

Pedagogy and Curriculum Committee Report

The Emory College strategic plan identified the need “to provide substantial and meaningful support to help our faculty develop as excellent teachers, reimagine their curricula, and embrace best practices for effective pedagogy.” Dean Michael Elliott charged the Pedagogy and Curriculum Committee with considering how best to achieve these goals in light of existing programs, opportunities, and resources at Emory. The committee included the following faculty and administrators in Emory College who met six times between November 2016 and February 2017:

Joanne Brzinski, Senior Associate Dean, Office for Undergraduate Education
Jason Ciejka, Assistant Dean, Office for Undergraduate Education
Astrid M. Eckert, Associate Professor of History
David Fisher, Director of the Emory College Writing Program
Carla Freeman, Senior Associate Dean, Office of Faculty
Kristen Frenzel, Senior Lecturer, Neuroscience and Behavioral Biology
Sally Gouzoules, Associate Dean for International and Summer Programs
Hiram Maxim, Professor and Chair of German Studies
Pamela Scully, Director of the Center for Faculty Development and Excellence, Professor of
WGGGS and African Studies
Eric Weeks, Professor and Chair of Physics
Carrie Wickham, Professor of Middle Eastern and South Asian Studies

The committee looked at teaching centers and resources at a number of peer institutions and discussed budget and structural concerns with directors of teaching and pedagogy centers at Vanderbilt, Duke, Washington University, Notre Dame, and Rice. Colleagues at these institutions generally advised that whatever resources the College invests in teaching should not be redundant and that collaboration with existing offices and units would be crucial.

The committee also heard from faculty and staff involved in existing programs and resources at Emory, including the Center for Faculty Development and Excellence, the Center for Digital Scholarship, the TATTO Program of the Laney Graduate School, the Emory College Language Center, the Emory College Writing Program, the Science Education Research Journal Club, and the CERTL Program. The committee was surprised by the range of formal and informal programs and resources that already address teaching. There is a great deal of overlap among these various programs, and faculty may be unaware or confused about specific resources. In general, more effective communication and greater accessibility for these various programs and services is critical for the success of any plan to enhance teaching support in the College.

The committee recommends a broad initiative to support faculty development in pedagogy and teaching, guided by an executive committee incorporating existing teaching chairs and a few key hires with expertise in pedagogy. This initiative and new hires should be housed in the College but be affiliated with the CFDE. This will allow the new resources in the College to strategically supplement

rather than duplicate or replace existing efforts to support teaching. The committee also supports the provision of curricular reviews and intervention by field-specific experts.

The document below includes the recommendations of the committee and two appendices. The first is a compilation of existing teaching resources for Emory College faculty; the second is a proposal that imagines the kind of support that an executive committee and expert pedagogues could provide to departments for teaching and curriculum development.

RECOMMENDATIONS

Disseminate Information about Teaching Resources at Emory

The College should catalog and maintain through a new website existing opportunities that provide support to ECAS faculty for teaching. This will allow faculty to easily find appropriate resources related to curriculum and teaching.

A range of formal and informal programs and resources already address teaching at Emory, including the CFDE and Center for Digital Scholarship. In general, more effective communication and greater accessibility for these various programs and services is crucial for any plan to enhance support for teaching in the College. The College should maintain a website (perhaps called Teaching@EmoryCollege) to connect faculty to these resources. The website should offer specific suggestions and opportunities targeted toward junior faculty and graduate students as well as resources for all faculty. The website is one venue to publicize and recognize faculty who win teaching awards.

RESOURCES: Staff time to develop and maintain the website.

Establish an Initiative to Support Faculty Development in Pedagogy and Curriculum

An initiative directed by an executive committee, which will include the NEH-Massee-Martin and NEH-Arthur Blank Distinguished Teaching Chairs, a future teaching chair in STEM or the social sciences, and two new pedagogy experts, will coordinate with the CFDE to provide opportunities for faculty and departments to develop curricula, understand best practices and teaching methods from other institutions, and help faculty enhance their pedagogical skills.

- The College should hire **one or two experts in the scholarship of teaching and learning** to coordinate this initiative and work with faculty and departments. One should be an expert in science pedagogy with a faculty appointment (probably lecture-track); the existing programs and offices providing support for teaching indicated that this is a priority. The other should be an expert in the Scholarship of Teaching and Learning and perhaps have a background in the social sciences and educational assessment. This may be a staff rather than faculty appointment, and the expert would be tasked with supporting assessment efforts in departments and

programs. Support staff may also be necessary to assist with these efforts. The experts should be located in the College with some affiliation with the CFDE.

- These experts will **work with departments and programs to evaluate teaching, develop curricula, and support departmental teaching initiatives** in a variety of ways. The description in Appendix B illustrates the vision of the committee about how these departmental collaborations could be designed. The committee suggests that each year select departments will identify goals for curricular development or teaching, and the experts will work with the department or program to pursue those goals. This could consist of consultations throughout the year with a respected teacher or expert in the discipline who will bring discipline-specific expertise to the effort. These year-long efforts may result in revisions to the curriculum, development of new teaching practices, or a focus on a particular issue or problem that is identified by the department or program.
- The committee also envisions support for individual faculty outside of these departmental efforts. The teaching initiative should build opportunities for community around teaching concerns and initiatives with special opportunities for pre-tenure faculty. These should include different ways for faculty to engage:
 - CFDE Teaching Fellows: The executive committee should coordinate with CFDE as it begins to offer 3 teaching fellowships for College faculty. These awards will allow faculty to develop an individual teaching project, and then run teaching tables or present to their departments. The College might supplement these awards if there is greater demand for these opportunities.
 - College Teaching Groups: The College should consider creating a teaching fellowship program in an alternate form, one that brings together a GROUP of faculty over an extended period of time to work on a particular pedagogical issue. Faculty members will propose a fellowship topic and identify (or seek) participants. The exact length and engagement of faculty in these activities may vary by the needs of the specific topic. As part of the fellowship, faculty may produce materials that would be helpful to colleagues outside the program and contribute to teaching events. Faculty teaching fellows in the College would allow groups of faculty to work together on common efforts and problems. The fellowship would provide support for regular meetings and outreach to others in the community.
 - Teaching Events: The executive committee should sponsor regular events—formal speakers, practical workshops, and informal lunch-and-learns—around pedagogical themes to draw individual faculty across the College and place them in conversation around a particular teaching topic or method.

COSTS:

1. Faculty member with science pedagogy background: \$100-120,000 (all salary estimates include fringe benefit rate)
2. Staff position: \$80-100,000

3. 2 department curriculum or teaching initiatives per year: \$12,000 (\$3,000 honoraria for visiting faculty, travel, costs for meetings in the department or program)
4. Teaching Fellows: \$5,000 (salary supplements of \$2500 per fellow)
5. Teaching Groups: \$2,500 (for group meetings and initiatives)
6. Teaching Events: \$1,000

Recognize Faculty Who Demonstrate Teaching Excellence

The College demands teaching excellence of all of its faculty, tenure track and lecture track alike. As such, the College must encourage, acknowledge, and reward faculty for pedagogical and curricular innovation and major teaching accomplishments. This may take several forms:

- Actively encourage departments to recognize their star teachers with internal awards, nominations for existing faculty teaching chairs and other teaching awards, and honors available in disciplinary organizations. This may involve creating a proactive nominations committee.
- Publicize faculty who are recognized for their teaching and mentoring. This includes recognition of faculty in the annual senior survey, faculty invited by students to attend Phi Beta Kappa or the Emory Scholars commencement events, or other ways in which good teachers are recognized by students and peers.
- Celebrate these faculty in publications and/or events. For example, the winners of the Emory Williams Teaching Awards could be recognized at the opening faculty reception, or the College could host an event celebrating teaching similar to “A Feast of Words.”
- Revise OFARS to include all the ways that faculty engage with teaching, including mentoring students.
- Create an endowed chair to recognize excellent teachers in the STEM fields and social sciences to balance the distinguished teaching chairs in the humanities. The chair should be open to tenure-track and lecture-track faculty.

COSTS:

1. Staff time to collect and distribute information highlighting good teachers from existing information about teaching.
2. Faculty time to identify and nominate colleagues for teaching awards.
3. Costs of revising OFARS fields.
4. Endowed teaching chair in STEM or social science fields: \$3-4 million.

Hire Staff to Provide Specialized Pedagogy and Curriculum Support

- The College should hire an **instructional designer**. Most schools within Emory have a dedicated instructional designer or technologist, and College faculty feel a particular need for this position.
- The College should hire a **data analyst** with a background in educational assessment to assist departments. Departments need expertise in data analysis to help them evaluate and assess their programs and collect meaningful information related to curricular reform; this will relieve some faculty time currently involved with assessment.

COSTS:

1. Instructional Designer: \$92,000
2. Data Analyst: \$70,000

Provide Greater Support to Faculty Engaged in Teaching Initiatives

- The College should provide chairs with some flexibility in assigning teaching effort to adjust the teaching of faculty who are undertaking a major overhauling of a foundational course for the department, leading a substantial revision of the department's curriculum, or introducing new approaches to department courses.
- Faculty, especially in the lecture track, would benefit from small summer grants to develop new courses or course components, or to investigate and incorporate different teaching methods or models like flipped classrooms. The College should award 10 competitive grants or stipends of \$2,000 to provide salary support for faculty to execute a significant revision of key courses in the curriculum, or to develop new approaches or resources for the department or program.

COSTS: For summer salary supplements: \$20,000

APPENDIX A: CURRENT TEACHING RESOURCES

Teaching Resources for ECAS Faculty

February 2017

Grants

CFDE

- *Mini grants* \$300 (twice a year offered, and rolling)—for visitors, field trips etc. Includes engaged learning grants (about 30 a year)
- *Funds for Innovative Teaching* (not necessarily technology) \$3,000 (once a year)—part of a cohort, meet a number of times to discuss ideas (about 13 a year)
- *University Courses*, \$2,000 (to teach a class with someone from another school, often has visiting lecturers etc.) (Spring for the next Spring) (3 a year)
- *Academic Learning Community* (\$500-\$1,000). (3-4 a year). Can be teaching focused i.e. Biology; Religion/RSPH)
- **Proposed: Teaching Fellows:** 1 per ECAS division, year-long fellowship \$2, 500 for work on teaching project, leading a teaching table, mentoring within department.

ECDS

- *Proposals for digital teaching projects:* Cold cases would be an example. Not exactly a grant, but one does have to write a proposal.

Programing

CFDE

- *Teaching Tables* (two or three a semester, could be made more regular). **College faculty only.** Run by faculty members ideally.
- *Inclusive Pedagogies* (three in Spring) includes work on conflict in the classroom.
- *Inclusive Classrooms* (with Office of Equity and Inclusion; three in the Fall)
- *Teaching Portfolio Workshops*
- *Engaged Learning Pre-Text Workshops*

ECDS and CFDE

- *Connect with Teaching and Connect with Research* events (both having significant representation by ECAS faculty)

ECDS

- GIS Workshop
- Teaching WordPress, GIS, web site exhibitions, and data fundamentals for 6+ classes
- Teaching 12+ classes on digital storytelling and video documentary production and

Writing Program

- Writing Across Emory (3-4 workshops per semester)

Laney Graduate School

- CIRTLL workshops: teaching in stem (some co-sponsored with CFDE)
- TATTO: Training students to teach/Overlap with some CFDE offerings. Often co-sponsored Also with ECDS

Summer Workshops

CFDE

- Summer Teaching Intensive, August, 2 days, different modules, people can sign up for individual modules (i.e. teaching large classes; teaching online; teaching international students; hybrid classrooms; transforming conflict in the classroom etc.) or all of them.
- Course Development Discussion group (over the Summer). Very casual conversations. Profs from around the university
- Pre-Text workshop

ECDS

- Summer seminar for faculty, focusing on digital scholarship methods and tools

Oxford Center for Academic Excellence

- Institute for Pedagogy in the Liberal Arts, May. About 5 days.

Writing Program

- Summer Institute on Continuing Writing Requirement. **College only.** May-June.

General Support for Teaching

CFDE

- Teaching Consultations—with senior faculty or Donna Troka, Violla Hartfield Mendez or Stephanie Parisi (as requested)—in class observations; consultations about syllabi, course design etc. (Mostly over a semester)
- Department consultations/visits around Inclusive Classrooms (1-1.5 hours)
- Departmental visits to graduate classes on pedagogy to lead discussions
- QEP Committee (member)

ECDS

- Supporting related student work
- QEP Committee (member)
- Helping faculty translate

Writing Program

- Teaching consultations with Dave Fisher and Joonna Trapp
- Classroom visits for writing instruction or observation
- Domain of One's Own: Consultation and ongoing pedagogical and technical support for digital pedagogy, publishing, and portfolios
- Consultations with writing-center tutors about effectiveness of assignment sheets (writing prompts)

Instructional Design

CFDE

- Online teaching: Emory Foundations of Online Teaching course (streams for faculty and graduate students—latter with ECDS)

ECDS

- Teaching 3+ courses on understanding your online footprint

- Consulting on the College's Emory College Online program
- Consultations about best practices in technological tools

OISP

- Development of on-line courses in ECAS

Writing Program

David Morgen—instructional design

Teaching and Learning with Technology (TLT) Library

- Learning Management System Support (Canvas)
- Instructional Technologies Tools/ Best Practices Support
- Academic Video Production Support & Consultation
- Student Technology Access & Support--creating student assignments that use technology

Classroom Technology (library)

- Practical help in the classroom to make things work.

Faculty-led support for teaching

- Science Journal Club (celebrating its 10th anniversary this year)
- Emory College Language Center
- CFDE Teaching Tables
- CFDE Academic Learning Communities

(Thank you to Pamela Scully, who summarized the materials on teaching support collected by the committee)

Appendix B: SUPPORTING DEPARTMENT INITIATIVES FOR TEACHING

Set up a team of teaching experts. This might be one staff person with relevant expertise, along with one senior faculty member. If necessary, give them additional training in advance for how to do teaching observations, how to reform curriculum, etc. – whatever would be useful in helping them achieve the goals described below.

ECAS then arranges for the team to work with a department for a semester. (Likely this team would work with 3-4 departments simultaneously.) During that semester the team engages with the faculty and graduate TAs on various teaching-related issues. There are many possible forms this engagement could take, and it may be that each department plans in advance which forms they prefer. Ideas include:

- Classroom observations. This could be done confidentially, where a team member observed someone teaching and then has a conversation with them afterward. Results from these observations may be presented to the department in aggregate, but anonymized so there are no individual negative consequences from being observed.
- Interview undergraduates to find out their impressions of the curriculum, pedagogy, etc. For example, talk to seniors and learn about their favorite course. What teachers do they perceive as doing innovative pedagogy? Is the curriculum coherent, does the course sequencing make sense?
- Interview graduate students to find out similar information about the graduate courses.
- Interview graduate TAs to find out how their needs as teachers are being served. Is TATTO giving them the necessary support? Maybe they need classroom observations as well?
- Curriculum discussion: the team could lead a discussion of the curriculum with an eye toward revisions.
- Assessment: all departments need to do assessment. Perhaps the team could help share best practices, review the department's current practices, etc. While assessment is necessary for accreditation, the idea is that it's supposed to be useful to the department. Are there ways the team can help a department come up with more useful assessment methods?
- Conversations: Like the "teaching tables" but localized to within the department, or within a few departments. The team could organize times for conversations around topics of direct interest to the department, such as introductory courses, or innovative ways to teach majors, or TA training, etc. Could be conversations for faculty, could be for TA's, could be both.
- Facilitate inter-department discussions. If the team is working with several departments simultaneously, perhaps common issues will arise and the team could organize conversations between the departments.

-- Food for thought: Perhaps some of these discussions or conversations could be organized around lunchtime. Perhaps ECAS could cover half the costs, and the department the other half. This could include small lunch groups (one team member + 2-3 faculty discussing a focused topic) or larger (two or three departments coming together around a topic, helping build community).

-- External speaker: the team could arrange for an external speaker to come give a seminar. I believe there are many interesting disciplinary-based pedagogy experts, but organizing an invitation takes work; this could be something the team helps with.

-- Undergraduate research / honors program: The team could assess how the honors program and/or undergraduate research is going. Some departments are more organized than others. Often the mentoring students receive varies widely from advisor to advisor. Perhaps this could be reviewed by the team, and best practices suggested.

-- PhD mentoring: similarly, the mentoring received by PhD students from their advisors can vary widely. Perhaps there is a way to assess this and similarly find ways to improve this.

-- Enhancements for introductory courses: A lot of innovative pedagogy centers around introductory courses. For example, there is a huge variety of interesting ideas for changing large lecture courses. The team could work with faculty to identify reforms that are doable and promising. That is, navigating the literature is difficult and also many reforms require a lot of work; but there are also some changes that may be more manageable or better fit with a departmental culture.

-- Identify resources: As the committee has discussed, there are more campus resources than any of us realize. The team can be knowledgeable about these resources and help connect individual faculty to resources. This could include helping faculty write internal grants for some of those course-enhancement funds; it could include helping a department reach out to OUE for additional money to do something important; it could even include helping a department write an external grant.

-- Journal club: for the semester the team is visiting, they could organize an every-other-week journal club around a specific topic. The team, being pedagogical experts, would make this work by being able to suggest great papers to read. This could even be between the several departments that they are working with that semester. With luck, this journal club could continue on past the duration of the semester.

-- Mid-semester surveys: Giving a class a mid-semester survey is a great way to learn about useful corrections one can make to the course before the semester is over. Alternatively, in some cases it allows one to explain to the class the reason a correction won't be made, if for example the teacher is doing something for a pedagogical reason. In all cases, the students appreciate their opinions being sought. But, for a large lecture course, administering such a survey is daunting. The team could administer the survey and provide a summary of the results to the teacher.

-- Documentation: All of these activities undertaken by the team can be documented. One goal would be to provide junior faculty with some evidence for their teaching portfolio: evidence they engaged with the teaching team, or that they followed advice given after a classroom observation, or whatever. A second goal would be for the team to write a report summarizing their observations and making recommendations, to be given to the department near the end of the semester. The documentation is meant to be formative rather than summative: departments should not look at these as administrator-imposed requirements for improvement, but rather as helpful advice that fits the context of the department. Advice, whether to individual teachers or to the department, should be reasonable given the other demands on faculty time and energy. Where negative feedback needs to be given, it should be done as confidentially as possible, with a clear firewall so that faculty don't fear repercussions for their promotions.

The thought is that this could be systematic so that every few years every department gets assigned a teaching team for the semester. And it should be such a positive thing that departments are happy to have this happen. For example, an external department review requires preparing a long self-study document which is a lot of work. Then the department worries about what the external review team will say. And in some cases, the department gets "in trouble" if the external review is negative. If the teaching team is like this in any respect, it will not succeed. The goal is to show up, be as helpful as possible, and leave the department better off. It would be wonderful to start this with a few courageous departments and then have it work so well that departments get in line to be next.

I could imagine that if the team actually commands some resources (has money to spend) then being able to help pay for external speakers, lunches, whatever could be a positive thing. Also, to reiterate, the long list above is just possible activities a team could undertake; it seems likely that only a few of these would happen for a given department during a given semester. I would hope the classroom observation would be a standard component, though. Some of these activities require more work for larger departments, for example the classroom observations, or working with TAs. It may be that the size of the team needs to vary depending on the department size and/or how ambitious the goals are for the team. What if money was available for the team to pay for a graduate student assistant from within the department, to help the team that semester?

Benefits: works at the department level. Lasts a full semester. Potentially builds communities within the department or external. Maximizes use of the pedagogical experts, doesn't put too much burden on the individual faculty members. Potentially engages every person in the department to the extent that they're willing to be engaged – even if that's minimal for some people, it might be more than zero. Gives the best chance of seeing solutions at a departmental level rather than just seeing tiny slices of the picture.

(Thanks to Eric Weeks, who put together this description based on conversations among committee members)

