



Faculty Mentorship Policy

A Career Development Approach to Effective Teaching Practices

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Learning Outcomes

- Discuss the dynamics of career development at attendee institutions
- Learn about the faculty Preparation proposal and strategize on ways to implement the policy at attendee institutions
- Develop or improve pedagogical techniques implemented in course learning and teaching outcomes
- Discuss how the faculty mentorship policy promotes effective teaching practices and improved student learning outcomes

Learning Objective #1: Discuss the dynamics of career development at attendee institutions

Prompt: Using the chat, tell us how career development is conducted at your academic institution. What policies are in place, activities and system of tracking those who participate?



Learning objective #2:
Learn about the faculty Mentorship
proposal and strategize on ways to
implement the policy at attendee
institutions

Overview of Faculty Preparation policy

- To promote career development of newly hired faculty, the faculty preparation policy is an on-the-job training program for newly hired faculty in academia.
- The pairing of new faculty with trained veteran professors will assist novice lecturers with the development of pedagogy and teaching strategies.
- The purpose is to develop or improve pedagogical techniques implemented in course learning and teaching outcomes to therefore enhance the teaching and learning process.
- This policy was modeled after the Peer Assistance and Review (PAR) programs also called the Toledo Plan where newly hired teachers in Ohio benefited from intensive assistance and training from skilled colleagues.

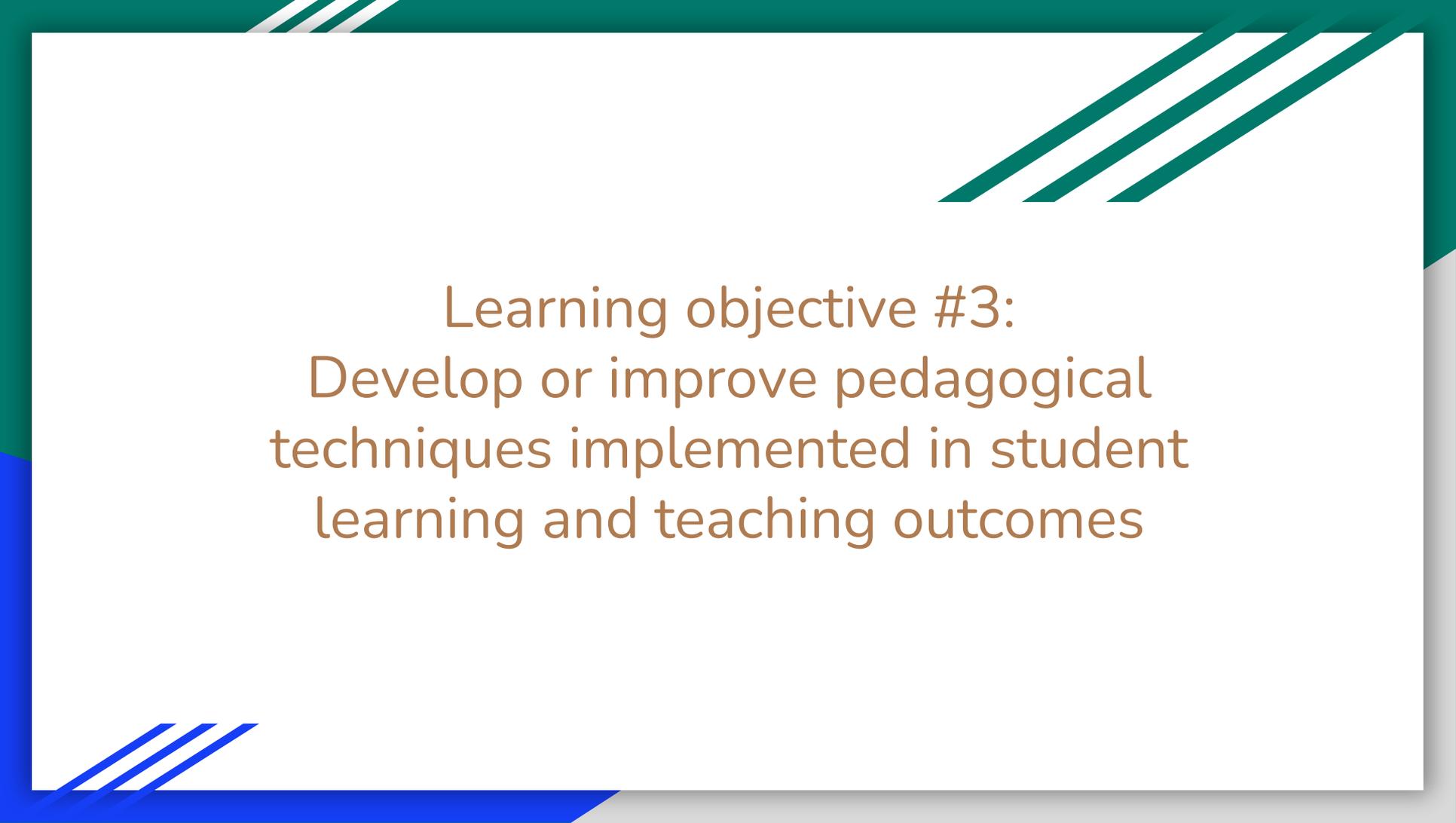
Faculty Mentorship model

Key stakeholders	Activities	Cost	Assessment	Key outcomes
Mentors - veteran professors who are certified mentors	<ul style="list-style-type: none"> • Mentor has mentee audit classes (1st semester) • Review & critique lesson plans • Periodically observe mentee teaching (2nd semester) 	\$1,000 - 3,000 annually and/or release time	<ul style="list-style-type: none"> • Review improved lesson plans • Generate & submit observation reports to institution on faculty progress • Track mentees continuing education credits for 2-3 years 	Transmit strategies on effective teaching practices
Mentees - junior faculty or instructors teaching a new course	<ul style="list-style-type: none"> • Audit mentor classes • Participate in teaching strategy and preparation workshops that yield continuing education credits • Implement effective teaching practices in the classroom and show evidence in lesson plans for each class 	\$1,000 annually and/or release time	<ul style="list-style-type: none"> • Evaluate student assignments to determine whether SLO were achieved • Attend weekly meeting with mentor to discuss lessons learned from previous weeks. • Survey students on the effectiveness of teaching strategies employed in the course 	<p>Improve teaching strategies</p> <p>Accumulate continuing education credits</p>
Institution - the academic institution	<ul style="list-style-type: none"> • Fund faculty Preparation activities as on-the-job training • Certify mentors • Assign mentees to mentors • Maintain the sustainability of the program 	\$2,000 - 4,000 annually for each pair	<ul style="list-style-type: none"> • Receive annual reviews indicating whether mentees' performance was either satisfactory, unsatisfactory or needs additional time in program. • Reports annually the effectiveness of the program on SLO, pass rates, retention rates, and graduation rates. 	Improve student pass, retention & graduation rates amongst academically challenged students.

How to implement on campus

- Introduce policy to the teaching and learning center, if one doesn't exist discuss with academic affairs and provost on the importance for creating one.
- Discuss with academic affairs, Provost and college Presidents
- Get approval to create a working group that will design workshops for each teaching strategy.
- Work with existing entities on campus to develop continuing education workshops bearing credits or certificates.

Prompt: Type ideas in the chat as to how you would go about implementing a structured faculty development policy on your campus.



Learning objective #3:
Develop or improve pedagogical
techniques implemented in student
learning and teaching outcomes

List some teaching techniques you use in the classroom



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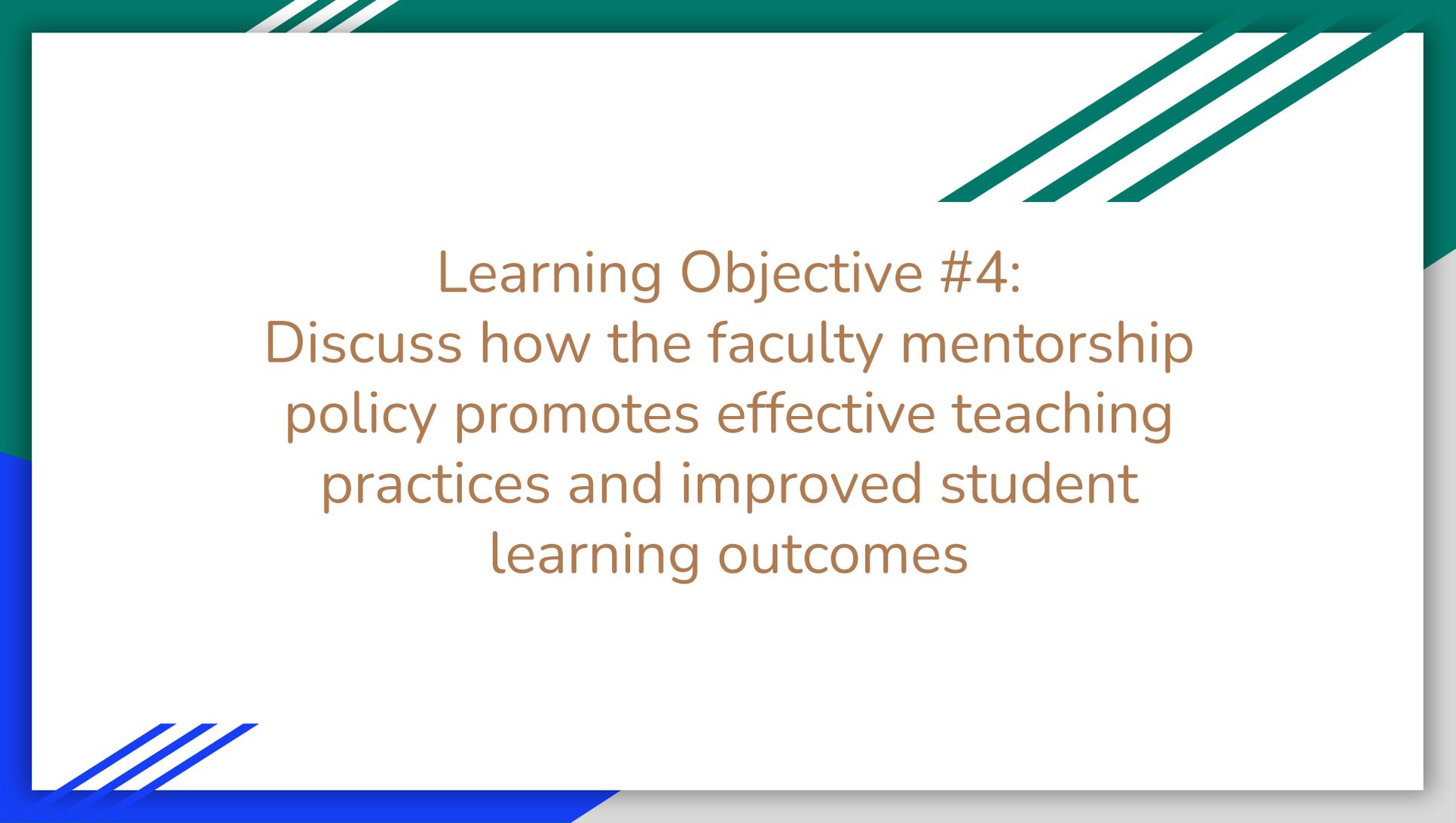
Effective Teaching & Learning Strategies

Teaching

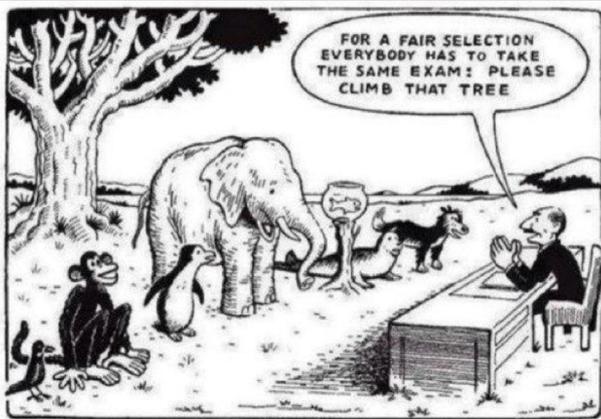
- [Lesson plans](#)
- [Direct instruction/lecturing](#)
- [Modeling/teacher demonstrations](#)
- [Learning from mistakes](#)
- [Providing feedback](#)
- [Class discussions](#)
- [Inquiry guided instruction](#)
- Clearly stating [learning objectives](#) and threading it through the lesson
- [Summarize](#) the lesson in a concise way using flow charts or venn diagrams

Learning

- [Experiential learning](#)/hands on approach
- [Active learning](#)
 - Cooperative learning/groups
 - [Case studies](#)
 - Project based learning
 - Simulations
- [Student-led classrooms](#)/student is the teacher
- [Understanding the 8 learning styles](#)
- [Problem based learning](#)
- [Independent study](#)



Learning Objective #4:
Discuss how the faculty mentorship
policy promotes effective teaching
practices and improved student
learning outcomes



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."



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Students pay the price for ineffective teaching. - Moore, et. al.

Faculty Mentorship Promotes Effective Teaching Outcomes

Toledo Plan (Peer Assistance & Review - PAR)

- An intensive induction program for new teachers, which reduced costly turnover.
- Reduced the cost of dismissing tenured teachers
- An effective way to attract, support, and retain teachers
- Improved instruction, increase teacher professionalism, change the culture of teaching, and improved labor-management relations

Moore Johnson, S., Fiarman, S. E., Munger, M. S., Papay, J. P., Qazilbash, E. K., & Wheeler, L. (n.d.). Cost and benefits of PAR. A user's guide to peer assistance and review. Retrieved July 13, 2022, from <https://www.gse.harvard.edu/~ngt/par/costs/>

Faculty Development

- Exempt new faculty from student evaluations for the first two years of teaching.
- Encourage new faculty involved in faculty development programs that will enhance pedagogy and classroom management skills
- Unions and campuses implement a continuing education program whereby faculty can receive continuing education credit (CE) for each course they complete within a year
- Faculty enrolled in the preparation program should be encouraged to complete six CE credits a year in teaching and learning strategies.

Summary

- We discussed how career development is implemented at many of your home campuses.
- We discussed the faculty Preparation plan and how to implement faculty development on your campuses to include continuing education credits to track learned teaching skills.
- We discussed several pedagogical techniques that could be used in the classroom for various learning styles
- We discussed how effective faculty development is on student learning outcomes, teacher retention, etc.

References

Access to [Faculty Preparation and development policy](#) introduced to the CUNY system

- Banks, Diane Price. "THE CALL FOR FACULTY PREPARATION." *The Business of Education: Networks of Power and Wealth in America* (2017): 83.
- Goodwin, J. (2018, April 11). Top 10 teaching strategies to use in your classroom. Discounted Magoosh Test Prep for Schools and Partners. Retrieved July 13, 2022, from <https://schools.magoosh.com/schools-blog/top-10-teaching-strategies>
- Moore Johnson, S., Fiarman, S. E., Munger , M. S., Papay, J. P., Qazilbash, E. K., & Wheeler, L. (n.d.). Cost and benefits of PAR. A user's guide to peer assistance and review. Retrieved July 13, 2022, from <https://www.gse.harvard.edu/~ngt/par/costs/>

