

Mentoring Junior Faculty For Teaching Readiness

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Disclosures

○ Financial

- Scott – Salary from Florida State University
- DeRuiter – Salary from University of Arizona
- Taylor – Salary from University of Memphis

○ Nonfinancial

- Scott – Member, CAPCSD Board of Directors
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- Taylor – Member, CAPCSD Board of Directors

Why Mentor Jr. Faculty for Teaching?

- Doc programs may offer limited exposure to teaching via practicum, seminars, university workshops (Smith-Olinde & Ellis, 2018)
- Many individuals who mentor doc students in teaching
 - May not be using evidence-based teaching methods or
 - Value teaching preparation equally with research preparation
 - Shortlidge & Eddy (2018)

Immediate Needs: On-Boarding

- On-Boarding meeting
 - Overview of departmental curriculum
 - Clinical training sequence – how do the courses she/he is teaching fit?
 - Access to handbooks
 - KASA/competency guidelines – is there a departmental policy for what counts towards KASA/competencies?
 - Who to ask for help
 - Departmental culture re: using titles vs. first names, hanging out with students

So What Else Might Junior Faculty Need?

- To be able to
 - Describe the program's curriculum
 - Differentiate CAA from CFCC and how both impact the curriculum
 - Discriminate undergraduate from graduate outcomes
 - Conform with institutional curricular requirements
 - Manage time efficiently for lecture preparation and assignment feedback
 - Utilize existing resources in course planning and teaching development
 - Know how to enter grades
 - Deal with difficult students
 - Program specific terminology
 - Tell them who to go to for different types of questions
 - Consider imposter syndrome within their role

Differentiating CAA from CFCC

- Most junior faculty don't know much about either body, may have difficulty differentiating their purposes or impact on faculty, students
- Helpful if there is understanding of what both contribute to the design and execution of a program
 - When is next accreditation cycle?
 - Linking course outcomes, assignments to CFCC standards
 - Understanding why syllabi are critical to the process

Discriminating UG from Grad Outcomes

- Not trying to create experts at content
- Instructor enthusiasm may vary greatly from that of students
 - UG = learning enough to learn more
 - Grad = CF/Practice ready
- Utilize resources like ASHA Preferred Practice Patterns, CF checklist, Practice Portals for SLP-As, A-As

UG vs. Grad cont.

○ Grad outcomes

- *Adult Motor Speech Assessment*: “Auditory perceptual assessment of speech characteristics including assessment of the phonatory-respiratory system (pitch, loudness, voice quality), resonance, articulation, and prosody.”
- *Hearing aid selection & fitting*: “defines electroacoustic characteristics based on frequency-gain characteristics, maximum output sound pressure level, and input–output characteristics”

Conforming with Institutional Curricular Requirements

- Using syllabi templates
- Are there **required** course descriptions and outcomes?
- Policy language – both university and departmental
- Grading criteria and scales
- Hybrid course offerings/minimum contact time

Managing Time Efficiently

- 16 hrs/16 hrs/8 hrs
- Danger Will Robinson!
 - Feels like something is being accomplished
 - Reputation with students
 - Assignment requirements & timeline for grading

Utilizing Existing Resources in Course Planning & Teaching Development

- Centers for Teaching on home campuses
 - Workshops, reading groups, peer feedback
- Other university sites
 - Vanderbilt, www.cft.Vanderbilt.edu - especially menu for Teaching Guides
 - University of North Carolina, <https://cfe.unc.edu/teaching-and-learning/>

Resources cont.

- National Center for Faculty Diversity and Development www.facultydiversity.org
- Listservs like Tomorrow's Professor:
<https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor> to subscribe
- Jossey-Bass publishers: <https://www.wiley.com/WileyCDA/Section/id-812151.html>
- General SoTL Journals: <https://cfe.unc.edu/teaching-and-learning/scholarship-of-teaching-and-learning-putting-teaching-improvement-to-work/> (scroll down to "SoTL Resources," then "Find SoTL Literature", then "click here" for interdisciplinary journal titles)
- Teaching & Learning in Communication Sciences & Disorders
<https://ir.library.illinoisstate.edu/tlcsd/>

Ongoing Mentorship

- Formal mentor appointed
- Weekly/monthly brown-bags
- Reading groups
- Faculty meeting discussions
- Faculty workshops

Competencies vs. Grades

- Considering grading challenges
- Supporting new faculty in the development of remediation plans
 - Identify program policies
- Offering syllabus/policy support

Dealing with Challenging Students

- Discussing known challenges
- Offering suggestions for an “airtight” syllabus
- Obtaining student feedback *before* a classroom “crisis” occurs
 - Following university procedures

Dealing with Challenging Students

- Reminders about documentation
- Reminders of specific processes for grievance/grade challenges
- Offering support in specific situations

Dealing with Imposter Syndrome

- "Internal experience of intellectual phoniness" (Clance & Imes, 1978)
- Classroom teaching may add to the experience as the new faculty member discovers she/he does not "have all the answers"
 - Developing strategies and keeping things in context

Putting it all together

- "Academic freedom" can occasionally mean "no support."
- Develop a plan!

Putting it all together

- Often, specific plans are put together for supporting research endeavors/other pre-tenure milestones
- Implement the same types of activities for teaching!

Putting it all together

- Don't wait for problems
 - When problems occur, remind the faculty member that students graduate, but you all plan to work together for a long time
- Put regular meetings on the books
- Establish time for teaching observations

Teaching Observations

- Structure:
 - Pre-meeting and content review
 - Also, review any metrics
 - Conduct the observation
 - Meet and develop meaningful documentation
 - Establish goals!

What are you doing?