



Pathways to Success in Teaching

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Teaching is much more than a “have to”:

- **It is a sacred honor**
- **It “counts” to students**
- **It captures the essence of “*World Class. Face to Face.*”**
- **It is fueling and inspiring when done well**

**The Teaching Portfolio is a
Major Component of Your Tenure Packet.**

Teaching “vs.” Research

- Complementary
- Synergistic
- Simultaneous evolution facilitates “climbing”
- Everything is a teaching and learning opportunity



Teaching Performance Expectations

- **Defined in CAHNRS Teaching Assessment Matrix**
 - **Professionalism, Evidence of Enhancing the Learning Environment**
 - **Advising, Mentorship, Participation in Student Activities and Development**
 - **Classroom Teaching**
 - **Scholarship of Teaching**
- **Used as a guiding tool for evaluation during the annual review process**

Teaching Portfolio

<http://www.wsu.edu/provost/teaching.htm>

Start Creating this Document Now

- Best used as a proactive support tool
- Measures of success are defined
 - Provides focus and insight
- Monitor progress
- Document evolution and improvement
- Demonstrate impact

Do Not Believe the Major “Myths” of Teaching

Myth #1: Teaching Doesn't "Count"

- **Every faculty member is expected to contribute to the teaching, research, and outreach missions of the university**
- **Research and outreach are not more important or more highly valued than contributions to teaching are valued**
- **Great research or outreach productivity cannot "replace" teaching expectations and vice versa**
- **Maintaining balance in contribution across research, outreach, teaching and service is important**

Poor Teaching is Not Acceptable

Myth #2: Faculty “Own” Courses

- **Faculty cannot teach a course simply because they want to teach the subject matter**
- **Content of all courses must support the goals of the academic program of the department, college and/or university**
- **Content must build across courses in the curriculum**
- **Enrollment minimums must be reached in order for a course to be delivered**
- **Marketing and recruitment is everyone’s responsibility**

Myth #3: Course Evaluations Are Optional

- **Participation in the on-line course assessment is required for all CAHNRS courses**
- **Results are included in the annual review documentation**
- **Action plans to address issues or concerns should be discussed with department chairs and implemented**
- **Evolution or improvement, not perfection, is the goal**

Poor Quality Courses Are Not Acceptable

Myth #4: Delivering The Course Is Enough

- **Must create a supportive learning environment**
- **Continually update content to maintain relevance**
- **Incorporate teaching innovations**
- **Advance the scholarship of teaching**
- **Acquire teaching grants**

What Type of Impression do I Intend to Make on My Students?

- **I serve as a torch bearer for my discipline.**
- **How do I expect instructors that are working with people that I love to show up for them?**
- **My passion and enthusiasm, or lack thereof, will highly influence the experience.**

What mark do I want to leave in their world?

Support Opportunities

- **Center for Teaching, Learning and Technology (CTLT)**
 - **eLearning**
 - **On-line Student Evaluations (Mid-term and Final)**
- **The Writing Center (Graduate and Undergraduate)**
 - **Paper Critiques**
 - **Assignment and Grading Rubric Development**
- **Observe excellent instructors in action**
- **Counseling Service**
 - **Stress Management Program**

Enjoy the Journey

Navigate Well