DEVELOPING YOUR FIRST YEAR SUCCESS PLAN

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Why is this Important?

- People are not born knowing how to be professors
- Most faculty take between 4 & 5 years to bring their research productivity and teaching effectiveness to a level that meets or exceeds the standards of their institutions
- Some quick starters (5-9%) do it in their first 2-3 years
- Low productivity in research is costly
- Ineffective teaching is too

Common Mistakes That Lead to Low Scholarly Productivity, Ineffective Teaching, and High Stress Levels

1. Give a high verbal priority to scholarly writing and research while spending relatively little time on them and having relatively little to show for the time they spend;

2. Equate good teaching with correct content and use lecturing as the exclusive mode of instruction;

3. Equate improving their teaching with improving their lecture notes;

4. Spend up to 27 hours a week per course preparing for classes, put so much material into their lectures that they must rush to cover it all, and leave little time for interaction and discussion with students;

5. Teach defensively to avoid student complaints but get low teaching evaluations anyway;

6. Express a sense of isolation from their colleagues

New Expectations, Roles and Responsibilities for Faculty Members

• Requests to Increase Efficiency in Your Work
  – Expand entrepreneurial activity, through grant activity and revenue-producing programs

• Technological Innovation
  – Keeping up in order to incorporate the opportunities that technology provide
  – Faculty must learn to manage the demands on their time and blurred lines between professional and personal components of academic lives

New Expectations, Roles and Responsibilities for Faculty Members

• Demands for Interdisciplinarity
  – Facing “big, messy problems” (Austin & Sorcinelli, 2013, p. 88)
  – Requires skills in teamwork and collaboration

• Faculty Perspectives About Work
  – Early career colleagues often are seeking opportunities to balance work commitments with time for personal responsibilities and interests
  – A number of studies show that early-career faculty members indicate they feel overwhelmed, striving to manage the many responsibilities they face (Austin 2002; Rice, Sorcinelli, & Austin, 2000)
  – More experienced faculty members, despite their more extensive experience, have similar concerns (Bland & Bergquist, 1997)
Are you now feeling this way?
Practices Utilized by Quick Starters

• Scheduling regular time for writing (usually daily)

• Integrating their research into their lectures, conveying a sense of excitement about the field to their students

• Teaching at a slower pace, leaving more time for student questions and interactions

• Limiting course preparation time after the first offering to less than 1.5 hours of preparation for each hour of lecture

• Networking with colleagues 2-4 hours each week, forming connections that helped them with both teaching and research and eased their integration into the academic community.

Plan for Tenure

- Key questions that underlie such a plan include:
  1. In what ways does your research make a contribution to your field? To regional and national conversations?
  2. How are you going to create a sustained, continually developing research agenda?
  3. What goals do you have a research/scholar? As teacher?
  4. How do your teaching and research inform one another?
  5. How do you plan to demonstrate your teaching effectiveness?

Access a copy of department/college standards document which should outline the expectations for each pre-tenure faculty member.

After reviewing the standards document, map out a plan for how you think you might achieve the expectations listed there for research and creative activity.

Set goals at the outset of a faculty appointment.
Plan for Improving Your Teaching

• Understand the Principles and Frameworks of Learning
  – (e.g., Bloom’s Taxonomy, How People Learn, Motivating Students, etc.)

• Course Design
  – Ways to effectively plan and design your courses to maximize student learning outcomes (e.g., syllabus, assignments, etc.)

• Pedagogies and Strategies
  – What approaches will you use (active learning, service learning, team-based approaches, etc.)

• Reflecting and Assessing
  – How do you know your students are learning? (e.g., assessing UULOS
  – Are you reflecting on your teaching practices? Analyzing how something was taught and how practice might be improved or changed for better learning outcomes?
Plan for Improving Your Teaching

• Challenges and Opportunities
  – What are the trends in your discipline?
  – Managing your classroom?
  – Integrating Technology?

• Populations and Contexts
  – Do you understand your students and their needs?
  – Are you working with graduate students? Returning students? Veterans? Gen Y? Z?
  – Are you teaching large classes? Blended? Online?
  – Are you supervising teaching assistants?

• Key questions that underlie such a plan include:
  – What goals do you have as a teacher?
  – How do you plan to demonstrate your teaching effectiveness?
  – What professional development opportunities will you need?

Source: http://cft.vanderbilt.edu/teaching-guides/
Group Work
References


