**Secret Decoder Ring: Strategies for Engaging Faculty Development**

|  |  |  |
| --- | --- | --- |
| **General Strategies** | **Specific Strategies: Offer, Do, Ask** | **Your Institution** |
| 1. **Intrinsic Factors: Motivations and Values** | | |
| Address intrinsic motivations directly | Connect to their stated goals about caring for students and/or learning outcomes. | *Share: What are you (or your institution) doing?* |
| Address the structural components around the individual that support intrinsic motivations | Share statements such as “Our college values teaching excellence,” or departmental statements about priorities, such as “Our department is moving toward blended learning.” |  |
| Validate concerns and build trust | “I appreciate your honesty in sharing your concerns with me. You’re not alone in feeling this way.” |  |
| Reinforce positive steps forward | “Wow! Did you see how many students responded to that question in class when you used the think-pair-share technique?” |  |
| 1. **Extrinsic factors: Institutional culture and structures** | | |
| Provide extrinsic recognition | Offer a nominal title, award, or remuneration for engagement, effort, or excellence. |  |
| Address the structural components directly | Match challenges with appropriate resources, such as instructional buy-outs for substantial course redesign. Align with institutional priorities. |  |
| Address the cultural components directly | Connect with peers doing similar work. Promote successes. |  |
| Utilize existing resources | Leverage existing library and IT resources. |  |
| Plan for sustainability of changes | Use campus-supported technologies that can be readily updated by the instructor. |  |
| Identify and validate key roadblocks | “So, if there were adequate evidence for active learning and a positive impact on student outcomes, you’d be more willing to consider trying a few active learning strategies.” |  |
| 1. **Fear of trying something new with students** | | |
| Focus on small, achievable interventions | “What do you think might happen if…?” |  |
| Set realistic expectations for change | “It often takes two or three tries to feel comfortable with a new technique/technology.” |  |
| Help students understand that courses evolve; constructive feedback is useful | “Evidence shows that when students have the option to get regular, substantive feedback, they learn better. We are trying something new today to help support that, and want your feedback on how it helps you.” |  |
| 1. **Fear of judgment by colleagues** | | |
| Create “safe-space” for low-risk innovation and experimentation that includes friendly feedback | Facilitate communities of practice around teaching. |  |
| Engage faculty in action research or scholarship of teaching and learning | Offer to help the instructor craft a mid-semester student survey (eg SALG) about introducing a new technology. |  |
| 1. **Concern about the intended use of data collection** | | |
| Provide tools for using data to drive teaching decisions and student success | How could we use the data to help you understand who your students are? |  |
| Use evidence to identify issues to address as well as successes | “Let’s find a way to use the data tools within the LMS to answer your questions.” |  |
| Listen to and validate concerns | “I appreciate your honesty and sharing with me that you’re concerned about how these data will be used. You’re right that campus doesn’t yet have a policy around this, but it is going to a faculty vote next month. How would you like to proceed?” |  |
| 1. **Concern about risk to future resources** | | |
| Address sustainability and scalability of changes | “Which of these tools will help you be able to support this after our work together is done?” |  |
| Align changes to course sequence within a program or curriculum | “What do students need to know or be able to do for the next course in the program sequence?” |  |
| Allow students to take ownership of learning | “How will this help students engage with the material in a meaningful way?” |  |
| 1. **Variability in readiness and awareness** | | |
| Approach through empathy and inquiry | “You know your course best, and you’re in charge of the instructional decisions for that classroom. I’m not here to judge you or tell you what to do; I’m here to help you sort out how to design the course in a way that works for you and your students.” |  |
| Connect with successful colleagues who have implemented similar change | “Let’s check out who received one of these teaching grants previously and see if they have any advice.” |  |
| Structure time to explore, plan, try | “Let’s all plan to try something new every 3-4 weeks. We will meet to plan and debrief each time.” |  |
| 1. **Variability in experience with scholarship of teaching and learning** | | |
| Offer just-in-time support | Host course design programs at times when faculty are planning their courses, such as May, August, January. Host workshops on assessment two weeks before midterm exams begin. |  |
| Connect with faculty peers | Establish partner instructors in the program to provide each other with feedback and support. |  |
| Communities of practice around teaching | Create a fellowship for a limited time to address a thorny or emerging issue together. Meet over lunch for 6 weeks to discuss issues related to the new department chair’s commitment to online learning. |  |
| 1. **Skepticism about training/development approaches & education research** | | |
| Focus on long-term relationship building | “My job is to support campus education, and that includes you. These workshops are designed to support you and your students. We want our offerings to be useful as you, your students, and your courses evolve. |  |
| Connect with disciplinary educational research | “There’s an entire journal for biology faculty called *Life Sciences Education,* and it’s available online for free! Great stuff—sometimes theoretical, sometimes research-oriented, and always practical.” |  |
| Highlight practices they are doing | “Let’s build on the successes you’re already had in the lab. What if we bring some of that experimental thinking into lectures and exams?” |  |
| 1. **Desire to be an excellent instructor** | | |
| Examine student outcomes | “What are the most important things for a student to know, understand, or be able to do at the end of this course?” |  |
| Explore potential alignment with institutional priorities or connect to disciplinary approaches | “The Wisconsin Experience invites students to have empathy, humility, and relentless curiosity. How might that connect to the questions you’re asking them to explore about race and gender? |  |
| Highlight successes they already have | “You received positive feedback from students last fall when you introduced clickers. What if we built on that by asking some higher-order questions?” |  |
| 1. **Concern for student experience and inclusion** | | |
| Share practices that reinforce universal design and principles of learning that work for everyone | Provide a mechanism to evaluate which parts of a course might not be accessible to a subset of students (eg video with no text), or exclusive to some students (eg all white male figures represent historically important figures). Share examples of how to design parts of the course to support those students. |  |
| Empathize with student experience | “How might you establish a routine or weekly rhythm to help students better predict what is due when, with clear expectations? How might that help all students, but first-generation students in particular?” |  |
| Examine disciplinary approaches to inclusive practices | “Evolution and vaccinations can be tricky subjects to explore. How have others found ways to teach these critical concepts in a manner that is respectful of students’ faith or beliefs?” |  |
| Seek student input and feedback | Set aside time to build mid-semester surveys in the LMS to ask students about their learning experience. |  |
| 1. **Perception that educational innovation or technology use is trendy** | | |
| Focus on the outcome (especially learning!) and design principles | “How does that innovative activity help students practice the outcome you intended? How does that digital assessment tell you (and them) whether they are headed in the right direction?” |  |
| Refer to seminal literature (generally or in the discipline) | Provide a primer or summary of the key educational studies in the discipline or a comprehensive introductory paper, then connect the dots between how those learning principles are supported or improved by a particular technology. *How Learning Works* by Susan Ambrose *et al.* is a great place to start. |  |
| Align with timely reports (eg ELI annual priorities) and campus & discipline priorities | When the campus sends out a new educational initiative (eg blended learning, course learning outcomes inventories, a new enterprise technology, etc), connect the dots to the faculty development program’s outcomes. |  |
| 1. **Concern about negative consequences of poor teaching** | | |
| Set expectations | “Evidence suggests it takes three times to be comfortable teaching a new innovation.” |  |
| Establish feedback loops | Host a workshop on peer-peer teaching observation pairs or triads using a teaching observation protocol or other evaluation tool, such as Quality Matters. |  |
| Enlist students in improvements | Offer time during the program for faculty to build student feedback mechanisms into course design, such as one-minute papers, and a plan for analysis. |  |
| Offer empathy | Listen to what faculty aren’t saying, and offer understanding and support. |  |