student progress, and managing from a distance.

### Managing Time

*Meeting with students.* How much time each week should you meet with students? This question depends on your weekly schedule and when you choose to meet with students. You could select a day of the week to meet with students and schedule periodic meetings. You could choose to meet with each advisee at regular intervals such as once per semester. As students at dissertation stage may need to increase this scheduling.

How much time should you allocate to office hours? Your academic unit may dictate the number of office hours per week. You should note this time immediately in your academic calendar and on your door. Think carefully about these time periods. What works for students? What makes sense for you, in terms of when you work best, either during the morning or afternoon hours. When could these blocks of time be moved adjacent to meetings, so that you preserve some research time?

*Meeting with groups of students.* Group meetings can be useful if their agenda matches the collective needs of students. This strategy can work at the beginning of each semester and be a pro-active means of getting the semester off to a good start and sharing current events. Another opportunity for group meetings is when a group of students are facing a similar event or activity. A group meeting may be an efficient means of addressing their concerns.

*Meeting protocol.* Never schedule a meeting with a student who says, “I’ve got to talk with you” or “Can we meet?” or my favorite, “Do you have five minutes?” The answer should always be, “No,” unless the person explains the purpose of the meeting. At the beginning of any advising relationship, I would suggest these policies: (a) have students explain the purpose for any meeting, (b) that the meeting should be about this purpose and not feature a surprise agenda item, and (c) that the student must send you written work in advance to help you prepare for the meeting.

How much time should you budget for student meetings? This is a hard question to answer in all cases, but I like to keep meetings to 30 minutes or less, unless the meeting is for the purpose of co-teaching or working on a paper. I expect students to do their homework for the meeting. I expect to know what the meeting is to be about so I can prepare and do my homework. I have found that most meetings can occur in 30 minutes or less. Some meetings cannot be budgeted so efficiently because they involve personal issues and can require a lot of time.

### **Managing Email**

Electronic mail provides a significant amount of communication between student and professor. Here are some guidelines for email:

- Establish clear policies for communication. Academic communication involves both speaking and writing. Impersonal forms of email are inappropriate here.
- One topic per email, unless the email is labeled as “current events” or a list of items.
- The subject line should be clear as the contents of the message.
- Establish conventions for naming of attached files. “mydissertation.doc” doesn’t help you as the advisor. Insist on name-date, as version control could become a serious problem with multiple versions.
- Print out a copy of the email communication and place in the student’s file. Use a highlighting color to note date, student name, and topic.
- Organize your email folders to archive email messages from individual students.
- Respond as promptly as you can to student work submitted to you. If you can’t respond quickly with comments on the work, send a note saying that you received the file.

## Managing Student Progress

My overall recommendation moving students forward is to help them to establish a schedule for progress with real deadlines and consequences. For undergraduate students deadlines and consequences usually mean earning a grade “so I can graduate.” For graduate students, student progress means completing particular benchmarks to finish a program, such as coursework, candidacy exam, dissertation prospectus, and a dissertation defense. The consequences for graduate students who do not meet agreed upon deadlines or benchmarks are fuzzier than for graduate students and usually involve less-than-expected progress in a semester. The problem here is that there is always another semester. Many students “time out” however, depending on the time limits established by a program. The progress of graduate students varies considerably but can be characterized by three spotlight colors:

- **GREEN: Students who want to move fast.**

This case is always an interesting one. It’s probably a good thing that not all students are on a fast track or else you wouldn’t have time for much else on your weekly calendar. Some students are well organized and meet their timetable goals. Some students equate the doctoral process as a corporate timeline, which addresses benchmarks but does not take into account the time needed to understand a discipline and develop research and writing skills. These folks work the schedule but not the quality of their work. A third variation includes those students who have to be done by a particular date. Their funding runs out. Their visa runs out. They have to move. Consequently, important phases such as a dissertation get jammed into a short timetable and tension increases between advisor and student. The best option is to talk about these realities early and often.

- **YELLOW: Students who state they’ll make progress next semester.**

As discussed earlier, one reason why no work is done on a dissertation is that it’s easy to say “I’ll get to that next semester, next year, or during the summer.” When I hear “next” I try to ask the following: “OK, so what’s going to change in your head, your current situation, and your schedule that will allow progress to occur?” Frequently in yearly meetings about progress I hear new versions of reasons why a student couldn’t get to the work and they are usually plausible, but I don’t always hear of changes that will be made. I cringe when students blame someone or something else for the lack of progress rather than taking the responsibility.

- **RED: Students who don't move at all.**

I have already mentioned my overly simple maxim about finishing dissertations: "The real reason why a thesis or a dissertation doesn't get done is that no work is done on it." Now there are many reasons why no work is being done on it. Real life captures a big category and these require some prioritizing. Putting real life first is frequently necessary.

One obvious strategy for students who come to your office and say, "I want to be done" is to ask them to sit down, give them a pencil and pad, and ask them to write down when they want to finish. Then help them plan backwards. You would think this would help in all cases. Even if you negotiate such a plan, the plan may never be put into effect. Something else is a work here. Where's your counseling hat?

I haven't found a fool-proof way to get all advisees to finish. As I said earlier, not everyone will finish or want this bad enough. Some students "time-out" depending on the policy an institution has for years in a program or years past exams. Some disappear and show up in your email in-box or at your door. There are also situations where a committee chair retires or leaves the institution and a new committee must be formed. This can take some time, although if a student was building relationships during courses and other program activities then alternate committee members could be approached without wasting much time.

### **Managing Advising From a Distance**

As more and more education is at a distance, more and more advising is occurring "at a distance," meaning that less and less advising is occurring face-to-face. Email replaces conversation, either on the telephone or in person. Some advising benefits from the asynchronous nature of email and helps to save you time allowing you to focus on email-advising at the time of your choosing rather than through constant interruptions.

The saying "out of sight, out of mind," is deadly for student progress and for student-faculty advising. This occurs from students who live away from campus but also those who have moved because of a new job and now they are "out of sight." What we have learned from distance education is that learning at a distance seems better suited to those who are already self-starters and self-regulators. Being that graduate education is a new experience going beyond just taking a class, even the most self-regulated students will be challenged given the probably lack of experience with conducting research and writing papers and dissertations.

## Mentoring Students and Faculty

### **Mentoring Undergraduate Students**

All undergraduate programs have specific course requirements. The advising of some students can grow into more active mentoring experiences. These rewarding moments can make a difference during a challenging academic year. These relationships take time and commitment, but if you see students in a positive light than they can help you in your teaching and research activities. Psychologically, student mentoring can help you indirectly. Its nurturant effects cannot be underestimated.

### **Mentoring Graduate Students**

The defining moment for most graduate students is the thesis or dissertation. The requirements can paralyze some students. We learn that not all relationships with students at this level will turn out well and that not all will finish. A professor remarked that "If it were easier, more people would be doing it." Mentoring graduate students is a reflexive opportunity where both can learn from each other. While mentoring is usually thought of as a master-apprentice relationship, I believe a two-way avenue is possible. See Sinetar's (1998) *The Mentoring Spirit* for an uplifting resource to read between semesters.

### **Mentoring Peers**

Academic units don't have to have formal mentoring programs for mentoring to occur. The best mentoring involves those who naturally support each other based on something in common: tenure, teaching, a research project, or a service activity. Mentoring that is sincere and timely can make a big difference in one's success. Look for thee opportunities to mentor someone else, even if it's you as a new faculty member.

### **Mentoring Your Mentor**

Peers can mentor each other, particularly during the tenure process. Turn around and find yourself mentoring your professor. Or mentoring each other! Working with someone you trust is one of the benefits of the academic life, but this working relationship takes time to develop and like any relationship you will experience challenges and trials to this relationship. Productive working relationships begin in graduate school from advising students. Mentoring and advising are reflexive in the long run.

## Tenure Strategies for Advising

Here's a summary list of advising tips to help you.

### **Advising undergraduate students**

- Block out time when undergraduates are to be advised. This block address student needs such as during course enrollment periods.
- Find out if you have responsibilities for advising during the summer months.
- Keep office hours and be in the office during those times. Let students know if you need to be somewhere else during regular office hours.
- Use advising times or office hour meetings to get to know your students. Personal attention by professors is highly valued by students.
- Take notes of student issues and bring these issues to unit meetings.

### **Advising graduate students**

- Use your first year to become acquainted with university, college, and departmental policies and procedures on graduate student procedures.
- Find out how advising figures into your workload and how it is documented in your yearly review.
- Find out what your department or college does to help you with advising.
- Avoid chairing any graduate committee until after your first year and after you have developed your research agenda.
- Never assume chairing a committee without learning about the student and the committee's history with the student.
- Get to know your advisees and meet with them at least once a semester to talk about their progress. Develop a single-page form that summarizes yearly student progress. Develop a single-page form that records meetings/contacts with advisees and benchmark progress.
- Be clear as to your expectations and specific policies you have during advising.
- Do not get caught in the middle between a student and that student's chairperson.

**Tool: Advisee Benchmark Dates**

*This form records for each advisee contact information, benchmark completion dates, and suggestions for progress. The example below is for a doctoral student but can be modified for a master's or undergraduate student.*

Student Name:

Email address:

<i>Benchmark</i>	<i>Date</i>	<i>Suggestions for Progress</i>
Admitted		
Program of Study		
Coursework completed		
Teaching practicum		
Research practicum		
Candidacy examination		
Dissertation Prospectus		
Dissertation Defense		

**Tool: Annual Review of Student Progress**

*This form summarizes the progress of all advisees for an academic year. The form is useful to see the overall progress and stages of advisees.*

Academic Year:

Department or Program:

<i>Student Name</i>	<i>Accomplishments</i>	<i>Next Steps</i>

**Tool: Research Interests & Agenda**

*This form provides a starting point for discussion of a student’s research interests and should be updated yearly.*

**Page 1 Topic and Expertise**

Student Name:

Email Address:

- Background experiences and skills:
- What topics are you interested in and how might you explore these in your courses?

<i>Topic</i>	<i>Course-Semester-Year</i>	<i>Artifact</i>

- Who are the experts in this field? Develop an expertise list.
- What are the main references for this topic/field/discipline? Develop into a references list.

**Page 2 KWL Chart**

Student Name:

Semester:

Advisor:

<i>What do you Know?</i>	<i>What do you Want to know</i>	<i>What did you Learn?</i>

**Page 3 Short Proposal:** Research Focus: What do you want to know?

- Step 1: Identify Participants: Who are the subjects/participants?
- Step 2: What is the intended change? What will participants learn?
- Step 3: What is the intervention? What is the treatment?

Research Focus Question:

How will X-intervention/treatment help Y-people accomplish Z-outcomes?

<b>What specifically do you want to know?</b> <i>Research Questions</i>	<b>How will you answer these questions?</b> <i>Data Sources and Data Collection</i>	<b>What does the analyzed data “look like”?</b> <i>Data Analysis Procedures</i>

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## Resources

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- How to pay attention well.*
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- This book helps one to understand many difference viewpoints on the dissertation outside of one's own experience.*
- Lakein, A. (19xx). *How to get control of your time and life*. New York: Alfred Knopf.
- Students need to get organized. Help them with this book.*

Pope, L (2000). *Colleges that change lives: 40 schools you should know about even if you're not a straight-A student* (Rev. ed.). New York: Penguin.

*I turn to this book between semesters for ideas and inspiration on how to help students.*

Sineta, M. (1998). *The mentor's spirit: Life lessons on leadership and the art of encouragement*. New York: St. Martin's Griffin.

*This is one of the books I sent to my mentor. Written by a former teacher, now consultant, I believe it explains how mentoring' reflexive nature lifts the spirits of mentor and mentee. Mentoring as with teaching helps to keep us grounded. Both require desire and attention.*

Yamashita, K., & Spataro, S. (2004). *Unstuck: A tool for yourself, your team, and your world*. New York: Portfolio/Penguin.

*Fun but serious book that might help graduate students make some progress this year. Works for all of us who get "stuck" from time to time. Faculty life could be improved by not letting paralysis get the best of us.*

Zerubavel, E. (1999). *The clockwork muse: A practical guide to writing theses, dissertations, and books*. Cambridge, MA: Harvard University Press.

*What I like most about this book is that "time" is discussed as in the following chapters, "The Writing Schedule," and also the "The Project Timetable." Organization is covered by outlines and drafts in "A Mountain with Stairs" and "The Mechanics of Progress." Less than 100 pages!*

# Research

## *A Reflection from the Future*

*A faculty member resigned today. I think he had a shot at tenure, but he didn't seem to really want tenure. Didn't seem important to him. Left after five years here. Greener pastures? I don't know. Seemed to be oblivious about tenure issues and never attended programs about it. I wonder if he'll be replaced. I think about the dilemma of hiring. Isn't there an obligation to be successful? Otherwise we've wasted each other's time. It seems to come down to hiring wisely, but people say one thing and do another. Somewhere along the line we have to trust folks, don't we?*

The number one challenge voiced by new tenure-track faculty is getting to the research. This is what I was concerned about during my tenure-track period. If your teaching is on track, then you can concentrate on this concern by not fretting but by having a plan. Despite periodic calls to re-examine the tenure process, the bottom-line is that new faculty in research institutions are being judged by their performance in terms of getting published in peer-reviewed publications.

### **Getting to the Research**

I believe that the problem of “getting to the research” is based on (a) different views of research, (b) not having a plan, (c) not being organized, and (d) assigning blame. This section addresses each of these and recommends ways of looking at research in broader terms, particularly for those programs, which judge faculty in terms of creative scholarship or other means.

### **Conducting Research with Students**

Faculty facing expectations in research most likely have advising as part of their teaching assignment. Advising students can be a valuable experience for both undergraduate and graduate students, and their assistance can help you in your research performance. This section suggests when to involve students in your research and ways of doing so.

### **Studying One's Teaching**

Numerous approaches to studying one's teaching exist. This section describes four methodologies for doing so.

### **Getting the Grants – Managing the Grants**

Faculty members spend a lot of time obtaining grants and contracts, as colleges and universities face continual reduction in state funding for

programs. Not much time is spent on how to manage and finish a grant, and what such involvement means to a new faculty member.

### **Writing**

During graduate school I frequently heard the term “I’m writing now.” Of course, this means that one is writing on the dissertation, but I found the comment narrow. As a new faculty member when are you writing? You did the dissertation, so why aren’t you always writing?

### **Tenure Strategies for Research**

This section describes 3 steps for developing a research agenda, 3 steps for carrying out this agenda over the school year, a 5P cycle for getting the most out of research activities, and 3 suggestions for working smart. It’s all about the numbers.

## Getting to the Research

I believe that the problem of “getting to the research” is based on (a) different views of research, (b) not having a plan, (c) not being organized, and (d) assigning blame. This essay addresses each of these problems that contribute to problems in “getting to the research” and makes some recommendations in terms of looking at research in broader terms and making some hard decisions on time and priorities.

### Different View of Research

*Personal.* I see four ways to view research, all of which can impact your decisions on research activity. One’s view of research should have been established in a graduate program, coming to understand the “terrain” of one’s field, its history, and its leading edges. During this time, you may have embarked on a particular avenue, which began to establish you in your field.

*Institutional.* Another view of research is not yours but that of other faculty in your institution. In terms of tenure, it is important to find out what “counts” as research in one’s school/college and provost’s office, and what counts as publications to document this research activity. “What counts” may come down to methodology with a preference for quantitative studies or possibly mixed method. Another issue is the extent to which your institution acknowledges creative scholarship, which has been determined by some institutions to be more appropriate for some disciplines. These issues need clarification and they need to be recorded on paper and made part of your documentation.

*Disciplinary.* A third view of research is the research currently conducted by your profession. Your profession may be somewhat different from your department, particularly if your department consists of multiple disciplines. In fact, you may represent a field unique to your department, in which case you will need to make a case for your research agenda in annual review and tenure review materials. Views of research will be reflected in external review letters written faculty members for your tenure. Again, creative scholarship may be a common feature in your discipline, but is it valued in your administrative unit and do external reviewers understand its value? This issue must be resolved in an appointment letter if there is a difference.

*PI’s.* A fourth view of research is that of the Principal Investigator. Some of your research writing may emanate from grant activity. You may have limited access to the data from these projects, and first author status will depend on your responsibility as a member of the grant team and what

you have negotiated with the PI. You have to be careful if you are “hitching your tenure ride” on funded and jointly authored research, which could be unreliable.

To summarize, people have different views of research based on where they “sit.” Keep these different perspectives in mind, and make decisions as to one or more perspectives you will adopt. Make sure that you explain your research to others in your yearly documentation and your tenure review materials.

### **Not Having a Plan**

Feeling overwhelmed from the start of a faculty appointment is a common reaction during the first years. Graduate programs prepare students for disciplinary understanding, writing, and research, but experiences in teaching will usually depend on your initiative during your graduate program. Very few students gain a sense of how academic units operate. The experience of being a student representative on committees during your graduate program was probably eye opening. However, the collective responsibilities of a new faculty member cannot be fully simulated while in graduate school.

A lot of this overwhelming feeling can come from not having a “plan.” I lay out six year plan in the next chapter on Tenure Strategies. Having a plan for each faculty year should first list all of your responsibilities. Categorize them into columns by Leadership/Service, Teaching, and Research. Your first step should be to get the overwhelming character of these responsibilities out of your head and down on paper.

In the following Tool list each of these responsibilities. First note that Teaching and Leadership-Service responsibilities are less than the Research items. However, Teaching will still consume two-thirds of your workweek. Note that I have listed in the Teaching columns two responsibilities that should not be a feature of a Year-One faculty member. These items are no advising and no independent studies with students. These overall responsibilities are, of course, negotiated, but the NO-items remind you that to be successful you have to have carefully bounded workload.

**Tool: Faculty Responsibilities for Year 1**

*Below I have listed possible responsibilities and those to avoid if possible.*

<b>Leadership-Service</b>	<b>Research</b>	<b>Teaching</b>
<ol style="list-style-type: none"> <li>1. Department Promotion and Tenure Committee</li> <li>2. Attend teacher education meetings</li> <li>3. Place on College committee ballot in spring for Year 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Dissertation manuscript being reviewed.</li> <li>2. Co-authored manuscript being written</li> <li>3. New topic on teaching new courses being solo-authored, outline</li> <li>4. Discussions with 2 other faculty on writing project</li> <li>5. 2 conference proposals to be drafted</li> <li>6. Turned down grant activity because I was not involved in writing grant</li> </ol>	<ol style="list-style-type: none"> <li>1. Course 1 (have taught)</li> <li>2. Course 2 (new course)</li> <li>3. No advising</li> <li>4. NO independent studies</li> </ol>

In the Research column I also added a solo-authored manuscript based on one’s teaching for that semester or possible teacher research on previous teaching. I am suggesting here that one’s teaching can become part of one’s research agenda. Given that most of your time in year one will be spent figuring out the teaching assignment, why not conduct research as a means to improve your teaching? This research on one’s teaching requires thinking of your teaching in terms of one or more research questions, obtaining IRB approval, as you’ll be disseminating the results to an outside audience, and being attuned to gathering and analyzing data during teaching.

Note also the last item in the Research category. It’s easy for a new person to get volunteered for grant activity, but unless you have been a part of the grant writing team you cannot be sure about what you’re getting yourself in to. Grant activity takes the most time of all faculty responsibilities, and a new faculty member has little time to allocate to this responsibility. So, ask to look at the full RFP document and find out what your responsibility is and when you’ll need to budget time for it. Find out

your obligations to attend meetings and how much time this will take from your work week.

In the Research column I subscribe to the popular guideline that a faculty member should always have at least one article being reviewed, one being written for a journal, and one in draft or outline stage. It is easier to have projects at these various stages of development, because the work and thinking differ for each. "Being reviewed" can be a waiting game if that is all you have completed. While waiting to hear back on a journal submission you can shift your schedule to completing the article for the journal you identified. It's always helpful to have sent a query letter to a journal editor inquiring as to the appropriateness of a topic. You might also find out about any special topics issues, which have the benefit of deadline dates.

<b>Being reviewed:</b>	<b>Being written</b>	<b>Draft or outline project</b>
Title: By whom:	Title: For whom:	Tentative title: Possible journals, etc:

To shift mental gears, find some time to list future projects and pick at least one project to outline. Before each semester begins think about the possibility of studying your own teaching or with instructors in other sections of courses you teach. Think about the specific research questions and data sources you'll need as you design the course. Begin looking for journals or conferences appropriate for publication of your findings.

One's obligations in Leadership and Service should be carefully monitored, as many service activities consists of meetings that can quickly fill up your schedule. The second item about attending teacher education meetings signals your interest in contributing, but you may need time to understand how such a program works. While taking stock of such a program, try to connect with other faculty members on studying the program in some way so that your service contributions form the basis for publications.

## Not Being Organized

Another aspect of feeling overwhelmed is not being organized, which can have implications for leadership-service, teaching, and research activities. The implications for not being organized are serious. There are three settings in which organization shows up or not: the faculty briefcase, the faculty office, and the faculty member's files.

*The faculty briefcase.* Sometimes I feel that faculty life is about "packing my bag," then arriving on campus and "unpacking my bag," then slowly "repacking my bag." The bag or briefcase one takes home could be used by assigning teaching, research, and service to one of three pockets. When I talk to new faculty members I ask to see their "bag." If I can easily spot materials that are sorted by some category, then I'm confident this person is on the right track. This may seem like a small issue, but check out how you organize your materials as you transport them from home to office. Humans are creatures of routine, and this packing and unpacking of the bag can be a helpful tool to staying organized.

*The faculty office.* The key question here is "Can you find your stuff?" Most faculty members who have cluttered offices say that "I know where everything is." My office is in the middle category where everything is in its place with a minimum of clutter and piles. I do this so when a student stops by I can find the file I'm looking for. The file should be on the desk ready for the visit. I try to review this file so that I've done my homework, much like I've asked the student to do in advance. I also try to maintain a calm surrounding for "melt-down" moments. I've not received many visits from students who are happy with no problems. I know a colleague whose desk has the one item he is working on and nothing else. Multitasking makes no sense to him. You can only do one thing at a time.

Look at your daily schedule a day or even a week in advance and pull the files and materials you'll need for the various meetings of the day (or week) and pile them up on your desk in the order in which you will need them. I suggest standard locations for teaching materials, too, and dedicate a bin or pile for each class you have. This is where the color-coding of file folders can be helpful. In addition to assigning a color for each course, I assign a colored file folder to denote research and service activities.

The organization of an office is a minor science. Occupying your first office is a great experience. When I entered my first windowless office that my head would turn to mush. I had no "room sense" yet and the closed-in room overwhelmed me. I would lose track mentally of what I needed to do. The geometry of the room, outlets/Internet connection, and furnishings

will dictate the arrangement. One factor to keep in mind is your view of the doorway. My first office was situated in such a way that everybody that walked by seemed obligated to look at me. This proved distracting, as I would rather talk to visitors than work. If you are lucky your office will have windows. Be prepared to occupy a Dilbert-space with a ceiling for a few years until other faculty members move to another location or retire. Faculty status does equate with having an office with windows. It's a goal worth working towards.

*Faculty files.* Have a file system. Work it until you can find what you are looking for. Use colored file folders if necessary. Label your file cabinets. Revisit their contents each year. The purpose of file cabinets is to hold files you believe you need. Talk to your department head about what information should be kept, in terms of students and courses. Your files will fill up.

### **Tool: How Organized Are You?**

*Pull out your briefcase, visit your office, and scrutinize your working materials.*

How do you organize your briefcase:

How do you organize your office:

How are you materials organized:

- Papers and articles:
- Your writing projects:
- Your conference presentation files:
- Your course development files:
- Your student advising files:

## Assigning Blame

“Not getting to the research” as a new faculty member may continue a trend for those who experienced problems “getting to the dissertation.” As I wrote earlier, there is only one reason why dissertations don’t get done. People don’t work on them. The same logic applies here. A new faculty member knows the emphasis placed on research and publishing peer-reviewed articles, and yet excuse after excuse is given for why one couldn’t get published. As I wrote earlier, some of the reasons include the following:

- Differing views of what constitutes research
- Not having a plan
- Not being organized

A fourth reason is “assigning blame” to others. This is the most insidious reason for not getting to the research, but it has to be mentioned here. It is true that real life can intervene in serious ways and one’s work priorities have to take a back seat. Assigning blame to circumstances and/or to others suggests a failure of taking responsibility. When one accepts a faculty position, one has a professional obligation to perform the responsibilities negotiated and agreed-upon. If these responsibilities need to change, then the faculty member must take the initiative to have these changed and documented on paper. Review committees will examine the expectations laid out in an appointment letter and then compare these expectations with what you accomplished. This issue is mentioned in the Reflection-from-the-Future at the beginning of this chapter suggesting that some new faculty members don’t care about tenure. I’m not making this up.

## Conducting Research with Students

Faculty members most likely have advising as part of their teaching assignment. Advising undergraduates can be very time consuming depending on the number of students. The issues with undergraduates are mostly numbers and extreme cases. Advising graduate students can become more manageable and seen as more valuable if graduate students figure into your research activity. This section discusses the involvement of students in your research along a developmental cycle, which includes the following stages:

- Performance in Your Courses
- Teaching Alongside You
- Supporting Your Research Projects
- Disseminating at Conferences
- Disseminating with Articles
- Taking the Lead

### **Performance in Your Courses**

I look to involve students in research on my teaching if they have taken my courses. Two reasons account for this policy: one, that I can make a judgment on their ability to start and complete coursework, and two, as my research includes inquiry into my teaching, they have an understanding of the theoretical and conceptual organization of the course topics. One of the challenges for all graduate students early on is to get a sense for the scope of a discipline, where its boundaries are, how it is composed, who has contributed to its development, who is currently working in the field, and what are the leading edge research areas. A graduate student with this knowledge can be a contributor to my research.

A major point of this text is that the habits, practices, skills, and sensibilities you need as a faculty member begin as a graduate student. The Program of Human Inquiry discussed in the Advising chapter is based on this idea. A short-term benefit is that you establish a dialogic relationship with a student in which both learn from each other and each person contributes to the success of the other. The long-term benefit is that departments get a new faculty member who is ready to “hit the road running” and understands the challenges of teaching and juggling research and service responsibilities.

What I look for in a graduate student are the following traits:

*Enjoys learning and is happy and thankful to be in a graduate program.* This person exhibits a desire to take a risk in and out of the classroom. The person possesses a trust-in-oneself to openly ask questions and to show an initiative to conduct self-study. Someone who “keeps score” at this stage will continue to do so in the future. One attractive feature of collegial life is that scorekeeping is dispensed with or minimized involving people you trust.

*Engages in the course’s activities, both in-class and out-of-class assignments.* These individuals do not have to be someone who always raised their hand or knocks on your office door. If they don’t demonstrate

genuine enthusiasm as a student then it's unlikely they'll do so as a co-instructor.

*Demonstrates a desire to go beyond the basic requirements of a course.* I'm always looking to learn from students. Students are always pressing me for what I'm looking for in a learning task. I try to provide them with rationale for the task, guidelines/procedures, and assessment, and I provide examples of previous work. However, I'm sometimes resistive to providing the examples, as some students equate the examples to what I'm looking for. There's a balance between giving students examples in which they merely duplicate with those students who strike off on their own with original work. I find potential co-instructors and co-researchers from students who move beyond this conundrum.

*Demonstrates unique representations on the content of the course.* The last thing you need is someone who mimics you. You have to realize that even as the professor you don't have a lock on the ideal representation of content in a course. Insightful students can provide unique views on the content. I look for work that demonstrates different views of what I'm teaching. In this case you learn from students and in so doing become better instructors.

*Demonstrates a collegial sense of responsibility and respect for your time and work.* You want to work with someone who is serious and appropriately assertive in wanting to learn more. Such a trait then continues as faculty colleagues. You want to work with peers who want to work with you. Look for students who are responsible for their part of the work, and who are honest in their communications with you about the work. You want to work with those who respect your time and who try to understand your reality.

### **Teaching Alongside You**

Graduate students can help you with teaching and research. Co-teaching becomes the next stage for involving graduate students. Any graduate student being considered must have taken the course as a student. The student contributes in having experienced your teaching and the content, and can understand a student's point of view. When I mean co-teaching, I mean joint decision-making and implementation. I don't mean that you off-load your teaching and hang out in your office. You are responsible for the course, but you can make explicit your past decisions and solicit reactions and suggestions from your co-instructor.

Involving someone to teach with you requires additional course preparation time. Think about roles this person will take. Consult with the

student on specific goals for teaching. Not all students are ready to assume the responsibilities of taking an entire course session solo. You will need to find the time to meet and discuss what to do for the next class session and decide who does what. Co-teaching may involve short presentations during each class session, as well as sharing the facilitation of in-class tasks. You may also decide that this person will assist you in assessing student work. You should decide on how this will occur, and your roles should be made clear to the class participants.

### **Supporting Your Research Projects**

Another role for the graduate student is data collection and analysis on studying the course. Before the course begins, specific research questions and data sources can be identified. The student may be responsible for collecting, organizing, and analyzing weekly data, and feeding back to you and students on your data analysis. After all, the analysis may serve to improve instruction for the next week, so this activity is really serving the more important function of students' formative assessment.

### **Disseminating at Conferences**

If teacher research is being conducted, conference presentation of the results should be considered. As calls for conference proposals are solicited months in advance, it's necessary for you to look to the future to include your student teacher/researcher. You may need to draft the first proposal for the student or you can negotiate and assign parts of the proposal. The experience of framing research questions, gathering and analyzing data, and presenting results at conferences helps the student with understanding the research process and may serve as pilot studies for a future dissertation. In addition, they become familiar with research conferences and meet new colleagues. Encouraging co-instructors to get their hands messy wrangling with the messy data usually found in real educational settings allows them to experience qualitative methods. If you've supervised qualitative dissertations with students who have not had experience using the vast array of qualitative methodologies is in for significant advising time. It's not enough to have had a qualitative course or have written a proposal.

### **Disseminating with Articles**

Conferences have deadlines, which require advance planning. Conference presentations can help to produce a better journal submission. Feedback from the presentation can improve the article for a specific audience and journal needs. Journal editors can be consulted at a

conference to discuss their needs and how a presentation paper can be revised for a journal submission. Consider publication projects, which begin with conference dissemination and involve one or more graduate students. Eventually their work can fold in your participation, which improves your overall productivity.

**Taking the Lead**

After “co-teaching” a course for five deliveries in graduate school, I was allowed to teach the course solo while my advisor went on a research leave. The college didn’t have to pay for an adjunct or assign the course to another faculty member, and I received very valuable experience in “going it alone.” I remember one comment after my sixth delivery, “You’ve got this down.” I cannot stress enough the value of obtaining teaching experience. Your first teaching position will be easier to obtain if you can talk about teaching as well as research.

**Tool: Plan for Involving Students**

*Here is a place to identify individuals that might help you in your research activities, particularly involving students in conducting research on your teaching.*

<b>Teaching Feedback</b>	
<b>Co-Teaching</b>	
<b>Research Assistance</b>	
<b>Conference Presentations</b>	
<b>Publication Authorship</b>	
<b>Workshop Activity</b>	
<b>Leadership Activities</b>	

## Studying One's Teaching

Teaching and advising make up perhaps two-thirds of the workweek for a new faculty member. Getting classes ready and teaching them, including the under-estimated time for assessing student work can take a significant time. Why not fold teaching into your research agenda?

### **Methodologies**

Numerous approaches to studying one's teaching exists and this section describes four methodologies and provides suggestions on how to fold teaching inquiry into one's research agenda.

*Developmental research.* Developmental research is a methodology used by instructional design and technology (IDT) researchers to study the ongoing design, implementation, and evaluation of an educational artifact, tool, model, process, or other innovation (Richey, Klein & Nelson, 2003). Research questions can be regarded more as project objectives keyed to the design, implementation, and evaluation phases. Out of this research more specific research questions can be formulated which may call for other research methodologies. In terms of teaching, developmental research may focus on an entire course, or some specific product, process, or model. Developmental research is characterized by long-term involvement in which trustworthiness is obtained over repeated deliveries of the course. Analysis of design decisions, what occurred, and how the design decisions were evaluated can be examined over time.

*Design experiments.* Design experiments cycle through laboratory settings to real settings. Lab settings in which variables can be controlled produce results, which are implemented in actual settings and evaluated. Additional cycles of experimental work increasingly produce results keyed to specific research hypotheses or questions. The goal is to be able to generalize findings from lab settings and see what actual use settings the findings hold up (Brown, 1992). The difference between developmental research and design experiments is that the former involves collaborators in the analysis of practical problems with the testing of a designed solution in actual practice. Design experiments test research hypotheses to refine existing theory.

*Program evaluation.* Program evaluation is about judging the worth or merit of something (Scriven, 1967) based on criteria or standards. Much of program evaluation is about determining what the criteria should be (Fitzpatrick, Worthy & Sanders, 2004). Program evaluation is helping people to make judgments, while research seeks conclusions to add knowledge to a field and to contribute to theories on how things work.

Developmental research looks across an entire cycle of innovation, from design to testing/implementation, and to evaluation. In contrast, formative and summative aspects of program evaluation study how a process or product is working during development and implementation.

*Action research.* Action research focuses on teaching (Mills, 2003), although it has also been used in communities to study the impacts of change (Stringer & Dwyer, 2005). Action research is cyclical and involves identification of a focus of interest, such as a new teaching strategy or blend of strategies. Research questions are used to frame the study and data sources can be determined. The goal of action research is the ongoing analysis of these data sources for improvement of teaching tomorrow or next week; thus, explaining the action component of the approach. Data sources typically include student work, but can also include teacher observations, which are recorded, as well as other documents such as a new program initiative.

### **Guidelines for Conducting Teacher Research**

Here are some guidelines that address all of the above approaches:

- If teacher research is new to you, go slow and identify one course per semester for study.
- Work with others that may be teaching other sections of the course, so that everyone benefits from the research.
- Identify one or more research questions to frame your teacher research. This helps to narrow your inquiry.
- Archive your data. Much of the data will involve student work and you may need to make copies of student work along with your comments, and this step will require discipline on your part.
- Try to make sense out of the data as you teach, so that your preliminary analysis benefits the students. You are being systematic at assessing student work and sharing what you learn with your students at the next class session.
- Organize your materials. Start with the organization strategies suggested in the Teaching section, including the file folders and the class notebook. Student work may require some file labeling as well.
- Consider developing your own instructor evaluations to supplement what your institution requires. Instructor-developed evaluations may directly support your research questions but in the long run they provide insight as what students learned and what adjustments you need to make.

**Tool: Plan for Studying Your Teaching**

*Examine one of the courses you will be teaching each semester and identify ways of studying your teaching.*

<b>Course Number and Name</b>	<b>Overall Focus of Research for this Semester:</b>
<b>Fall Course:</b>	<p>Research Questions:</p> <p>Methodology:</p> <p>Data Sources:</p> <p>Conference and Publication Opportunities:</p>
<b>Spring Course:</b>	<p>Research Questions:</p> <p>Methodology:</p> <p>Data Sources:</p> <p>Conference and Publication Opportunities:</p>

## Getting to the Grants & Managing the Grants

Faculty members spend a lot of time obtaining grants and contracts, as colleges and universities love these given the reduction in state funding for programs. Not much time is spent on helping you to manage and finish a grant, and what such involvement means to a new faculty member.

### Strategic Questions

*What?* Are there college strategic initiatives? This may answer the “what” are you going to study question. What grant activity should the college be involved in? Deans encourage new faculty members to contribute directly to a college’s strategic plan. Find out who may be spearheading projects that support this plan. Be careful of being assigned specific projects in your first year, unless there is a clear understanding of this expectation in your negotiations. You may be new to the area and it will take time to meet the players involved in that project.

*Whom?* The “whom” question is just as important as “what” grant activities you should be involved in. Are you a good mix, personality-wise and skill-wise, for the grant proposal team? What are the characteristics of the team? Will everyone pull his or her weight? Getting involved in a grant project which sounds interesting (the “what” question) always requires that you have a good sense of what it will mean to work with others.

*Someone else’s grant?* A first step for a new faculty member is to participate on someone else’s grant. You should ask yourself these questions: Does the grant support your research objectives? Is another area worthy of your attention? How much time will the proposal take? How much time will be involved if the grant is funded? How does grant activity impact the academic year and summer? Grant proposals and grant implementation require careful planning. Do you have the time for these meetings? The time and effort, however, may be worthwhile, but you must find time in your week and the work needs to support your agenda.

*Small grant?* Another option is to look for opportunities to act as a PI on small grant, which is manageable and doable in your first years. The value of small grants is that you can demonstrate grant activity in your annual review and that the project meetings for small grants will be minimal and will not consume a lot of your time. Another benefit is learning the specifics of your institution’s Research Office and specific compliance issues.

### **Tactical Questions: Organizing for Grant Proposals**

Here's a list of guidelines on proposal work:

- Make sure there is adequate time to prepare a proposal. Always check the due date and see if you have time in your schedule.
- Check the grant information on whether or not a pre-proposal is required. A pre-proposal is usually easier to develop, although your timeline may be short to do so.
- In your first meeting discuss the potential for a grant award, based on the number of awards that will be made, and prior experience of the group with previous funding, if any.
- Is there enough time to solicit involvement of collaborative participants from other institutions? Such a collaboration may be a required feature of a grant.
- The first question the group needs to answer is: should we be working on this grant?
- The second question is assigning who does what on the grant proposal? A PI should be determined and the roles of others on the grant should be openly discussed.
- Is it advisable to meet with the grant's funding officer?

### **Tactical Questions: Managing Grants**

I have for years suggested to the people delivering seminars on "getting grants" that they need to be supplemented by seminars on "finishing grants." Project management is not always a skill that professors have. Projects don't run by themselves. They require more diligence, management, and attention to detail than any other part of a professor's workload. Not all faculty members are cut out to conduct grants. Some were born to proposals better than managing the funded grant. They may prefer the world of grants and contracts than any academic activity. Here are my suggestions on managing grants:

- Obtain a book on project management, which has its own lingo and tools. I have been fortunate in that my undergraduate degree is in management science and project management was part-and-parcel to this business program.
- Project management and spreadsheet software are key tools in managing grants.

- Find someone who is good at managing the funds, knows some accounting, and knows where the money is and where it is going.
- On large projects, ALWAYS fund a project manager who oversees the details. If you take on this responsibility, meetings, personnel, and program evaluation issues will swallow up your workweek.
- A PI has to keep in mind the overall thrust of the funded grant and the need to make adjustments to one's initial planning. A grant over three years may likely require some evolution of implementation features. The other end of the big picture is the required program evaluation. Criteria are usually set out in advance by the granting office. Part of the challenge to wrapping up large grants is keeping track of the program evaluation data during the implementation.
- As a PI keep in mind the different agendas of your co-PIs or grant participants. They are there because the grant serves their agenda not just yours. If you don't keep this in mind, you'll lose these people.
- If you are a tenure-track faculty member involved in a large project, you must keep your agenda in the forefront; otherwise, you'll be donating your time to someone else's agenda.

**Tool: A Plan for a Grant Presence**

*List possibilities for obtaining a grant (small-to-medium), participating in one or more funded grants, and writing proposals for one or more grant proposals (collaboration-building). Are these projects supporting your overall plan for obtaining tenure?*

Principal Investigator	Funded Grant Activity	Grant Proposals

## Writing

During graduate school I frequently heard the term “I’m writing now.” This means that one is working on the dissertation, but I found the comment a limiting one. Why aren’t you always writing? I understand that teaching and meetings will fill up your calendar, but the writing demon going off in your head is a reminder that the top priority for a tenure-track faculty member is publications and they don’t write themselves.

### List Your Writing Projects

Before you begin writing you have to have a research agenda, and you have to list journal publications and identify specific writing projects. Some of these projects may be based on research projects already completed or they may emanate from ongoing research. To help keep the “writing” in front of you, keep a log or notebook in which you list your writing projects for THIS semester and refer to this list frequently during the semester. Also list the topics in which you are gathering data THIS semester. The lists can look like this:

### Tool: Writing and Research Projects Each Semester

*What can you write here?*

#### My Writing Projects This Semester:

- Submitted and under review:
  
- Draft under preparation for specific journals:
  
- Future topics for specific journals:

#### My Research Projects This Semester:

- Topics – Solo/Joint:
  
- Classroom research – data collected – conferences and/or journal outlets identified:

These lists document that you are being productive, submitting manuscripts and that research is being conducted that will feed into future submissions. If you don't record this scope of activity each semester, your productivity will be sporadic and you'll run out of topics for publication.

### **Managing Your Writing Projects**

As peer-reviewed publications are your most important activity for tenure, you must attend to the management of this activity and these materials. Here are some writing management guidelines:

*Keep a file folder for each writing project.* The tab of the folder should include the journal name and abbreviated title. Record on the front of the folder a date to submit the article.

*Keep the file of journal projects nearby.* The pile must be close by. Filed is "out of sight, out of mind." Prioritize by due date. Be honest as to what you can accomplish for each semester. I place all writing projects in yellow folders. The ones I am actively working on are moved repeatedly from briefcase to desktop.

*Keep everything related to your writing project in one place.* Use a box or bin to place everything related to this writing project together. Having everything together will reduce the need to look for an article or book or conference call details. I use a set of rolling The top bin contains materials for the article I'm working on now. I use the same bin strategy for conferences and I move the bins up or down depending on their priority.

*Plan time each week to work on writing projects.* Everyone works differently on the amount of time needed to finish a project. I usually need 60-90 minutes at each work session dedicated to that article to move it forward. When I am working on the conceptual organization of a paper I can work in public places. When I am actually filling in a proposal or paper outline, I need to do this at home where I can minimize interruptions.

*Record in your log or journal your actual writing activity.* This activity keeps the writing list in front of you. What did you work on this week? What progress did you make? Be brutally honest. What hours this week did you assign to research/writing? Could you manage only two hours? Did you manage any time at all? Don't feel guilty. The lists tell you that you need to budget some time for the research. It may be that all you did is download a call for proposals for a special topic issue from a journal. It may be that all you did was revise your list. Another metric is this: you should be able to revise your vita each month. I include a "Working Projects" section, which you should be able to revise each month.

## Tenure Strategies for Research

### 1. Developing A Research Agenda

**STEP 1: Develop a research agenda during year 1 and for year 1.** What will you accomplish each semester and the first summer?

**STEP 2: Identify research activities.** List everything you will be doing for the first year and categorize each by the categories of teaching, research, and service. What percentages of time will you need to devote to each? Do your estimates match my suggestion of 40-40-20? What adjustments do you need to make? These adjustments do not necessarily mean giving something up, although that is an option you should make in many cases. An adjustment may be reframing how you look at a task as a research opportunity. For example, if you are asked to become involved in some service request across campus, you might see an opportunity to do some research involving your activity.

**STEP 3: Review agenda items.** Let me list some specifics:

- Your agenda should not be too narrow or too broad. Think of a maximum of three agenda directions. Less is frequently more.
- Your agenda should identify publication outlets; otherwise, your research has nowhere to go. Prioritize peer-reviewed publications at the top of your list. For each research agenda project identify a title, your big idea, and WHEN you will submit the manuscript.
- Examine your agenda items for a mix of involvement: sole author, first author, second author, third or later author. Try not to have your publication record consist of papers where your name is at the end of many authors.
- Examine your agenda items for peer-review. Every four out of five articles should be peer-reviewed. There is, however, value for invited articles as they may increase your visibility in publications and at conferences, and develop connections with other faculty members.
- Examine your agenda items for other publications. Conference proceedings are viewed as helpful, but they fall toward the low-end of the articles continuum, with peer-reviewed publications at the upper end. Books tend to be invited publications, although some disciplines may value books as much as journals. The usual advice for tenure-track faculty members is to concentrate on publications first, and write the books after tenure. If you are disciplined to do both, then do both. However, concentrate first on peer-reviewed publications, which

document research or theoretical work, then allocate time to books. Keep in mind that book writing takes sustained activity, usually over 1-2 years, and frequently over much of one or more summers. You may be able to obtain financial support and release time to write that book.

- Examine your list for quality of publications. Each discipline has its first-level publications and second level publications. Match your idea and approach to the needs of the journal. Sometimes a query to the editor will save months of work.
- Organize your research agenda items by TIME, semester-time. What projects get submitted during the fall, spring, and summer semesters?
- The expectations for peer-reviewed publications should be shared with you at some point, although committees and administrators resist on providing an exact number. If two peer-reviewed publications is a realistic goal, share this choice with your department head. At the beginning, two articles may not seem like a lot, but if that's all you can manage at the end of the year you will be glad you accomplished this. But it IS important to set a minimum number of accepted peer-reviewed publications for your agenda.
- Revisit and revise your agenda frequently. Re-examine your specializations (maximum of three) and revise these as you gain a better sense of how to guide these specializations. Sometimes a third specialization is best reserved for post-tenure. New opportunities may also require a re-focusing of your agenda.

## **2. Implementing A Research Agenda**

There are three steps in implementing your agenda: getting organized, scheduling research time, and doing the research. The first two can occupy too much of your time. Are you merely "pushing paper?" You should start wiring your brain for "What work can I get out the door this week?" Although this approach may come across as too much product-oriented, this mental reprogramming keeps you being productive. Being productive will improve your outlook on the school year.

### ***STEP 1: Get organized.***

- Type out your agenda and keep it in front of you: on your office desk, at your home desk, in the materials you carry. Keep revising it as some projects might fall off your list.
- Develop a pile-management system.

- Decide on a system of file-management on your computer. This means naming and locating files in folders and on computers.
- Decide on a system of how you will physically move files between multiple computers. Using just one computer, say a laptop, eliminates this problem but increases the potential for disaster if something happens to this sole-source location. Devise a back-up strategy.

**STEP 2: Schedule research time.** Time management is everyone's favorite topic, but WHEN will you do the research? It's easy to put off working on research activities until the weekend or next week or during the holidays or when the semester ends or a fresh start next semester or after the dog is paper-trained or when college restructuring is finished or when I hear back from a journal or when I hear from the department head about my research agenda. Decide WHEN you will do the research? YOU have to decide what to work on, with whom, and WHEN.

**STEP 3: Stop pushing paper.** Stop sharpening pencils and aligning paper piles! Do research. See strategy #3 next!

### **3. Getting the Most Out of Your Research Activity: The 5 P's**

Another way to get the most out of your research is to view the overall big picture of research dissemination.

*Conference or publication first?* The usual procedure is to write a paper documenting research usually keyed to a call for proposals for a conference. This procedure is followed because the conference has a deadline. The proposal gets written. The proposal gets accepted. However, nothing has been submitted for publication. Having a conference presence is important, but what frequently occurs is a gap between conference attendance and presentation, and publication submission. An attribute to this approach is that you get feedback on your paper for publication, but the paper still has to be revised to fit the needs of a journal.

You need a deadline to enforce productivity. Earlier, you identified a research agenda and listed papers to write for specific journals, and a set of submission deadlines by semester. Articles targeted to specific publications may be given a dry-run at conferences, but write them for a particular journal first. In my opinion it is easier to reframe a publication manuscript for a conference paper and presentation than the other way around. The other value is that there is no gap between conference activity, which is constrained by calendar deadlines, and publication activity, which usually does not have deadlines, unless the article is for a special topic issue.

*The 5 P's.* A cycle for maximizing your dissemination can be summarized by what I call the "5P's," which stand for the following:

- Proposal
- Paper
- Presentation
- Publication
- Portfolio

This cycle assumes that you have something to say and that you have results to report. This cycle works well for graduate students as it begins with conference dissemination first, then publications. Conference proposals have a fixed deadline while publications do not, unless the journal is soliciting papers for a special issue. The accepted proposal can become the basis for the written paper. The more detailed the proposal requirements the more structure is already established for the conference paper. The presentation summarizes the paper, but the presentation time length and room size will dictate what can be presented. Spend most of your time on research results. Conference attendees spend too much time on preliminary matters. The conference provides feedback, which can be used in the re-writing of the journal manuscript. The final P, which stands for Portfolio, reminds one that dissemination needs to be reported in one's yearly faculty portfolio and tenure materials submission.

#### **4. Working A Research Agenda**

Finally, here are three related suggestions on working smart during your tenure-track probationary period:

*Suggestion #1. Be attentive to your workload and your time.* Be careful of having your time absorbed by someone else's agenda. Be careful of having your time taken up by your other activities. Don't blame others for your time management.

*Suggestion #2. Stay aware on which direction the "tenure flag" is flying.* Attend college and university seminars on tenure as many times as you can. Do not trust colleagues who say, "You'll not have a problem." If policies allow, try to get elected to the college's P&T committee to see how yearly and tenure files are reviewed.

*Suggestion #3. Do not assume that your research strategy is a plan for success.* A tenure strategy that is outside the usual expectations should be recorded in writing from the hiring document through the annual review letters.

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*This is the book I used to understand the different ways of organizing projects.*

Laurel, B. (Ed.) (2003). *Design research: Methods and perspectives*. Cambridge, MA: MIT Press.

*Organized by People, Form, Process, and Action. Many different ways of conducting research on designed processes or products.*

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook (2<sup>nd</sup> Ed.)*. Thousand Oaks, CA: Sage.

*Making sense of qualitative data, particularly across-cases and within cases.*

Roberts, C. M. (2004). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, CA: Sage/Corwin Press.

*Uses phases of the journey metaphor to orient you to the dissertation and guide you through the process.*

Spradley, J. P. (1980). *Participant observation*. Fort Worth, TX: Harcourt Brace Jovanovich.

*Spradley coined the term developmental research cycle to organize anthropological fieldwork. This cycle differs from the developmental research framework used in the IDT field.*

Tashakkori, A., & Teddlle, C. (2002). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage Publications, Inc.

*An edited text that should help you choose appropriate methods for conducting research in real settings.*

Yin, R. K. (2003). *Case study research: Design and methods (3<sup>rd</sup> ed.)*. Thousand Oaks, CA: Sage Publications.

*Helpful text on studying your teaching as if each delivery was a case study.*

# Tenure Strategies

## *A Reflection from the Future*

*Department meeting today. Everyone attended. A first. We were charged by the Dean to establishing a college research agenda based on the needs of the state. What a howl from faculty. More about academic freedom. I can see both sides, but I think the discussion is worthwhile. I sometimes feel nervous as I'm being paid by taxpayer money. Shouldn't students get their money's worth? Shouldn't the citizenry get a return on their dollar when it comes to research? I think this could fly if the powers that be look at how tenure is granted. This might cast a new light on service, too. Maybe just get rid of tenure. But tenure is a good thing, right?*

No matter how you feel about the tenure system in higher education, the system exists and you can't spend your tenure-track time fretting about it. If the system exists, then those are the rules. So this chapter assumes that your institution has a set of policies on tenure. This chapter organizes recommendations by three categories: have a strategy, have a system, and have a schedule. Paying attention to these issues will give you a plan for where you are going, where your documents are, and when you should be doing what during your tenure-track time.

### **Strategy: Know Where You Are Going**

Determining a strategy for tenure equates to a big idea behind these essays: *You gotta have a plan*. This section first discusses the big picture influencing the tenure climate at your institution and then focused topics that help you to stay on target given that you know what that target is.

### **System: Know Where Your Files Are**

Your document management system depends on the categories of performance required by your tenure policies. I am assuming these categories include Teaching, Research, and Service, plus I've added another category for External Reviewers, which typically includes research and grant activity. Although materials for External Reviewers and Research typically overlap, a separate set of materials are sent to External Reviewers prior to the files needed for Department, College, and University tenure review.

### **Schedule: Know Where You Are In Time**

The details of your tenure strategy and organization system need to be determined based on a timetable. I will assume that you have six years

to develop and carry out a sound and sane teaching, research, and leadership/service agenda. If you are reading this with one year left on the tenure clock, your decisions for Strategy and System need to be made with the time left to you.

**Year Two is Too Late**

This chapter ends with a table listing my suggestions for what you should be doing in years 1-6 as a tenure-track faculty member. I've also added a second column listing what your peers think you should be doing or wished you would be doing.

## Strategy: Know Where You Are Going

### **Broad Strategies**

Academia has the least codified performance system of any profession. On the downside, tenure candidates lack clear awareness of specific performance expectations, although departments and colleges/schools attempt to provide some range of expectations in their annual workload review procedures and policies. The upside of this low-codified system is that there is a leeway that academic institutions need to address the expectations of different academic disciplines.

*Wind direction.* Stay aware as to which direction the “tenure flag” is flying. Attend college and university seminars on tenure as many times as you can. Do not trust colleagues who say, “You’ll not have a problem.” I hope that your department, college/school, and university have seminars and mentoring in place. However, do not rely on mentoring to provide sufficient support to guide you safely through this process. You must be your own best friend, harshest critic, and taskmaster.

*Get changes in writing.* A tenure strategy that is outside the usual expectations in your unit should be recorded in writing, including the hiring document. Promotion and Tenure (P&T) Committees will use the hiring document and any amendments when the members review your annual files. An initial understanding that is not in writing does not become “out of sight, out of mind.” Never assume that the powers that be remember this understanding. Whenever people above you change positions, it is time to schedule a meeting to reacquaint a new person with this understanding and evidence. Documentation is essential if your P&T performance has been negotiated in a unique fashion.

*Reconnaissance.* If policies allow, try to get elected to the college’s P&T committee to see how yearly and tenure files are reviewed. Such an involvement will reduce some of the mystery that seems to surround the process. It is likely that during your time on the committee that you’ll be involved in tenure review of one or more candidates. You will have an opportunity to review what faculty members have included in their documentation, how they have organized their materials, and the overall strategies they have used to communicate and document their academic performance. If you sit on a department’s P&T committee you will gain first-hand knowledge of the procedures used to review annual faculty performance.

*Take a colleague to lunch.* Talk with others who have recently been through the process. Consider their advice, but make your own decisions, given what you know about the current climate, evolving reality of the work in your college or school, and shifts in your workload, personal life, and calendar events. Consider having others review your vita, workload submissions, and your external review letters.

**Focused Strategies**

Below are specific strategies that leave the bigger political climate of the university and the college behind and concentrate on actions you can control.

*Focused strategy #1: Labeled list.* Each semester list all of your activities and label each as either Teaching, Research, or Service. Then group similar items together. Note how many of these items correspond to each. Make sure that Research items figure prominently into your list.

Teaching	Research	Leadership-Service
1.	1.	1.
2.	2.	2.
3.	3.	3.

You need to schedule research activities on your calendar. Most people only schedule events and don't consider it as a tool to preserve time. I hear new faculty members who make statements about how they'll get to the writing over the weekend or during the summer or between semesters. Although I'm hopeful that they can do this, I have not seen many who can discipline themselves to write 2-3 articles in a summer or during the holidays. Weekends can easily be consumed by teaching preparations, although a dedicated weekend away working on writing might work from time to time. Getting out of town is sometimes necessary. I am an advocate of taking a break and resting during the holidays. I do work during these times but I'm realistic about what I can accomplish in terms of what I need physically and psychologically. I also struggle with preserving more of my weekends. I haven't succeeded but I am getting good at assigning Saturday as a day for Real Life. I learned from my doctoral advisor early on that "we need one day."

The labeled list activity provides a fast but effective visual way of looking at your workload. I call this strategy: "What's on your plate?" I ask this same question of my doctoral advisees. I want to know everything that's in front of them and see that what they say they can do and help them think through what they might realistically have a chance to accomplish. Part of doctoral advising is intervening in student goals that I see as undoable. Early in my tenure-track years one faculty member advised me in the elevator to "pace yourself." This was good advice. Be careful of schedules and expectations that are too ambitious for the workload you have in the time you have. This estimation gets easier over time, so the labeled list activity is important. Seeing the list on paper opens the items to scrutiny and prioritization.

***Focused strategy #2: Energy wasters.*** I am talking about people here. Bad decisions about projects and (some) people waste your time. Be careful of having your time absorbed by someone else's agenda. The biggest warning applies to those faculty members who need you on their grant proposals. I have learned this caveat the hard way: *Do not get involved in grant activities in which you have not been involved in the proposal.* Do not abdicate your calendar to grant activities that consume too much of your time, do not match your research agenda, or worst of all, do not contribute to your research productivity. Harry Browne (1973), in his book *How I Found Freedom in an Unfree World*, warned about falling in the "The Unselfishness Trap," which is the belief that you must put the happiness [read "productivity"] of others ahead of your own.

Also be on the alert for the use of the "We" word in meetings. Who comprises the "we" word? When you hear it find out if you are a part of the "we." "We" may be code to involve you or your group, and such language may signal expectations that aren't clearly spelled out or assumptions that need questioned.

***Focused strategy #3: Be happy.*** Is it possible to have a life during tenure time? As I have said to doctoral students, you can have a life in graduate school, but that life will need to be different than the life you previously led. I tell them that if you think you can do everything you did before combined with a graduate program, you are heading for some serious disappointment and maybe even some mental, physical, or social problems. Like a graduate student, a new faculty member must perform new obligations that require sustained commitment to develop attitudes, knowledge, and skills and on unfamiliar schedule. Academia is a different life than anything you anything you have done before. Now you can see why I titled this book "Putting Ourselves Through College." Here we go

again. If you like the work, which is what I ask new graduate students, than you will learn and adapt and grow.

Tenure-track life requires some adjustments. I found tenure-track life easier than graduate school. Why? During graduate school I had to juggle semi-real life with a job and spouse with classes and an active conference presentation schedule, including writing a book! When I took on my first academic appointment, I enjoyed the pleasure of spending 100% of my professional work time on academic matters. This was liberating to me. However, I did experience many challenges and key moments during my tenure-track period. I succeeded because I made conscious decisions to take responsibility for my success. I was aided by a spouse who was also in a tenure-track position, and so we were able to support and understand each other.

Is a balance between teaching, research, and service activities possible? I used to buy in to the idea that we need to achieve a “balance,” but I don’t think balance is quite the right goal or expectation in academia. The reality in academic life is that pressures and workload cause us to sway to and fro, from one extreme to another, from less to more and then less again. So I look to manage the distance of the swings by looking at the big picture and my role in it, by managing stress, by budgeting in research time, personal time, and slack time. I try to limit the meetings, limit the time spent in meetings, and I try not to let meetings sidetrack me mentally on teaching days.

Semester life focuses primarily on teaching activities, and during the teaching semester, more attention is needed on courses at the beginning and at the end of the semester. I don’t even think about completing journal submissions during these periods, although I try to manage the one-day-a-week work on research activities. I look across the schedules I have put in front of students and myself, and then overlay conference schedules. I can see where I may be adding more to my plate if I don’t make some teaching adjustments. Why end a conference weekend knowing that when you get home Sunday night you have to comment on papers or ready a presentation for Monday? Why punish yourself for getting away to get important work done?

## System: Know Where Your Files Are

A tenure system is in place to protect you from arbitrary reviews or dismissals for undue cause. That being said, one has to accept the system that's in place wherever you are. You are not going to change the system. Having a system to address the tenure policies at your institution provides Part II of the solution to the tenure-track challenge. Part I addressed the need to have a plan. Part II described in this section organizes the output of your plan. Part III reminds you that the plan and the productivity must be recorded in a schedule.

### Tenure Documentation Tools You'll Need

First, I list the productivity organization tools you will need, and second, I discuss four Rules for using these tools. Here's your tenure documentation tools list:

- Notebooks with vinyl covers and spines
- 3-hole heavy-duty punch and a vacuum cleaner
- Notebook tabs/labels
- File folders for each academic year (a separate one for teaching, research, service) to hold exhibits and original copies
- Computer with folder/file system
- Computer backup device and/or media

Buy a three-hole punch with a lever on it, one that can punch a large number of pages. Buy a small vacuum cleaner as you will be vacuuming up punched-out circles for several years. Now, here are 5 rules to using these tools.

#### **Rule #1: Don't make your reviewers work harder than they need to.**

Reviewers should be able to find what they are looking for in your documentation. All of the teaching, research, and service exhibits should be separated into separate sections and each needs to be organized chronologically. Reviewers want to see what you have done over time, whether you were consistently productive, and not a record of starting and stopping. All of the important data should be in your documentation. Don't make reviewers look for it!

## **Rule #2: Save Everything**

The general rule is to keep everything, but you need more than a cardboard box. A second way to save everything is to have separate piles for each review year and to insert documentation into file folders labeled Teaching, Research, and Service. At least everything will be in one place, but you still have to go through these folders. Let's try a better system, which is described in Rules 3A and 3B.

### **Rule #3A: Buy (2) 3-ring Notebooks for Each Academic Year**

The thickness depends on your optimism. Why two?

- **Annual workload documentation.** Buy two notebooks for each academic year. Make two copies of everything. Fill one notebook to hand in at the end of year, whenever that is for your institution. Fill in a second notebook, which provides archival storage for each of your faculty years. Pull from this for your tenure documentation. I am assuming that your yearly academic workload review is kept in department files. If your notebook is returned to you, then you need only to fill in one notebook. Another value to having your own copy is that you can share this notebook with new faculty members.

### **Rule #3B: Buy (5) 3-ring Notebooks for Your Tenure Submission.**

The thickness depends on your optimism. Why five? Notebook 1 includes materials for your external review. Notebooks 2-4, including Administrative files, Teaching, Research, and Service, comprise what you'll submit for your tenure review, usually during the fall of your 6<sup>th</sup> year.

- **Tenure Notebook #1 - External review of your research.** This notebook will be copied and distributed to your external review faculty members. This notebook should include your accepted publications and evidence of grant activity. The notebook should include a cover letter laying out your research agenda and pointing out specific highlights. The notebook should include a table of contents, organized by time and identified by exhibit numbers plus a brief description of the publication, such as if it was invited or peer-reviewed. Tabs identify each exhibit. Make sure the chronological table of contents matches the tabs and what's behind each tab. Make sure that your published articles in your documents matches your vita.
- **Tenure Notebook #2 - Administrative.** The Administrative notebook includes your appointment letters, and any amendments, which modify your original appointment responsibilities, annual peer review letters by departments/programs, dean, and provost. As with

the external review notebook, include a *chronological* table of contents listing the exhibit number, the date entered, and the item. The tabbed entries should match the contents listing. The exhibit number could be something like: A-01 and the page could look something like this:

Exhibit Number	Date of Exhibit	Exhibit Description
A-01		
A-02		

- **Tenure Notebook #3 - Teaching.** This notebook includes a syllabus and student evaluations for each course you have taught. Your institution may require other evidence of teaching. Create a chronological table of contents as above. Your tab system might read something like: T-01.

- **Tenure Notebook #4 - Research.** This notebook closely parallels what you submitted to your external reviewers. Include your accepted publications, presentations, and grant activity. For publications include the acceptance letter or email plus the full article. For presentations, include the acceptance email, presentation handout, and paper. This notebook may have more exhibits, because the external review copies are usually sent out earlier in the tenure calendar. So you may have another semester to include relevant exhibits. Again, modify your chronological table of contents to fit this notebook. Your tabs might read something like: R-01.

Exhibit Number	Date of Exhibit	Exhibit Description
R-01		
R-02		

- For grant activity, consider including activities which evidence your involvement as a grant participant, a grant PI, and proposals submitted that were not accepted. See the table below to visually see how this grant activity can be summarized in the chronological table of contents.

Exhibit Number	Date of Exhibit	Exhibit Description
<b>Grant Activity</b>		
G-01		
<b>PI Activity</b>		
G-02		
<b>Proposal Activity</b>		
G-03		
G-04		

- **Tenure Notebook #5 - Service.** This notebook documents the most difficult category to document – your service activities. Organize your activities by academic year, and organize each year by the following system: National service, State service, University service, College/School service, Department/Program Area service. Do this consistently across the years. For the Service exhibits you may need to write a summary of your activity as evidence is not always present for this category. Pictures can be useful in your write-ups. Your tabs might use this coding system: S-01.

*Label the notebook on the front and on the spine.* The chronological table of contents identifies what is inside each notebook. Make sure the table of contents entry matches what is behind the tab.

**Rule #4: Keep Your Notebooks Up-to-date!**

This next statement is important: *Fill the annual review notebooks as you gather your exhibits not at the end of the academic year, from a cardboard box, but during the year.* Make multiple copies as you go. By taking the time to fill in two notebooks, you will have one copy to refer to when you assemble your tenure review documentation. Another reason for a second notebook is that you will always have your records in your possession. You may also need

to create files for each academic year to include the original documents that may or may not go into the annual review notebook or tenure review. Some of these documents, such as student comments, may need to be summarized for the review notebooks, but the files can store the original documents.

### **Rule #5: Keep Your Computer Files Organized and Backed-up**

Each semester review the file names and the folder names for each academic year. Delete files that are not needed. Rename files so that you know what is in them. Back up your files on an external drive and a CD. You can't afford to lose or misplace these files.

This seems like a lot of detail and it is, but organized detail makes it easier for your reviewers to find your materials and frees them to make decisions on the work you have done.

### **Tool: Checklist – Are You Organized?**

- Obtain (2) 3-ring notebooks with vinyl covers and spines for each academic year.
- Obtain (1) 3-ring notebook for your external review materials.
- Obtain (4) 3-ring notebooks for your tenure review materials.
- Purchase a 3-hole heavy-duty punch and vacuum cleaner.
- Obtain notebook tabs/labels for the above notebooks.
- Label file folders for each academic year (a separate one for teaching, research, service) to hold exhibits and original copies.
- Create a chronological table of contents to identify the contents of each notebook. The system should be consistent across the notebooks.
- Organize a folder/file system on your computer.
- Purchase digital devices to backup your computer files.

## Schedule: Know Where You Are In Time

When I was self-employed I used to keep a map of the United States in my office. When an employee would knock on my office door with a tough issue to discuss, I would mention to this person. "First step, go to the map and locate where you are." This was my first awareness of a teaching and advising notion that I call "starting points." In some classes I teach on the first day I ask everyone to stand up and look down at their feet. "Imagine that you scribe a line in front of your shoes. That's your starting point. Everyone's starting point is different." I do this to impress on students that we are all different and that it's important that we know "where we are." Knowing where one is in time is not as easy as looking at the calendar. Knowing where you are in time is Part II of Tenure Strategies.

### Academic Year Time

***Block out your responsibilities.*** Before the semester begins purchase a yearly or an academic calendar, which includes pages for each month of the year. The first step is to label each week of the semester to cue your attention to where you are in the semester. Next, note on each day of the month your teaching schedule, professional development events you know in advance, conference attendance, and holidays. By blocking out these responsibilities you can see days you might have available for course prep, commenting on student work, student advising, and research activities. Department and college committee meetings will tend to be reserved at the beginning of each month. Now you have a visual picture of what each month looks like. Color-code the calendar noting one color for academic responsibilities, another color for out-of-town activities, and a third color for personal appointments.

***Bonus months.*** On your academic calendar there are nearly two months available during a nine-month appointment. I call these months "bonus months." The first bonus month is the holiday break between mid-December and mid-January. While one needs to take a break and enjoy the holidays, one also has to get ready for spring semester teaching, but there is more time you can devote to finishing up and submitting an article. The second bonus month is not quite a month but it's the time at the end of the spring semester in May. I try to finish up course grades and advising so that I have a few days or maybe a week in mid-to-late May to complete other publication projects.

***Summers.*** Many faculty members teach during the summer months to supplement their salary. During your tenure-track period try to save funds to work on grants or to free up time to get some manuscripts

finished. If you spend several weeks teaching in the summer you will be tired by mid-summer and writing projects won't be too much fun to tackle. Summer is when I did a lot of work on book projects. The usual advice, of course, is not to tackle book writing during a tenure-track period, but this activity was part of my routine since graduate school, and textbook writing for courses I taught was part of my publication agenda. I did pay attention to submitting peer-reviewed research manuscripts, so when this part of the agenda was met, I turned my attention to my book projects.

*Try this.* As you get settled into your faculty appointment, try to submit your manuscripts by the end of September. Finish up summer projects and get them in the mail. What you accomplish is to complete your minimum semester dissemination early in the semester. Mentally, you are free to think about teaching.

### Weekly Time

Now that you have recorded professional obligations, out-of-town visits, and personal appointments you can look for blocks of time to reserve for research and writing time. Don't be surprised if you have trouble finding full half-day blocks. Look for opportunities to free up half-day blocks for research and writing activities. If you don't reserve this time, you'll never find yourself being productive at your research agenda. Here's what a two-course teaching load might look each week. Note the time required for teaching and meetings.

Monday	Tuesday	Wednesday	Thursday	Friday
Course 1 Prep Course 1 90 min	Course 2 Prep	Course 1 Prep Course 1 90 min	<b>Writing time</b>	Student meetings Course 1 Lab
<i>Meetings</i>	Course 2 - 3 hr	Assess student work	<i>Meetings</i>	<i>Meetings</i>

*Teaching prep.* Course preparation requires some scrutiny. Prep time will depend on your teaching load and the number of times each course meets each week. Faculty members with two 3-hour courses will have more class prep time than those who have two courses but one meets on Monday-Wednesday-Friday and the second meets on Tuesday-Thursday. Sometimes teaching schedules feature two courses back-to-back, which can test one's energy level on those days. It is likely that some course prep time will be required during the weekend, particularly if you teach on Monday's. Several semesters I taught three courses, including two 3-hour

courses back-to-back on Monday and one 3-hour course on Tuesday. Other faculty would say to me: "You're done for the week!" Yes, but I had to make time to comment on student work coming in from those classes, frequently being posted on Sunday nights. Over time I disciplined myself to prepare the week's courses on Wednesday, so that I was ready for Monday and Tuesdays teaching. I still had to find time to comment on the student work. The week was gone!

Some days might be taken up by teaching, like my Monday's. I would spend the morning commenting at home on student work for the two classes that day, arrive on campus and teach for 6 hours. Tuesday morning I would finalize my Tuesday afternoon course including comments on student work. If you're lucky you'll see one or maybe two half-days during each week to reserve for teaching. Over my pre-tenure period I managed to work on Friday's and succeeded about 50% of the time to accomplish work on Friday's.

I try not to schedule department or college meetings prior to teaching. The activity for both was so different that I frequently found myself not in the best frame of mind after one or two meetings scheduled back-to-back before entering the classroom. Some individuals can shift gears and wear different hats without any issues, but I believe that to teach well one has to have one's attention fully on teaching. Over time I discovered that one of the benefits to teaching was that I wasn't in a meeting! I could focus on the classroom and the students.

*Meetings.* I try to block department and college meetings together on non-teaching days. I also try to schedule student meetings during one or two half-day blocks during the week. In addition to grouping similar activities together, I try to look for slack periods where I have some time if meetings run long or to provide break time between blocks of meetings. As I have written earlier, the day before such meeting blocks pull out the relevant file folders so you have ready access to them.

### **Tenure Time**

This chapter assumes that you have six-years in front of you before tenure review, but this ideal situation is unlikely. Those of you reading this may still be in graduate school, which is even better, as reading this book, I believe, provides some advice on how to prepare for faculty life. For the faculty members reading this, you may be in your first year or somewhere between one and six years.

Following the guidelines in this chapter will help you, no matter where you are in your timeline. Remember: have a plan, have a system,

and know what you need to do with your plan and system depending on the year of your timelines. In the first chapter, I laid out a description of the Faculty Member of the Future. I believe that the promotion system of the future will likely remain what it is today. Here is the timetable again to gain a sense for what needs to occur across this six-year period. The first year is most important, as a lot of the groundwork to your tenure is laid here.

Year 1	Year 2	Year 3
Meeting colleagues Learning policies and procedures Finding out how grants work in your college and university Asking questions about the history and context of departments and college. Finding your way around your office Understanding the rhythm of the academic year Minimizing service activity Avoiding too much student advising Attending professional development activities Setting boundaries on activity Organizing teaching preparation for year two Publishing dissertation research Keeping a presentation schedule Developing habits of documentation Evaluating your teaching and supplementing required documents with instruments of your own development to improve your teaching	Setting a research agenda Working with others supporting grant activity Working with others on collaborative research and writing Looking at all activity as research Study and write about your teaching innovations; use to understand IRB procedures Submitting 2 manuscripts per semester Develop some advising guidelines/procedures for advisees	Revising research agenda Working on grant activity Stabilizing teaching responsibilities Beginning online features in courses and the use of technology Continuing Year 2 activities
Year 4	Year 5	Year 6
Shifting from conferences to publication Working with graduate students on research and publications	Moving publications to the top of your priorities Minimizing teaching innovations Obtaining external review permissions	Documenting years 1-5 Re-using teaching prep details

The next section is very important for new faculty members.

**Year Two is Too Late**

How’s this for a reality check? *Year two is too late.* Sometimes the year before your tenure materials are reviewed is called the “critical year.” For example, if your materials are being reviewed during year 6, then year 5 is your critical year. Yikes, what happened to six years? You never had a full six years. Let’s look this loss of time again with a visual:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Submissions	Submissions	Submissions	Submissions	Spring: Submit last of the manuscripts for review and possible acceptance for fall portfolio  Spring: submit names for external reviewers	Fall: submit materials  Fall/Spring: Dept, College, University reviews  Fall: external review letters  Spring notification	Tenured

What you have here is at the most 5.5 years. In this scenario the last time to submit manuscripts with a reasonable hope for an acceptance is in the summer of year 5, and this is only if your manuscript is accepted on the first reading! Year 6 is about submitting your materials and then waiting for them to move through the peer review system, including the department, college, and university levels. If you begin to submit manuscripts in Year 2, you have lost a critical year to submit papers for review, rejection, resubmission, revision, and revision again. Realizing that you have less time than you think is a major step forward. It’s a sobering realization, however.

**Every Year is a Critical Year**

The truth is “Every year is a critical year.” Let me suggest ways to look at the first six years, so you can make plans and adjustments in your expectations. Many of these topics below have already been discussed throughout this book. I also included a second column imagining what others around you would like you to do. Even though they’ve been through the tenure process, they have an agenda and they need your ideas and your involvement. Much of this desire is well intentioned, but collectively these requests can swamp your calendar.

Year	What you should be doing	What others want you to do
Year 1	<p>Meeting colleagues                      Learning policies and procedures                      Finding out how grants work in your college and university                      Asking questions about the history and context of departments and college.                      Finding your way around your office                      Understanding the rhythm of the academic year                      Minimizing service activity                      Avoiding too much student advising                      Attending professional development activities                      Setting boundaries on activity                      Organizing teaching preparation for year two                      Publishing dissertation research                      Keeping a presentation schedule                      Developing habits of documentation                      Evaluating your teaching and supplementing required documents with instruments of your own development to improve your teaching</p>	<p><u>Faculty</u>                      Participating in grants                      Providing badly needed energy for service activities                      Sitting on department and college committees                      Advising students                      Understanding how everything works and what course numbers mean  <u>Students</u>                      Answering questions about your department and how things work                      Making exceptions to their situation                      Knowing everything in your specialty area</p>
Year 2	<p>Setting a research agenda                      Working with others supporting grant activity                      Working with others on collaborative research and writing                      Looking at all activity as research                      Study and write about your teaching innovations; use to understand IRB procedures                      Submitting 2 manuscripts per semester                      Develop some advising guidelines/procedures for advisees</p>	<p>Sitting on department and college committees                      Advising on a regular basis and taking on graduate advisees                      Take on another faculty member's advisee</p>
Year 3	<p>Revising research agenda                      Working on grant activity                      Stabilizing teaching responsibilities                      Beginning online features in courses and the use of technology                      Continuing Year 2 activities</p>	<p>Participating in new program discussions                      Delivering professional development sessions                      Teach more courses</p>
Year 4	<p>Shifting from conferences to publication                      Working with graduate students on research and publications</p>	<p>Taking on leadership roles                      Teaching online courses, cohort travel</p>
Year 5	<p>Moving publications to the top of your priorities                      Minimizing teaching innovations                      Obtaining external review permissions</p>	<p>Submitting external list of reviewers for tenure</p>
Year 6	<p>Documenting years 1-5                      Re-using teaching prep details</p>	<p>Assuming you'll be tenured or not thinking about the prospects and implications</p>

The details of this table may vary according to your situation, but what the table suggests is that (a) what you feel is important may be different from what others believe you should be doing, and (2) the need for a plan for what you will do in these six years. The exact balancing of tasks across the six years may depend on teaching loads, grant participation, and other expectations. The idea here is that you set up a table and you decide what goes into the table. I also advise sharing your decisions with your program chair or department head. After all, tenure is based on someone else's scoring system, not yours. Your supervisor sees the big picture and has been there longer and knows the history and context of why things are the way they are.

Another suggestion is to break down each year with the categories of Service and Leadership (that I have advocated), Teaching, and Research. Decide what goes into each table cell and be specific. The most important cell is listing the publications you will be writing articles for.

### **Your Plan Across Six Years**

The best prescription to settle a "hit across the gut" from the first Year 1-6 table is to take charge of the table and fill it in with what you need to do, not what others want you to do. It is wise, however, to pay attention to college and department and university priorities, and that your decisions should support these in some ways; otherwise, your team-player status will suffer. You can still have some ownership over your schedule and work priorities but still contribute to your institution.

The prescription, then, is to fill out your own table. Don't let someone fill one out for you. The earlier you do this and begin communicating your intentions the sooner your peers will understand your goals and your boundaries. Draft one up. I'll return to this table in future sections, and break out plan by Service and Leadership, Teaching, Advising, and Research categories.

**Tool: Your 6-Year Plan**

*What's your plan? Here are some suggestions. It's your turn to fill out this table.*

Year	What you should be doing	Are you doing this?
Year 1	Meeting colleagues Learning policies and procedures Finding out how grants work in your college and university Asking questions about the history and context of departments and college. Finding your way around your office Understanding the rhythm of the academic year Minimizing service activity Avoiding too much student advising Attending professional development activities Setting boundaries on activity Organizing teaching preparation for year two Publishing dissertation research Keeping a presentation schedule Developing habits of documentation Evaluating your teaching and supplementing required documents with instruments of your own development to improve your teaching	
Summer		
Year 2	Setting a research agenda Working with others supporting grant activity Working with others on collaborative research and writing Looking at all activity as research Study and write about your teaching innovations; use to understand IRB procedures Submitting 2 manuscripts per semester Develop some advising guidelines/procedures for advisees	
Summer		
Year 3	Revising research agenda Working on grant activity Stabilizing teaching responsibilities Beginning online features in courses and the use of technology Continuing Year 2 activities	
Summer		

Year 4	Shifting from conferences to publication Working with graduate students on research and publications	
Summer		
Year 5	Moving publications to the top of your priorities Minimizing teaching innovations Obtaining external review permissions	
Summer	Final turn-around on manuscripts Write external review cover letter Assemble tenure-review materials	
Year 6 Fall	Submit external review materials Submit tenure review materials Re-using teaching prep details	
Year 6 Spring	Celebrate promotion and tenure	

### **Final Thoughts Worth Repeating**

- Have a plan. Work your plan.
- Stay organized. Have a system.
- Be careful of having your time absorbed by someone else's agenda or other activities.
- Continually list and review all Teaching, Research, and Leadership/Service activities. How can you relate these activities into research activities?
- Although I believe that "Year two is too late," do not despair. Figure out your starting point, where you are right now, and get a plan and work it.

## References

Browne, H. (1973). *How I found freedom in an unfree world*. New York: Macmillan.

## Resources

Bruner, J. (1983). *In search of mind: Essays in autobiography*. New York: Harper Colophon.

*This book stresses the reality that tenure is about "what counts" and that the "numbers" count. This is not say that one should be slave to the system, just keep one eye always on the prize. Bruner describes in these essays how one grows as a scholar, one isn't necessarily getting better but different. Bruner's view of learning evolved over time and his view of himself as a cognitive psychologist changed, too.*

Fritz, R. (1989). *The path of least resistance: Learning to become the creative force in your own life* (Revised and expanded). New York: Fawcett Columbine.

*This book talks about the cycle of creation, rather than the linear process of problem solving. The book reinforces the iterative and cyclical nature of developing courses over time. This book could be useful in helping to explain to others the nature of creative scholarship.*

Getty, J. P. (1968). *The golden age*. New York: Simon & Schuster.

*Getty writes about the need for everyone to live and savor life. A favorite chapter is Chapter 12, "The Plus and Minus of People," and the types of folks to steer clear of, if you are truly live your life.*

Klauser, H. A. (2000). *Write it down, make it happen: Knowing what you want – and getting it!* New York: Fireside Simon & Schuster.

*20 chapters to help you. I like Chapter 16 "Resistance has Meaning," where Klauser writes about hesitance, which has meaning.*

Pink, D. H. (2006). *A whole new mind: Why right-brainers will rule the future* (Revised and expanded). New York: Riverhead Books.

*This book could be used to help understand the value of design in curriculum and would join the Fritz book in terms of the creative scholarship issue in tenure review.*

Rand, A. (1961). *For the new intellectual*. New York: Random House.

*Excerpts from Rand's four novels; thus, an introduction to her ideas, particularly that of rational self-interest which you need to have to obtain tenure.*

Root-Bernstein, R., & Root-Bernstein, M. (1999). *Sparks of genius: The thirteen thinking tools of the world's most creative people*. Boston, MA: Houghton Mifflin.

*Tenure strategies is about developing skills of planning, discipline, and time management. An overarching idea for all of these skills is thinking. This book examines the following skills: observing, imaging, abstracting, pattern-recognition, pattern-formation, analogizing, body thinking, empathizing, dimensional thinking, modeling, playing, transforming, and synthesizing. I'm not sure if this title fits in this chapter, but this book can get you excited about your own possibilities. You've got to get out there and do stuff and develop your own thinking language.*

Rojstaczer, S. (1999). *Gone for good: Tales of university life after the golden age*. New York: Oxford University Press.

*Read the chapter on "Getting Tenure," but the other chapters lay out the context for the university of today.*

Shulman, L. S. (2004). *Teaching as community property: Essays on higher education*. San Francisco, CA: Jossey-Bass.

*Shulman writes about teaching as scholarship. Former president of the Carnegie Foundation for the Advancement of Teaching (retired August 2008), which can be accessed at: <http://www.carnegiefoundation.org/>*

## Faculty Life

### *A Reflection from the Future*

*After ten years I'm still asking myself the same questions? What is the upcoming year about? Every semester seems to be about something different than ever before. The leadership issue is still a problem. So why am I in an administrative position? I never planned on doing that. It just seemed that it was the right thing to do. I had that gut feeling that I had to step up although reluctantly. How do I get to the real work? And what is that now, anyway? You would think I would know that by now. What about my next ten years?*

I have always believed in the general rule that it takes about ten years to get really good at something. But at times I feel I don't know anything. I still make bad judgments. I still get "burned" here and there. I still could do a better job at listening and paying attention. What we discussed in the first chapter on Leadership returns in this final chapter. We've come full circle and again we need to talk about what the faculty member of the future should look like. And, of course, that faculty member is being hired today.

### **What are Good Faculty Members?**

Teaching, research, and leadership/service are just categories to organize around, aspects of our professional life that are interconnected but are separated to facilitate faculty evaluation. Being good at all three traditionally signals a successful faculty member, but it is possible that being good at all three may not make you a "good" faculty member. What makes a good faculty member? In this section I answer this question with another list. It's a question worth asking yourself and discussing amongst your colleagues, because, after all, the collective wisdom, skills, and sensibilities of faculty constitute what a department, what a school, what a college *contributes* to teaching, research, and service.

### **Conundrums of Faculty Life**

Experiencing success in academia or any other discipline is not a cookbook nor can all of the ingredients and skills be indexed. It's hard to cover all of the bases in a book like this. This book attempts to fill in the gaps or the cracks or address what has not been written down in the past about tenure and faculty success, but needs to be. In this section I identify a few of the perplexing conundrums that characterize faculty life.

### **Having A Life**

We return to the toughest issue. How to have a life? The sanest faculty life requires that one enjoy the work, see value in most of the activities, cultivate relationships, stay organized, and make good decisions. Yes, but is it possible to have a life? I saved this section for last, as it's the first question in the back of our minds and probably our ultimate research question.

## What are Good Faculty Members?

It would be ideal to hire good people and that they do good work, and that they hand in good work, and that we collectively continue to do the work that needs doing. We know this world does not exist, but I try to aspire to the ideal of “Do good work. Hand it in.” If you like the work, like the people you work with, and are given room to negotiate the work with people, than I am a happy guy.

What are good faculty members? You would never find a page in the Faculty Handbook that answers this question, but it’s a good question worth answering, so I’ll try. Good faculty members are those who:

- *Share in the work “of the College.”* These faculty members show up to meetings *and* contribute to moving the work forward. Clearly, any College or School has plenty of work to do, and frequently the same faculty members do the work of the place. Even tenure-track members need to “get on board” with a reasonable spread of activity. If you’re feeling the strain of “too much” it’s important to talk with your department head or program area chair. Just sitting there and grouching about it won’t help anyone.
- *Stay to the high road.* I learned this from my mentor. You realize that staying on the high road has its risks. People know where you stand. Read the first chapter of Ayn Rand’s *The Fountainhead* to share the thoughts you might have at this sometimes lonely spot. I just know that this path rings right for me. I want to be able to live with myself after I leave the building.
- *Learn to be honest in one’s communications with others.* Sometimes “listen more-talk less” is a good piece of advice. At other times, “more-talk-less stoicism” is what is called for. And sometimes, what is needed is “more-action-less talk.” It’s hard to be honest. Don’t let others get away with dishonesty. Policing ourselves is one of the hardest responsibilities of the academic professor.
- *Be responsive to students.* This is sometimes hard to do. I consider myself responsive to student needs, but I must have to admit that I’ve not always replied promptly to email. My failure is usually in not communicating up front what my boundaries and policies are.
- *Be present in the classroom.* Students deserve value as they’re paying the bills. Ask yourself, “Why should students enroll at this place?” Students have other options these days, other institutions and

online programs. What value do you provide students? Being present in the classroom means allocating enough time to prepare for classes, focusing on the task at hand, paying attention to all students, finding out what they know and don't know, and how they are feeling and reacting to what you're placing in front of them.

- *Comment on student work.* Being present also means allocating enough time to look at the work that students produce. If students are required to submit work, then they need feedback that is prompt, consistent, and constructive.

- *Be responsive to fellow faculty.* Not everyone is as organized as you. Not everyone is as disorganized as you. Another way of saying this is "Not everyone is as responsible as you. Not everyone is as irresponsible as you." Look at issues not just from your viewpoint but from the perspective of other faculty members. When I sit in a department meeting I look around the room and wonder how a particular issue is affecting that person and that person. It's a helpful exercise to get you out of your insular box. It's not all about you.

- *The work.* I like the work, but why is there so much of it? I try not to keep score on workload, on salaries, but it's not easy.

- *Document your activities.* You remain your best advocate, no matter what mentoring practices exist in your institution. Only you can tell your story. If you can't tell your story well, you won't be tenured, you won't be staying, and as a result, you're no good to your students and your institution.

- *Share in the research work.* Not everyone is a good collaborator. But faculty life will improve if you involve faculty from across other institutions, and across the university and college in your activities. We tend to share in research projects, but I think we should be sharing our service and our teaching experiences. We could do more in learning from each other. These relationships pay off big time down the road, but the main benefit is working with new blood, learning from others, and developing a mutual trust and working relationship.

- *Office staff.* A colleague of mine had the insight about what makes a future department head. You can tell what kind of leader that person will be, she said, by how that person treats the office staff. I personally am blessed with the best office staff one could ask for. I can't imagine working without them.

- *Parents.* I've always enjoyed the company of parents in my work with new teachers in a teacher education program. They appreciate

meeting their children's professors. Parents are an important constituency. I believe that parents and their children deserve their money's worth. You have to ask yourself the question: Why are these parents' children attending this institution? Try to attend events where students and parents are together, such as during football season or at the end of the year or at graduation. Attend graduation. It will be hot and long and wonderful.

- *Develop relationships.* I saved this feature for last, as it's the most important. Relationships are all we have. The most satisfying piece of faculty life is the relationships I have with students, the office staff, public school teachers and administrators, and peer faculty members. I see two things you have to have with relationships: (1) you have to genuinely want to cultivate relationships with people, and (2) you have to allow others to be themselves. You have to suspend judgment and listen and resist circling around peers who think just like you. While one could make a list of all these qualities and attach a checkbox to them, this last one in particular doesn't lend itself to a checkmark.

## Conundrums of Faculty Life

In this section I identify a few of the perplexing conundrums that characterize faculty life. The word "conundrum" seems to be the ideal word as it itself is not easily defined. The following conundrums help me to think about the dilemmas that cannot be easily resolved with a list or procedures or guidelines. Much that is academic life resists clear explanations or easy prescriptions.

*Getting to the real work.* Whenever I think about this statement, I catch myself and acknowledge that teaching is real work. What I mean is the scholarly work that we got into academia to pursue in the first place. This issue also reminds me of the movie, *Mr. Holland's Opus*, in which a young composer takes a teaching job to make ends meet and ends up staying and for many years much of the real work for the composer becomes teaching students how to "keep time" and appreciate music. Teaching keeps me grounded in that what I do makes a difference in helping students find their own voice. The "real work" voice in my ear reminds me that I can always find time to create unique scholarship, but I have to keep working at it. It's a voice I don't mind hearing, but I can't completely resolve what the "real work" means.

*Keeping score.* "Keeping score" is necessary for tenure-track faculty members, as the numbers count when it comes to annual review and

tenure review. But at the same time I caution about “keeping score” in a way that continually asks and expects that somebody owes you something. Keeping score on people sets you up for a narrow accounting of colleagues. On the one hand, you have to keep tabs on your productivity and what counts, but on the other hand you have to be careful that the numbers don’t hold your important years hostage as a new faculty member.

*Planting your flag.* Everybody carries a flag that signals who he or she is. Some people are hesitant to plant their flag, as they’re still trying to figure out what that flag should represent or they fear that such a flag limits them. What would your flag look like? What would your logo/icon look like? Are you willing to take risks? The conundrum here is that once we plant a flag we say that this is what we are, but is it? Any form of representation could arguably be limiting. But I believe that new faculty members have to ask themselves: Who am I professionally? What am I about? How do people know me? *Do* they know me?

*Nice work if you can get it.* I find it devilishly difficult to explain what I do to someone outside of academia. I catch myself and realize that the other person must be thinking “hmmm, nice work if you can get it.” When I try to go into detail, academia doesn’t sound all that bad. I should be able to explain the challenge of wearing so many hats and shifting on a dime and being all things to all people. Another reaction is: “You’re not teaching every day? What else do you do?” Explaining the research obligations and meetings doesn’t seem to qualify as sufficiently robust enough, does it?

*Academic units.* When faced with curriculum and program changes, I ask myself the question: Would students understand this? What we name colleges, schools, departments, and program areas have more to do with institutional history and politics than curriculums or our constituencies. Ask students if the “name” or the change makes any sense to them. Who does the change benefit?

*Change.* Change in academic units usually occurs at “gunpoint” rather than from an ongoing need to grow and change. Change usually seems to be a function of what someone else wants you to be about. But academia has never had the reputation for being innovative or changing quickly. If change is mandated, a good case needs to be made, and if faculty are to decide the details, they need to know that what they decide counts for something, and that the meetings have a vision behind them.

*Needs and wants.* I’m also ambivalent about programs in general. Do we develop new programs because students want them? Do we have an obligation to offer certain programs? Are we to regard students as

consumers and appeal to their wants? What is a program? is itself a research question.

*When to intervene as an advisor.* I'm ambivalent about my role as an advisor. I want to help students finish their programs of study, but I can't do the work for them. I have to let them struggle. I make suggestions on strategies to finish, but no one strategy works for all students. It's hard to understand the underlying issues that influence why students finish or not finish. Some of the issues are personal. I can try to understand the personal basis for their problems, but I can't solve their problems. Only students can solve their problems. I also realize that not all students will finish. At the other end of this concern I realize that for those who do finish, you have to let them go.

*Do you really want to do this?* This is a question I almost always want to ask prospective graduate students. If I knew the full range of what I would have had to do, I might not have followed an academic path. I don't have any regrets at all, but I wonder what prompted others to get into academia. You can't always explain the nature of this work easily up front, although in this book I have tried to provide some honest advice on how to proceed and be successful in the tenure-track years.

## Having A Life

The sanest faculty life requires that one enjoy the work, see value in most of the activities, cultivate relationships, stay organized, and make good decisions. But is it possible to have a life? I saved this section for last, as it's the first question in the back of our minds. First, let me return to the two first important questions you need to answer before you can formulate a clear strategy.

### Questions 1 and 2

The same two questions I ask prospective graduate students are worth posing to yourself:

- *Question 1: Do you want this?*
- *Question 2: Do you like the work?*

I believe you have to reply “yes” to both questions, as there are easier ways to make a living. These may not be easy for some new faculty members to answer. Some still question whether “higher ed” is for them. The tenure-track experience usually provides an answer.

### **Strategies 1 and 2**

Given that you are motivated to work and get organized, here are two broad strategies to always keep in mind:

- ***Strategy 1: Stay on top of the work!***
- ***Strategy 2: Stay above the work!***

What I mean by “staying on top of the work” is developing a written agenda, revisiting and revising the agenda, and staying organized. The review process should not drive your first years. Rather, your plan provides the direction with one eye on the scoring system. I have talked about “working your plan,” but that plan may need revising early on, as you get a better sense for the direction of your academic unit and your role in it. Opportunities may require a shift in your priorities, as long as this shift is not too late in your tenure-track schedule. If it is, consider this new avenue to better complement your post-tenure period.

“Staying organized” is an ongoing challenge and your system will evolve over time. If I had one book to refer you to it would be Lakein’s *How to Get Control of Your Time and Life* (1973).

“Staying above the work” is about keeping a big picture perspective. When the day-to-day issues become maddening I recommend that you try to imagine yourself moving up and away from the problems. Rise above it until things start to look better. There may be moments when this strategy finds you far out into space looking down upon the Earth! But this approach has worked for me. If nothing else, the activity forces me to redirect my thoughts and feelings. Sometimes you need an ejector seat (e.g., spouse, health) to get you to a higher perspective. From these heights you may find that a particular issue may not be worth planting your flag or that this is the moment when your voice needs to be heard. Your just may need additional information. Learning about the history of academic units, which is obtained informally over time, provides some insight as to why units are organized the way they are and why individuals behave the way they do.

Another helpful way to “stay above the work” is from Zander and Zander’s *The Art of Possibility* (2000). The authors recommend to stay clear of keeping score and not look for a winner and a loser in relationships, but rather to stand back, and using chess as a metaphor, see yourself not as a pawn but as a part “of a bigger board.” If you spend too much time at ground level you can easily get bogged down in the day-to-day (and use of over worn metaphors). This strategy is similar to my “zooming-out” strategy, but it’s more comprehensive in its implications. What is the board? And what role to you play in the overall game?

I believe that these two strategies will contribute to the life you desire. Here is my final list “having a life.”

***Tomorrow is another day.*** Another inspiration is a simple one. In their song, *Ordinary Day*, the Newfoundland band Great Big Sea sings *It’s just an ordinary day. It’s all your state of mind. At the end of the day, you just got to say it’s alright.* Don’t sweat the small stuff. Academia has a lot of small stuff. So be careful of getting bogged down in the little things. Try to go home without taking anything home with you, physically or mentally.

***Plan some slack into your schedule.*** If you fill up your day and your week and your month, you won’t have any time to take a break or adjust your calendar for more important matters. The body has a way of stepping in and calling “time out.” One strategy you can use is a paper calendar for each month where you can visually see the month filling up with professional and professional obligations. A visual month can show you the mix for the week: class sessions, class preparation, advising sessions, and meetings. Make sure there is time for Real Life. Schedule it in!

***Set boundaries.*** It’s impossible to be “excellent” at all things at all times. Set time and space boundaries with students and colleagues and family members. Communicate these boundaries often. Don’t take on too much or you run the risk of depicting yourself as a person who takes on things cut can’t finish anything. Do you want to be known by this?

***Travel.*** I almost always schedule travel at the end of the academic year. This provides my wife and me with something to look forward to. Travel planning, which can also be last minute, forces me outside the city limits for short trips. During the longer trips, do not take work with you. Clear the decks so that you can enjoy your time away. Leave your laptop at home. Unwinding may require several days. You need this time.

***This section contained a lot to think about.*** Try the next pragmatic tool when you come back.

**Tool: Answer These Questions**

Question 1: Do you want this?

Question 2: Do you like the work?

Strategy 1: How will you stay on top of the work?

Strategy 2: How will you stay above the work?

*Final thought.* I want to repeat the comment from the chemistry professor who said in a professional development workshop that “this is the best job in the world.” I believe that you can enjoy this job, but you have to take responsibility for much of what you do, the people you work with, and the attitude you have with the work and with the people. Good luck, but work your plan and live your life!



## References

- Lakein, A. (1973). *How to get control of your time and your life*. New York: Peter H. Wyden, Inc.
- Zander, R. S., & Zander, B. (2000). *The art of possibility: Transforming professional and personal life*. New York: Penguin.

## Resources

- Bruffee, K. (1993). *Collaborative learning: Higher education, interdependence, and the authority of knowledge*. Baltimore, MD: Johns Hopkins University Press.

*Reframing teaching-as-transmission to understanding different forms of knowledge communities, with knowledge development as a secondary goal of education. On a practical level, these ideas are about how teachers can share control to enable these communities to develop in the classroom and to give students practice at what it means to function in these groups.*

- Damrosch, D. (1995). *We scholars: Changing the culture of the university*. Cambridge, MA: Harvard University Press.

*Ideas on how intellectual partnerships can be relevant to society. Explores the dilemma of solitary scholarship. What graduate education could learn from undergraduate education.*

- Montuori, A., & Conti, I. (1993). *From power to partnership: Creating the future of love, work, and community*. San Francisco, CA: HarperSanFrancisco.

*The partnership idea works beyond academia to families and communities.*

- Nelson, C., & Watt, S. (1999). *Academic keywords: A devil's dictionary for higher education*. New York: Routledge.

*I'm a big fan of Ambrose Bierce's "Devil's Dictionary," and I planned on chuckling with this book, but there's lots of serious issues in the items. Good background and history to the listings, including "tenure," in which they write that the tenure process is not faulty, but the hiring process is.*

Rojstaczer, S. (1999). *Gone for good: Tales of university life after the golden age*. New York: Oxford University Press.

*An interesting chapter called "Making Adjustments." Part of making the grade in the tenure process is rolling with the realities of faculty life particularly during one's first years, dealing with the politics and impact on family life.*

Schoenfeld, A. C., & Magnan, R. (1994). *Mentor in a manual: Climbing the academic ladder to tenure*. Madison, WI: Atwood Publishing.

*A 500-page guide. 3 chapters on teaching. Covers the whole range of issues regarding tenure. Provides at the end an institutional example of tenure criteria.*

Sindermann, C. J. (2001). *Winning the games scientists play: Strategies for enhancing your career in science*. Cambridge, MA: Perseus Publishing.

*This book describes the many roles that scientists play, including that of writer, performer, face in the crowd, concertmaster, director, and negotiator. Also talks about the use of power, ethics, and women in science.*

Washburn, J. (2005). *University, Inc.: The corporate corruption of American higher education*. New York: Basic Books.

*This is one of the biggest dilemmas facing a faculty member. Parents want good value for their children's education and that means the professor should be in the classroom. Pressures to obtain grant funding impinge on teaching time.*

Whyte, D. (2001). *Crossing the unknown sea: Work as a pilgrimage of identity*. New York: Riverhead Books.

*This book could be recommended in the Leadership chapter, but I like it here after the last chapter. Whyte is a poet by trade but he uses narrative to talk about the nature of work. Getting to the real work through courage and hard work is at the heart of this book. There are no shortcuts to work that is meaningful.*

Zander, R. S., & Zander, B. (2000). *The art of possibility: Transforming professional and personal life*. New York: Penguin.

*As I wrote for this listing at the end of Chapter 1, this book helped me to see a bigger picture than me as just a new faculty member. I have found it useful to pick up and read between semesters.*

## 10 References to Own

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey-Bass.  
*The second book on college teaching I would buy. See the McKeachie title.*
- Browne, H. (1973). *How I found freedom in an unfree world*. New York: Macmillan.  
*Avoid "traps" and how to achieve freedom from problems.*
- Carse, J. P. (1986). *Finite and infinite games: A vision of life as play and possibility*. New York: Ballantine Books.  
*Finite games require a winner and a loser. Do you play these type of games?*
- Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good work: When excellence and ethics meet*. New York: Alfred Knopf.  
*A study of what constituted "good work" in two very different disciplines: genetics and journalism. The authors cite competence and character as two common features.*
- Gunter, M. A., Estes, T. H., & Mintz, S. L. (2007). *Instruction: A Models approach* (5<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.  
*Complements the Joyce, Weil, and Calhoun text. Matching outcomes with objectives is a useful chapter.*
- John-Steiner, V. (2000). *Creative collaboration*. New York: Oxford University Press.  
*Collaboration requires hard work, work sustained over time and with people who value this work and the relationships of the people who work together.*
- Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching* (7<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.  
*Organizes models around different theoretical families. Complements the Gunter text.*
- Lakein, A. (1973). *How to get control of your time and your life*. New York: Peter H. Wyden, Inc.  
*If nothing else read the 61 tips on saving time found at the end of the book.*
- McKeachie, W. J. (1994). *Teaching tip: Strategies, Research, and Theory for College and University Teachers* (9<sup>th</sup> ed.). Lexington, MA: D. C. Heath and Company.  
*If you were to buy one book on college teaching, this would be it.*

## 10 Books to Read Between Semesters

Greene, M. (2000). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco, CA: Jossey-Bass.

*If you want to look beyond pragmatic strategies, start here.*

Larson, G. (2003). *The Complete Far Side: 1980-1994*. Kansas City, MO: Andrews McMeel Publishing.

*Cartoons seem to capture wisdom in unique ways.*

Shulman, L. S. (2004a). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco, CA: Jossey-Bass.

*A convenient resource of Lee Shulman essays. What I like about Shulman articles and this book is that he never preaches. He has suggestions.*

Shulman, L. S. (2004b). *Teaching as community property: Essays on higher education*. San Francisco, CA: Jossey-Bass.

*Highlights are the essays re-examining teaching as scholarship. Another set of books I turn to between semesters to provide encouragement and vision.*

Sineta, M. (1998). *The mentor's spirit: Life lessons on leadership and the art of encouragement*.

*Advising and mentoring are hard work. I turn to quotations in this book for reminders that ultimately both are worthy of the time they will take.*

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*This book helped me to see a bigger picture than me as just a new faculty member. I have found it useful to pick up and read between semesters.*











