

Ep. 074: The 2022 Teaching Scholars-in-Residence

Podcast: <https://prodev.illinoisstate.edu/podcast/2022/ep074.shtml>

Share your passion for teaching while learning the ins and outs of faculty professional development. Dr. Jen Friberg joins us to discuss CTLT's 2022 Teaching Scholar-in-Residence program. This unique opportunity will bring up to three Illinois State faculty members on board to deliver in-depth programming as a part of our Summer Institute. Participants will also have the opportunity to engage in scholarship about the teaching and learning topic of their choice.

Transcript

JIM: Hi there. I'm Jim.

JEN: I'm Jen.

JIM: Let's Talk Teaching. Welcome to Let's Talk Teaching a podcast from the Center for Teaching, Learning, and Technology here at Illinois State University. I'm Jim Gee. And joining us again, our director, Dr. Jennifer Friberg. Hi, Jen.

JEN: Hey, Jim, how are you?

JIM: I'm good. Hey, we're recording a quick little episode today to talk about, well, this is the second time we're doing it. So, I guess it's now a tradition

JEN: Yes.

JIM: The teaching scholar in residence program, we launched it, we piloted it last year. But we're here to talk about the call for the 2022 teaching scholars in residence. So, remind us a little bit about what we mean by teaching. Scholar.

JEN: Yeah, absolutely. This is a program that targets instructors on campus, who are using evidence to inform their teaching, we consider these individuals to take a scholarly approach to teaching. And we created this opportunity last year to identify and showcase the talents of these teaching scholars in a formalized way at the university level. And we had a tremendous amount of interest last year, and we're able to identify three teaching scholars in three different categories who worked with us through the summer, fall and spring of this current academic year.

JIM: The categories are based on areas if I recall, that have been of interest for a long time, they're aligned with the the goals of the university in general, could you talk a little bit more about those?

JEN: Yes, these three different areas were identified based on our needs here at our institution for our students as learners, based on priorities identified by the Office of the Provost, and through connecting with our Framework for Inclusive Teaching Excellence, which is the signature pedagogy for our institution. And so, putting all of that together, the program team here at CTLT, work to identify sort of our areas of priority for the program. And we centered on three, student engagement, student

access, success, and equity, diversity, and inclusion. And we used all three of those different areas in the pilot year. And in this next call, for our second year, we have combined student engagement and student success, because there was a lot of overlap between the content in those two areas. So, it seemed to make sense to put those together and allow folks to explain in their applications for this program, which side of the fence they were on, no or both.

JIM: Before we... I'd like to actually jump kind of to the end of the process. And, then, then we can come back and we can talk about, you know what, what we're looking for in a teaching scholar and residents for this year, and talk about, you know, what was accomplished last year. But this is not just a call for proposals to afford an opportunity to a couple of people amongst our teaching colleagues on campus. This also opens up the opportunity for a lot of people to then learn from what they have to offer because they they do workshops for us over summer institute.

JEN: Absolutely. So, when teaching scholars are named, they agreed to complete two different parts of their teaching scholar residency. So, the first part happens during what we call our summer institute here. It's it's the programming that we offer in May and June, and maybe the beginning of July each summer, largely kind of deep dives into a topic of interest that's relevant to teaching here on our campus and the kinds of things that we engage in, you know, routinely and and so, last summer, we identified three different teaching scholars, or excuse me, we identified three different teaching scholars for last year's program. The first was Allison Alcorn, from the School of Music, and she put together a really great proposal around exploring curiosity and unlocking curiosity in her students, and Ashley Hall from communications. She put together a three day workshop about anti racist pedagogy and practice that was really well received and Sarah Boesdorfer for from chemistry put together a three day workshop about learning from COVID and finding the Goldilocks space in teaching and learning. And and so these individuals put together these workshops that were attended by 12 to 15 instructors on campus, and they spent three days together exploring the topics and and creating artifacts that could be used in their classes in the fall and spring of this year.

JIM: So, what's the proposal process like what what do we need to see from potential candidates for residency?

JEN: The proposal asks that applicants explain what their topic of interest is and how it connects to institutional priorities and the Framework for Inclusive Teaching Excellence, we ask that they explain how they might structure a three day workshop during our summer institute. And we asked them about the second part of their residency, which I referenced a few minutes ago but didn't go into detail about. And so, the second part of the residency is some kind of project that's done by our teaching scholars, that extends and expands their interest and knowledge in their topic area. And so, for this second group of teaching scholars, part two will be Scholarship of Teaching and Learning Project where they'll actually investigate and report on data that they collect or reflections that they have about their topic and how it connects to teaching and learning. And that will be mentored by the cross Endowed Chair of the Scholarship of Teaching and Learning who will be connected to this teaching Scholars

program going forward. And we should mention currently that you currently that is me, but there's currently a job search. So there there is some restructuring happening in our center that will combine a few positions. And so, it will be me setting that up for this year. And and whoever is crossed here in the future will be doing that as well.

JIM: Well, and this is my perfect opportunity to do what I do every episode, which is to say we have another episode talking about that, actually, and it will probably be out before this one. So, we'll link to that in our show page for today's episode. But going back to the teaching scholars and residents, I you know, what really was attractive about this when it was first talked about, I think we talked about it for a little while before we actually put it into practice. And of course, you know, pandemic. And all of that, too, was a challenge. But the idea that it's really a great way to bring in perspectives other than those who just work here and do workshops at CTLT, but also to provide a sense of depth, and the professional development that's offered. Can you talk about the importance of that?

JEN: Sure. We know that folks can come to workshops about teaching and learning, and they can leave with good intentions. Maybe they come to an hour session or a two-hour session. And and that's great, they learn about something new that's important and relevant. But a lot of times those intentions don't translate to practice. And so, what we've started doing here in the center is is sort of pivoting, although that's not my favorite word. But pivoting towards a structure where most of our professional development, particularly in the summer, are what we refer to as deeper dives into a topic. So, it's learning about the topic, thinking about how to apply it and then creating a pathway towards that application. So, intentions can be realized, and can lead to teaching behavior change, or learning changes in our students, changes, in course, design, and all of that and more.

JIM: So, we should also mention that, you know, in order to kind of cast a wider net to bring in as many diverse perspectives as we can, the criteria of who you have to be to qualify to be part of this program changed for this year after the pilot, right?

JEN: It did, yeah, because last year was a pilot, we wanted to, you know, start with on a slightly smaller scale. And we focused on what we would consider to be more mid-career faculty. And that was reflect that. That was, that was a purposeful selection, based on some of the data that was collected by the Office of the Provost that indicated that mid-career faculty are really looking for new and different ways to learn new skills like professional development, or become mentors to their peers and call collaborators with their peers around topics that they're really interested in. And so that was purposeful the first year, but we want to be as inclusive as possible. And so, we've expanded the program for the second year that any full-time instructor on campus, regardless of HR job status, you know, tenure track non tenure track, APCs can apply and be a part of the the applicant group and be considered for the residency.

JIM: So, we'll give some important dates here in just a moment. But the other thing I feel like we should mention is that while this is a wonderful professional development opportunity for the scholar for the teaching scholar, we don't expect them to do it for free either.

JEN: No, no, there is a very, I think, generous stipend that goes along with this program for completing part one, planning and executing the three-day workshop. There's a \$3,000 stipend that goes with that. And then for completing part to the individual project, there's another \$3,000 stipend. And so, you know, those are generous, but well-earned and well deserved by the folks who are named to these different teaching residencies. And I will say you mentioned something about mentoring and what people get out of this. So, the teaching scholars are mentored by professional developers here at CTLT. So, we meet routinely with the teaching scholars, we give them advice about how to plan a workshop, how maybe to refine the plans that they had in their application to you know, really use Evidence Informed adult learning strategies or professional development strategies that maybe our faculty and course instructors here might not be as familiar with, because that's not what they do every day. It is what we do every day. And so, we, we, mentor the, the, scholars work with them. And so, they have a personal touch point and CTLT through this process as well.

JIM: So, go to our website, CTLT.IllinoisState.edu. You can click on the Events tab, and you'll see teaching scholars in residence listed there. But the other thing that you can do is just click on the podcast button on the homepage, look for today's show page. And we'll link to it from there as well.

JEN: Perfect. Well, thanks. This was great to talk about this. I'm excited about the next round of applicants and all the expertise they can bring to our center and campus at large.

JIM: Well, we'll certainly be hopefully talking to them as well once they come on board. So Jen, thank you so much. Thanks, Jim. Well, that's all the time we have for this episode of Let's Talk Teaching. Again, find out more about the teaching scholars in residence program and about our pokey little podcast. Go to CTLT.IllinoisState.edu. For Dr. Jennifer Friberg for all of my colleagues here at CTLT until we talk again, happy teaching.