Pedagogy, Teaching, and Mentorship Working Group

OVERALL APPROACH: The faculty strategic planning advisory group (F-SPAC) decided to launch the faculty planning efforts by focusing first on the core aspects of our dual roles as scholars and teachers – scholarly and pedagogical excellence. The goal of this working group is to look deeply into issues relating to support and expansion of faculty pedagogy, teaching and mentoring necessary to continue Dartmouth’s leadership in higher education in the coming years.

This working group will seek broad input from within and outside Dartmouth. They will examine trends, needs and opportunities that will be vital to the successful recruitment, retention and advancement and distinction of our faculty as innovative educators in the future. Individual schools and departments will be asked by their deans to engage in discussions focusing on departmental, divisional, and school-specific scholarly areas and disciplinary approaches to complement the more general conversation.

GOALS

• To define and enhance our model of scholar-teacher that is fundamental to Dartmouth, in order to be truly distinctive in higher education
• To combine an ethic of educational innovation (e.g., digital, new ways of learning, etc.) with our unique model of highly interactive, exceptional education
• To facilitate Dartmouth’s distinctive link between Pedagogy and Research
• To identify opportunities for collaboration and partnerships across campus, and with external partners across the world

INITIAL QUESTIONS (expanded questions for categories II-IV in Appendix)

I. Status Report: Where are we now?

• What are the most prevalent modes of teaching and learning at Dartmouth now?
  o How effective are they (for different outcomes we care about)?
  o Where is our competitive advantage? What are our shortcomings compared to peers?
• What is the extent of mentoring (across levels) across the institution? How do we compare to the best programs?
• What is the role of co-curricular activities and resources (on-campus, off-campus and international)?
• What are the outcomes and levels of satisfaction among sub-groups of students and faculty across campus (i.e., consider socio-demographic issues)?
• What are the bureaucratic barriers – actual and perceived – affecting our status?

II. Looking Forward: What are the opportunities?

• What will the best “high-touch” (i.e., highly interactive, direct contact) education look like in the future?
• What are the areas of teaching/learning where we can excel beyond our peers?
• What are new trends and ideas we should incorporate throughout our pedagogy?
• How can we best address the specific needs of sub-groups of students and faculty to facilitate success (i.e., in learning and engagement, recruitment, retention, tenure and promotion, etc.)?

III. Resources: What do we need to be successful?

• What infrastructure do we need? (staffing, facilities, technologies, equipment, other resources)
• How can we best support and encourage ongoing professional development among faculty and staff for the most effective teaching/mentoring?
IV. Mechanisms and Procedures for Promoting Success

- How can we ensure the most effective teaching, learning, and mentoring?
- What procedures do we need to promote pedagogical innovation and successful mentorship?

WORKING GROUP COMPOSITION

- Members, including co-chairs
  - David Bucci (CO-CHAIR), Associate Professor, Psychological & Brain Sciences (F-SPAC)
  - Leslie Fall (CO-CHAIR), Professor, Pediatrics (F-SPAC)
  - Ron Adner, Associate Professor, Business Administration (F-SPAC)
  - Solomon Diamond, Assistant Professor, Engineering (F-SPAC)
  - Christiane Donahue, Associate Professor, Linguistics and Cognitive Science
  - Barbara Knauff, Assistant Director of Educational Technologies
  - F. Jon Kull, Associate Professor, Chemistry (F-SPAC)
  - Thomas Luxon, Cheheyl Professor and Director, Dartmouth Center for the Advancement of Learning, Professor of English
  - Robyn Millan, Associate Professor, Physics & Astronomy
  - Jay Satterfield, Librarian, Special Collections
  - Antonio Tillis, Associate Professor & Chair, African and African American Studies (F-SPAC)
  - Dale Turner, Associate Professor, Government and Native American Studies
  - DG Webster, Assistant Professor, Environmental Studies
  - *ex-officio*: Denise Anthony (F-SPAC Chair, A&S), Maria Laskaris (SE-SPAC Co-Chair; Dean of Admissions), Martin Wybourne (SE-SPAC Co-Chair, A&S, Vice Provost)

APPENDIX: ADDITIONAL INFORMATION

GENERAL CHARGE TO WORKING GROUPS

- Address topics defined by the F-SPAC and SE-SPAC, ensuring attention to Guiding Principles and Guiding Questions
- Coordinate with F-SPAC and SE-SPAC to refine topics
- Identify, gather, and analyze data and relevant materials
- Explore external factors and trends
- Seek input broadly
  - After producing status reports, seek proposals from faculty on specific topics
  - Consult various groups as needed (e.g., DCAL, language departments, IWR, students across institution, libraries, centers, institutes, etc.)
- Establish routines for periodic communication with advisory committee(s)
- Prepare draft report and recommendations
- Prepare final report, incorporating advisory committee feedback

SUPPORT FOR WORKING GROUPS

Staffing support will be provided for scheduling meetings, taking notes, circulating information and documents, copying, etc. Small budgets will be provided for meetings, lunches, retreats, travel, etc.

WORKING GROUP REPORT

All working groups will deliver a final report to F-SPAC. The report should include:
- Executive Summary
- Definition of topic and scope
Description of working group process
Presentation of key data/information and analysis
Options considered, pros and cons
Recommended actions and timetable
Relation of the topic and recommendations to the Guiding Principles and Questions
Description of how progress/success in reaching goals will be measured
Appendices—data, analyses, or other supporting materials

EXPANDED DESCRIPTION OF INITIAL QUESTIONS

II. Looking Forward: What are the opportunities?

- Assert goals for each level and area of learning at Dartmouth
  - Undergraduate: necessity and value of liberal arts education across the institution
  - Graduate – A&S; Thayer; DMS; Tuck
  - Identify needs to make each stronger, more effective, and flexible enough to incorporate the best new models
- Collaboration in teaching across the institution
  - Identify clear areas of opportunity to enhance educational opportunities and programs for students, and satisfaction and success for faculty
    - Interdisciplinary course designation?
    - Courses organized around problems/issues/questions (What is a Good Life?)
  - Faculty rotated into interdisciplinary “Centers” to teach broad courses for specific time
- Suggest guiding principles for prioritizing cross-institutional collaborations
- Suggest mechanisms to jump-start these activities

- New Trends
  - Role of online materials in on-campus teaching, learning and collaboration
    - What does the evidence say about effectiveness of online education? By area? Discipline? Pedagogy?
      - What support is needed to innovate in this area?
  - Distance learning (for off-campus teaching and collaboration)
    - Can it be used effectively to enhance what we do locally? How could it fit into the Dartmouth “high-touch” model?
    - How could it contribute to recruiting and retaining an outstanding faculty?
      Educational, financial, personal incentives? What are the pros and cons to this?

- What will the best “high-touch” education look like in the future?
  - How can/should Dartmouth’s pedagogy be distinguished among the leading institutions?
  - How is our education engaged in the world outside of Dartmouth?
  - How will/should Dartmouth ensure that it is:
    - Effectively assessing teaching and learning
    - Applying the proper metrics of success
    - Keeping abreast of new trends and correcting/changing aspects that are not effective
    - Meeting the needs of all sub-groups of students in educational achievement

- How can/should Dartmouth’s pedagogy enhance our competitive advantage in attracting and retaining leading faculty (especially those with opportunities at leading research universities and professional schools)?
  - How best to fulfill teaching/mentoring/service obligations – to provide the best teaching/mentorship/service?
o How can we meet the needs of different sub-groups of faculty, particularly to help with recruitment and retention of under-represented groups?

III. Resources: What do we need to be successful, for all of our diverse fields?
- What types of support are necessary to promote the success of Dartmouth’s distinctive scholar-teacher model?
- What resources are needed for encouraging cross-institutional collaborations?
- Opportunities for Professional Development (PD) for teaching/mentoring across the institution
  o How to bring the best ideas to faculty?
    ▪ Support of DCAL training and activities?
    ▪ How to motivate faculty to participate?
  o Identify PD activities in annual Faculty Record Supplement?
  o Teaching awards that carry significant rewards?
- What are the roles of support staff and co-curricular activities?

IV. Mechanisms and Procedures for Promoting Success
- What infrastructure do we need to ensure teaching/learning/mentoring is the most effective (for all sub-groups)?
  o How best to fulfill teaching/mentoring/service obligations – to provide the best teaching/mentorship/service?
  o Is the current weekly course schedule best for teaching/learning goals?
- What procedures do we need to promote pedagogical innovation and successful mentorship?