

SECTION 3

CERTIFICATION IN COLLEGE TEACHING

UNDERSTANDING THE UNIVERSITY CONTEXT

Contents:

Reflection Worksheet - Understanding the University Context
Institutional Types
Institutional Mission and Teaching Statements
Teaching Identity Worksheet
Teaching Philosophy Inventory
Teaching Philosophy Statement - Overview



Certification in College Teaching Institute, May 9-10, 2019 Michigan State University

Worksheet for Reflections and Applications of Teaching and Learning

Session: Understanding the University Context: Aligning Teaching w/ Different Institutional Types & Missions Thursday morning

What skills and techniques did I learn that will help me become a better educator?

- Think about the type of university I want to apply to and eventually teach at
- Incorporate the mission statement into teaching philosophy and my expectations for my students

What things am I still uncertain about regarding this topic that I need to investigate further in the future?

- Look up mission statements and teaching expectations for universities I am interested in working at.

How can I apply materials from this session to my own class to enhance the effectiveness of teaching and learning?

- Always remember the mission or goals of my university.
Use that to help me and my students succeed.

TEACHING PHILOSOPHY STATEMENT

WHAT IS IT?

A one to two-page document that clearly articulates the value you put on teaching, the goals you have for student learning, and teaching and assessment strategies you will use.

WHY MIGHT YOU NEED ONE?

- stand-alone statement for job application
- centerpiece of a teaching portfolio (job application, award, other)
- centerpiece for an annual review or RPT package
- content for a job talk – pedagogy talk
- content for a cover letter for teaching job
- self-reflection tool

WHAT ARE CHARACTERISTICS OF A GOOD ONE? **

- offers evidence and examples
- conveys thoughtfulness and reflection about teaching
- communicates that the person values teaching
- is student/learner centered
- is well written (free of jargon, grammatical or spelling errors)

WHAT SHOULD A READER LEARN ABOUT THE AUTHOR? **

- goals for learning
- strategies to enact those goals in the classroom
- strategies to measure those goals
- approaches to creating inclusive learning environments

**Meizlish, D. & Kaplan, M. (2008). Valuing and evaluating teaching in academic hiring: A multidisciplinary, cross-institutional study. *The Journal of Higher Education, Vol. 79, No. 5*, pp. 489-512

EXAMPLE - TOOL TO ASSIST WITH WRITING A TEACHING PHILOSOPHY

Think about a teaching experience. Identify a 'learning moment' that either opens up or shuts down for your students (or you!). This moment could be something you remember as a challenge, a success, a perplexing event.

Some examples of 'critical moments':

- The time the class understands a complex concept.
- A student asks you a question you cannot answer.
- The first time you successfully facilitate a discussion among students that involves vigorous disagreement.
- A 'light bulb' moment you have about how to better teach a challenging concept.

How did you respond in those moments - for better or for worse? If you didn't respond as you would have hoped, what might you do next time?

Through engagement in this exercise, assumptions underlying your teaching philosophy may emerge!

Adopted from Ellis, D. (2000). Developing a teaching philosophy statement: A special challenge for graduate students. Journal of Graduate Teaching Assistant Development, 7(1), 85-92

- ☺ * Persuasive speech practice.
- \$20 or bonus points for best/most persuasive group
- ☺ * Group member strengths and Group Contracts
- Helpful in keeping students accountable and interested.
- Great for projects with a lot of moving parts (like health campaign)
- ☺ * Realizing a student's potential and working with them to succeed. Especially with fear of speaking
Working with them and realizing when to step in
- Finding new ways of decreasing anxiety and increasing understanding of content or ability for public speaking.



Optional activity worksheet

DEVELOPING YOUR TEACHING

Developing your teaching identity

Exploring your thinking about teaching

Estimated duration: 30 minutes

Pick a teaching practice (such as use of closed-book tests, assigning homework problem sets, requiring class attendance) and list the assumptions about learning that are involved (such as repetition leads to understanding, being in a social context improves learning potential). On reflection, are you comfortable with these assumptions? On the basis of your beliefs, write a short justification or critique of this practice, highlighting the conditions under which it now seems appropriate or not.

I am reflecting on...	
Identify: Name one of your traditional teaching practices (use of closed book tests, assigning homework problem sets, requiring class attendance):	
Examine: List the assumptions about learning that are involved (repetition leads to understanding, being in a social context improves learning potential):	
Reflect: Are you comfortable with these assumptions? On the basis of your beliefs, write a short justification or critique of this practice, highlighting the conditions under which it now seems appropriate or not.	

**Tool for Preparing a Teaching Philosophy Statement
Teaching Inventory & Self-Assessment**

CONTEXTS OF TEACHING EXPERIENCE	
Courses and subjects you have taught (name, dates, K-16)	<ul style="list-style-type: none"> - Public speaking - Health campaigns - Advertising
Modules within courses you have taught	
Non-course-based teaching experiences (coaching, private lessons)	<ul style="list-style-type: none"> - Volunteer training
Course/style (lecture, lab, recitation, on-line, field, etc.)	<ul style="list-style-type: none"> - Recitation -online (2019) - Lecture - Guest lecture
Institutional Contexts (public, private, evangelical, liberal arts, community college, research university, HBCU, other)	<ul style="list-style-type: none"> - Research Universities
STUDENTS	
Level (graduate, undergraduate, non-degree, adult learner, etc.)	<ul style="list-style-type: none"> - Undergraduate
Populations/demographics (first generation, privileged, student athletes, differentially prepared, differentially abled, 1 – 17 year olds (K-12), 18-22 year olds (college), adult students (25+), international, ESOL, rural, geographic region, other)	<ul style="list-style-type: none"> - Compassion for ESL students and 1st generation students
COMPONENTS OF TEACHING PRACTICE	
Delivery Method (lecture, discussion, advising, mentoring, coaching, other)	<ul style="list-style-type: none"> - Prefer discussion but after lecture
Curriculum Development (module, class, course, program, other)	

**Tool for Preparing a Teaching Philosophy Statement
Teaching Inventory & Self-Assessment**

Assessment of Student Learning (formative & summative)	
Providing Feedback (including but not restricted to, grading)	
Student Engagement	- I want you to want to be here
Soliciting and Integrating Feedback on Learning and Teaching (Classroom Assessment Techniques; Clickers, other)	
Collaboration	- Guest lectures - students love industry professionals or engaging speakers.
Use and integration of new technologies (podcasting, video, lecture capture, social media, other)	
Universal Design (Higher Education Opportunity Act of 2008) see www.cast.org	
Connections you have made between your teaching and research.	
Connections you have made between other professional experiences and teaching.	
COMPONENTS OF TEACHER KNOWLEDGE	
How People Learn	
Disciplinary / Content Knowledge	

Tool for Preparing a Teaching Philosophy Statement
Teaching Inventory & Self-Assessment

Pedagogical Content Knowledge	
Technological Knowledge	
Self-knowledge (experience with and approach to reflecting upon own practice and teaching)	
BELIEFS ABOUT TEACHING	
How do you define teaching? Learning?	
What do you hope to achieve when you teach? What does that say about you as a teacher?	
Does your subject matter impact your beliefs about teaching? If so, how?	
What learning goals do you have for your students?	
What is your approach to improving your teaching?	
What are some of your most difficult challenges? How are you addressing them?	

McDaniels, M. (2016). Tool for producing a teaching philosophy statement. Unpublished.

SAMPLES OF INSTITUTIONAL MISSION STATEMENTS AND STATEMENTS ON TEACHING

Example 1: Research Institution-Michigan State University

Mission Statement

“(The following statement was approved by the Board of Trustees on April 18, 2008.)

Michigan State University, a member of the Association of American Universities and one of the top 100 research universities in the world, was founded in 1855. We are an inclusive, academic community known for our traditionally strong academic disciplines and professional programs, and our liberal arts foundation. Our cross- and interdisciplinary enterprises connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society’s rapidly changing needs.

As a public, research-intensive, land-grant university funded in part by the state of Michigan, our mission is to advance knowledge and transform lives by:

- *providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders*
- *conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally*
- *advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world”*

(<http://president.msu.edu/advancing-msu/msu-mission-statement.html> accessed 26 April 2018)

Excerpted from Michigan State University’s Promotion and Tenure Form

Evaluate the faculty member’s scholarly contributions in **instruction**. Dimensions to be addressed may include (but are not limited to):

- *Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction;*
- *Non-credit instructional activities including the development of certificate programs, community programs, extension programming, etc.;*
- *International instruction such as instruction abroad, comparative/international courses on campus, etc.;*
- *Patient care activities in support of instruction;*
- *Academic advising (making clear what the appropriate responsibilities and expectations are); and*
- *Instructional activities in professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member’s accomplishments as evidenced, for instance, in: *SIRS forms; peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc.; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional/alumni recognition.*

Example 2: Comprehensive Public University-Grand Valley State University

Vision, Mission, and Values Statement

"A. *Vision Statement -Grand Valley State University will become one of the nation's premiere Carnegie classification 'Master's Large' institutions of higher education grounded in the tradition of liberal education. It will be recognized and acknowledged as a community of diverse, committed scholars engaged in collaborative, lifelong learning to achieve acknowledged academic excellence and positive community impacts. By focusing on the promotion of high quality undergraduate and graduate degree programs, the institution will be the university of choice for students and faculty alike and it will enjoy broad support for its innovative partnerships and initiatives that promote the physical health and the intellectual, social, environmental, economic, and cultural advancement of West Michigan, and ultimately, the advancement of the state, nation, and world.*

B. *Mission Statement- Grand Valley State University educates students to shape their lives, their professions and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship and public service."*

(<https://www.gvsu.edu/policies/policy.htm?policyId=4A5DE65F-DEAD-F53F-8DD204667872FDD3>, accessed 26 April 2018)

Excerpted from Grand Valley State University Faculty Handbook

Effective Teaching. Effective teaching facilitates student learning and includes, but is not limited to, knowledge of the field taught, classroom and mentoring performance, and communication and human relations skills. Faculty members teach effectively by challenging and engaging students, by supporting their academic and professional growth, and by establishing and maintaining high academic standards. They address in their courses relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. They use appropriate pedagogies and relevant assessments of student learning. They contribute to revising or developing courses and curricula as needed by their units. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations.

* Example 3: Liberal Arts Institution with a Religious Background-Calvin College

Expanded Statement of Mission

"From its beginning Calvin College has been governed by a clear mission. During its earliest years that mission was to train the youth of the church for callings in the ministry and in education. Soon the mission broadened to training people, by means of a liberal arts curriculum and according to the Reformed tradition, for a life of Christian service in any vocation. Fundamentally, that task remains a primary mission of the college. So stated, it has the apparent elegance of simplicity....

An expanded statement of mission intends to establish directions, not to implement programs. But it is essential that those directions recognize the fundamental premises that have formed and guided this college from its outset. To promote and follow a transforming vision, one that grants new direction, is not to forsake the heritage that has sustained us. Rather, it is to embrace that tradition, to seek courage and sustenance from it, as we look for new ways to effect our calling as a comprehensive liberal arts college in the Reformed tradition of historic Christianity."

(<http://www.calvin.edu/directory/publications/expanded-statement-of-mission> accessed 26 April 2018)

Excerpted from Calvin College's Teaching Handbook

Teaching is the primary vocation and responsibility of the Calvin College faculty. At Calvin, teaching is the intentional and systematic engagement of students in vigorous liberal arts and professional education. Effective teaching of college students includes exploring, transmitting, assessing, preserving, transforming, and shaping the intellectual, artistic, and moral achievements of human culture. Effective

- Missing other duties as faculty members
- Missing student outcomes

teaching also includes developing competencies expected of college-educated persons in society. The aims of teaching are to develop knowledge, understanding, and critical inquiry; to encourage insightful and creative participation in society; and to foster thoughtful, passionate commitments to do God's work in God's world. Effective teachers are themselves enthusiastic learners. They have prepared themselves with educational and professional experiences to be practicing members of the academic community. Their acquaintance with a body of knowledge is active rather than passive, and what they pass on to their students is knowledge they have appropriated for themselves. Effective teachers are intellectually alert. They are aware of developments in their academic field, understand the context of the ideas within the field, and are alert to changes in society that may shape the meaning and significance of the ideas. They read and contribute to publications; they participate in professional conferences. Their involvement in the broader educational community and its intersection with society should be a model of professional life for their students. Effective teachers establish a relationship that invites students into the arena of academic study in which together they struggle toward discerning, claiming, and living the truth. These teachers model conviction, display enthusiasm for their subject matter, and engage indifferent students. Effective teachers have a compelling sense of mission that takes courses beyond the humdrum to memorable intellectual and spiritual experiences.

Example 4: Minority-Serving Institution-Howard University

Mission Statement

"Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community." (<http://www2.howard.edu/about/mission-vision>, accessed 26 April 2018)

Excerpted from Howard University's Faculty Handbook

Appointment to the faculty of Howard University carries with it responsibilities for excellence in teaching, the intellectual growth of students, high scholarship, and the improvement of society. In addition, faculty members have a responsibility to participate in the life and operation of the university and particularly the department and school or college of their appointment The faculty members' pursuit of teaching excellence is a life-long commitment and includes the following specific responsibilities:

- (a) To have a firm command of their subjects and to keep abreast of new developments.
- (b) To select teaching strategies that facilitate the learning process and to communicate their subjects effectively.
- (c) To instruct classes at the scheduled time and place, in a manner consistent with the course content and course credit approved by the appropriate faculty body. When the faculty member is unable to meet a class, the department office must be notified and arrangements made for substitute instruction or for the class to be notified concerning cancellation. Make-up classes shall be rescheduled at a time reasonably convenient for students.

- (d) To design and evaluate conscientiously all student work with impartiality; and to complete grading in a timely fashion according to the schedule of due dates announced by the Office of the Registrar. Moreover, students will be given an opportunity to receive an explanation of the grade assigned.
- (e) To provide each student with a written syllabus or course guide summarizing the objectives and requirements of their courses, the textbooks or other sources to be used, and the applicable attendance and grading rules.
- (f) To avoid unacceptable discriminatory conduct based on such factors as race, color, religion, national origin, sex, sexual orientation, disability or handicap, age, or political beliefs. Accordingly, faculty members must be sensitive to the harmful consequences of professorial or student conduct or comments in classroom discussions or elsewhere that perpetuate stereotypes or prejudices involving such factors.

Example 5: Community College-Jackson Community College

Mission and Vision Statements

"Mission – Together we inspire and transform lives. Vision-Jackson College is a world-class institution of higher education where learners succeed and community needs are met."

(<https://www.iccmj.edu/office-of-the-president/mission-documents/> accessed 26 April 2018)

Excerpted from Jackson Community College Faculty Manual

The primary focus of community College faculty is teaching. During the first four years of annual contract status, faculty create, develop and fine-tune learning environments that stress active participation by students, that offer a variety of classroom techniques for learning, and that use available and emerging technology and other alternate modes of information delivery.

Hand in hand is the recognition of the value of assessment in improving learning environments. Assessment at JC occurs on several levels: within the class, course and program review, and institutional. Classroom assessment takes place at the individual classroom level more or less continually as faculty determine how students are succeeding in completing course objectives. Student feedback surveys provide necessary and valuable information. In the second through fourth years, faculty are also evaluated through classroom observation and reporting by peers from the mentoring team and the dean. The Associate Degree Outcomes (ADOs) are the overarching knowledge, skills and abilities we have determined our graduates should have. Every course in the institution contributes to these outcomes in some way. Once a year faculty report student success for each course they teach in terms of the ADOs. These data are aggregated and analyzed to give us a snapshot and trends of student achievement on a more global level.

TYPES OF HIGHER EDUCATION INSTITUTIONS IN THE UNITED STATES

There are over 3,000 postsecondary institutions in the U.S. Over time, different formal classifications systems have been developed, utilizing various methodologies, resulting in different category names and frameworks. The Carnegie Foundation for the Advancement of Teaching has one of the most recognized classification systems (<http://classifications.carnegiefoundation.org/>). Below you will find a list of institution types that reflect general categories that are often used colloquially – these do not reflect the specific language of any one classification system.

Institution Type	General Characteristics
Research University	Public or private. Faculty are expected to have both a robust research agenda (and publications) and a track record bringing in grant money. Faculty teach students at the bachelors, masters and Ph.D. levels & may have teaching and research assistants (e.g., Michigan State University, University of Arizona, UCLA, Yale, Columbia)
Comprehensive University	Mostly public. Faculty are expected to produce scholarship and increasingly are being asked to bring in research money. Faculty mostly teach bachelor's degree and master's level students, although some comprehensive universities do have doctoral programs (e.g., Central Michigan University; Eastern Carolina University).
Liberal Arts College	Mostly private. These institutions are known for their size (smaller) and their emphasis on rewarding faculty for their teaching accomplishments. Faculty mostly teach undergraduates, although some liberal arts colleges have a few masters programs. The institutions within this category are diverse – some have very high research expectations and value a faculty member's role in including undergraduates in their research programs (e.g., Hope College, Calvin College, Swarthmore College, Amherst College).
Community College	Public and Private. These institutions are plentiful across the country and play an important role in providing access to higher education for large groups of people. Faculty mostly teach students in associate's degree and technical certificate programs (although many community colleges are now offering some bachelor's degrees). More and more students are entering community colleges to take courses that satisfy their general education requirements prior to transferring to four-year institutions. Career preparation is a large part of the community college mission (e.g., Lansing Community College, Mott Community College).
Minority-Serving Institution	Minority-Serving Institutions (MSIs) were founded initially to provide education to underrepresented minority group members. There are a set of historically Black and Hispanic institutions, along with Tribal Colleges, that continue to play an important role in the U.S. education system. These institutions include research and comprehensive institutions, liberal arts colleges and community colleges (e.g., Howard University, Florida A&M University, California State – Fresno, Arizona Western College, Saginaw Chippewa Tribal College, College of the Muscogee Nation).
For-profit Institution	There are an increasing numbers of for profit institutions – both traditional “brick and mortar” and on-line -- offering an array of certificate and degree programs. Many faculty in these institutions work in industry and teach on a part-time basis (e.g., University of Phoenix, Strayer University, ITT Technical Institute).