About this Report

At the end of each academic term, Faculty Guild fellows complete a Meta-reflection where they reflect on their Pedagogical Profile™ that has developed over the term, the reflective teaching skills they have demonstrated and the teaching goals they captured in the Idea Drawer™. In addition, they are asked to optionally share with the broader higher education community answers to two specific questions about their fellowship experience:

1. In what ways has your experience as a fellow benefited you, your institution and your students?
2. What advice do you have for other faculty about spending time understanding and enhancing their teaching?

The responses to these questions are intended to give insight and motivation to other faculty and administrators considering investing more in professional development.

This document includes all of the responses to these questions that were received by January 10, 2020. Responses, both positive and constructive, have been included in their entirety and no responses have been edited with the exception of correcting minor typographical errors. Any use of ellipses as well as bold, italicized, capitalized and underlined text are original. Fellows have given permission for their name, institution name, years of experience, picture and/or response text to be included.

Faculty from the following institutions are represented:

- Bluegrass Community & Technical College
- Cecil College
- Colorado Technical University
- Empire State College
- Erie Community College
- Harford Community College
- Honolulu Community College
- Hudson Valley Community College, SUNY
- Jefferson Community College, SUNY
- Johns Hopkins University
- Kapi‘olani Community College
- Kauai Community College
- Leeward Community College
- Maui College
- Nassau Community College, SUNY
- Nicolet College
- Owensboro Community & Technical College
- Rockland Community College, SUNY
- Salt Lake Community College
- St. Petersburg College
- SUNY at New Paltz
- SUNY at Fredonia
- SUNY College at Brockport
- SUNY College at Potsdam
- SUNY College of Technology at Delhi
- SUNY Institute of Technology at Utica-Rome
- The New School
- Towson University
- University at Buffalo, SUNY
- University of Houston
- University of Memphis
- University of Missouri – Columbia
- West Kentucky Community & Technical College
- West Virginia University
- Windward Community College
## Outline

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Faculty Teaching More than 20 Years

Kathleen “KG” Gradel
Professor, Education
SUNY at Fredonia (SUNY)

“Benefits: At this point in my academic career, it is rare to be in a non-insular, supportive learning community where I have a participant/learner role. I experience some of this when I take more traditional courses, but rarely with the intensity of our Guild experience. I was in no way prepared for the experience offered through the Guild, as I expected it to take on the format/face of a more traditional online course. I can't say enough about the platform and process of this experience in both (a) reinforcing my pedagogy, and (b) digging more deeply into my instructional design and practices.

Advice: Pace yourself within the Guild approach. Try to take advantage of all the features of the platform and community. Put yourself ‘out there’... this is a safe learning community in which to stretch your experience and expectations.”

Paul Briggs
Professor, Economics
Windward Community College (University of Hawaii Community Colleges)

“I would look at how you were taught and really analyze what worked for you and why. Sometimes it is good and sometimes not, the key is to know not only which is which but to also know why.”

Kim Lambreghts
Professor, Optometry
University of Houston

“This process has been invaluable to me! I am truly enjoying the ‘art’ of educating again after 22 years of teaching! Taking the time to really reflect on my teaching and being honest with myself, was, quite frankly the most difficult part. It was hard to critically look at my own teaching (style and outcomes) and put my ‘feelings’ aside. Being objective about what I was doing and where I needed to go took time and effort. That time was absolutely necessary to begin this process. Without some understanding of where I was currently, I would never have been able to move that teaching needle! I easily spend 4 hours/week on my reflections/collaboration (at least in the beginning) but the ‘prize’ at the end was certainly worth it! My recommendation is to actually ‘schedule’ this time in your calendar; treat it as a meeting, and set aside a block of dedicated time. We are all busy faculty members and schedule ourselves many, many meetings ... make this as much of a priority as you do all the others! I made a decision early on that dedicating time to improve my teaching had to become my mission for the semester.
Taking some time out of my busy day/week to research the Guild library was another integral part of this journey. There are so many great resources and ideas contained there, in a convenient place, which made things much easier. I really had no idea where to begin and the resources available to Guild members is incredible. I will say, it was very easy for me to get ‘lost’ in all the information and found that I needed to remind myself to stay focused.

This process has really given me a whole new outlook on how to educate with a purpose and with goals in mind. The best part of this experience is that I think my students have come away with a deeper understanding of the material in my course and will have a much more solid foundation as they move forward in our Program .... they (and I) certainly enjoyed the journey this semester!”

Janice Cori Cobb
Adjunct Professor, Anthropology
Rockland Community College (SUNY)

“During my initial interview with the facilitator, my curiosity and thus, my participation in Faculty Guild, had been encouraged by the promise of multivariate interaction with other instructors who share my enthusiasm both for shared adventures in learning as well as by a passionate desire to those ends, to enhance their respective learning environments.

The gentle, kind mentorship of my peers as well as that of my patient facilitator, had graciously permitted me the luxury of labor intensive ‘discovery techniques,’ through which to apprehend some of their highly innovative, imminently practical teaching skills, as well as the means through which I, as student, now fellow traveler, could best learn and best appreciate.

In sum, the inestimable prospective, as well as those immediately apprehended, are valued beyond the biblical price of rubies.”

Lori Ogden
Faculty, Mathematics
West Virginia University

“Professional development is worth the effort! I find that I am more apt to try new activities and instructional strategies when I am part of a program that truly fosters professional growth. Faculty Guild provides a support system which makes it easier for me to push myself and to try new things. In addition, this program has helped me learn more about myself as a teacher … not only am I encouraged to reflect on my teaching … but the program is organized in a way that I am constantly collecting data on myself. At the end of the semester, I have a ‘literal’ picture of my practice. This has helped my identify my strengths and weaknesses and has enabled me to articulate specific goals that will help me be the teacher that I am striving to be.”

Josh Dickinson
Associate Professor, Composition, Literature, and Education
Jefferson Community College (SUNY)
“Foremost, my students benefit from our activity in Faculty Guild through the immediate application of fresh perspectives and ideas. The appreciative feedback we give and take gradually turns the focus from the self toward students and teaching peers. We are encouraged to take risks through writing about tendencies, opportunities, blind spots, and heuristics—all with a practical edge. This lets faculty state points about themselves which would be exceedingly unlikely to be presented to peers within their home institutions.

Ironically, the most useful interactions are not with our own teaching, but with receiving and responding to feedback, as well as responding to peers' shared reflections.

Unlike most writing about education that immediately gets and stays abstract, our ideas are grounded in personal relations with peers we have never seen but have come to know powerfully. My biggest takeaways from the Faculty Guild experience stem from reading others' reflections. These are so valuable to me.”

Jason Wrench
Full Professor, Communication Studies
State University Of New York At New Paltz

“As a full professor, I don't always get the opportunity to take a step back and really reflect on teaching like I should. I'm constantly running from meeting to meeting because I'm very involved on campus. I think this experience has given me the opportunity to really take a step back and think through my own teaching on a weekly basis in a way I haven't done in a long time. I've learned that some things I'm doing really work and other things need adjusting.

As for a personal benefit, it's been a fun and reaffirming experience. There were times when I was excited to share something with the circle that I had done in class, which isn't necessarily something I get to do with my own colleagues because we don't have the time to sit around and discuss what’s going on in our classes.

As for the institution, I think delivering a quality education is a primary function here, so any time faculty can enhance their teaching, the institution is positively served.

As for my students, I think the students have had a number of interesting and creative opportunities because I've spent more time than I normally do thinking about how I deliver my classes.

I've always said that one of the biggest problems with higher education is that so many faculty are never really taught how to teach. I've heard so many stories about people who were handed a textbook and a syllabus and pointed in the direction of the room where they’d be teaching. Thankfully, my doctorate was focused on the communicative practices of instruction, so I’ve been steeped in this literature for decades. But even as someone who has spent his professional career in this arena, I've found it extremely useful to get the opportunity to take a step back and analyze my own teaching. Any time we, as faculty, can improve our ability to teach, our students and fields are better served. As such, I think this experience was great for me as an advanced faculty member, but I can also see the utility of this experience for newer faculty members, too.”
Elaine Friedman  
Adjunct Professor, ESL, Developmental Reading and Writing  
Hudson Valley Community College (SUNY)

“Participating in Faculty Guild is particularly important for adjunct instructors like me. As we often do most of our lesson planning and edtech training off campus, we often feel isolated, not up-to-date regarding current edtech and teaching techniques, unable to compare our teaching to others, and unable to share our experiences and ask for advice. My participation in the FG allowed me to accomplish all of these to the greatest extent possible in an online environment. My participation has allowed me to become a "full teacher" in terms of knowledge and confidence, if not in employment status—although it has prepared me to be a full-time instructor if the opportunity arises. I now have the confidence to reach out to my colleagues to ask for advice regarding any instructional matter. I've found that many others, including those whom I thought were edtech experts, also have trouble keeping up with and understanding the use of new developments. It's not our fault that we live in the Information Age, in which we're constantly running just to catch up!

Our Information Age makes us think that time spent reflecting (thinking) about our teaching is a waste of time, and the only thing that matters is doing. We need to remember that the great ideas that led to the development of new pedagogy and technology came during reflection, whether while taking a shower, driving to work, taking a walk, or, of course, reflecting on your teaching while participating in the FG! The most important thing to remember that great accomplishments can't be achieved without reflecting upon our past work and entertaining new ideas that may lead to great applications (or apps, for that matter!). It is important that we put aside time each time to reflect upon the instruction we provided and consider it part of individual lesson planning and development of our teaching philosophy.”

Liz Gaffney

“I encourage other faculty to take the time to understand, reflect on, and enhance their teaching. We do this already, but participating in Faculty Guild gives our reflections and goals more weight. We connect with people at many different institutions and see the same challenges and struggles.

My experience as a fellow benefits my students because I talk about the process of teaching with them. It benefits my college by giving me a language and vocabulary to express teaching goals. Appreciative Inquiry is a terrific way to approach teaching by starting with strengths. My experience as a fellow benefits me because it gives me a space to reflect and to read others' reflections. Faculty Guild is a strenuous process, but it is worth the time and effort.”
Trish Gorham
Chair, Veterinary Technology and Nursing
St. Petersburg College

“I think this class has a lot of values in the resources it provides, however I really think this is geared to new teachers and would be super insightful for those that are in the first few years of teaching. I feel in my profession I needed two quotes:

*Education is the most powerful weapon which you can use to change the world.* — Nelson Mandela.

*A hundred years from now, it will not matter what sort of house I lived in, what my bank account was, or the car I drove ... but the world may be different because I was important in the lives of the animals & the creatures on this earth.*” — Author Unknown

As far as advice I have, I come from a place where we are all veterinary professionals first and teachers second. I have spent so much time learning how to teach and I really feel the resources in this class would help my colleagues that are new to teaching. Just because you are a fabulous veterinary technician does not mean you can teach, but you can certainly learn!!”

Steve Johnson
Assistant Professor, Computer-Aided Design and Drafting
Harford Community College

“This may sound simplistic, but the real value of the Guild experience has been the time to stop and think in a guided way about what I do. We all know that this is one of the things that we never really have time to do and if we do, the results are often something that has limited practical value. Being ‘forced’ to take a little time each week to focus on some aspect of our teaching, and then get feedback from other faculty, has been very helpful. It has really helped me identify areas where I could improve things; but it has also showed me areas where I’m doing well and didn’t realize it. There are things I was doing informally that I can become more deliberate about now that I realize the effect it is having on the students.

In general I am not sure that much of what I am doing will benefit my institution directly beyond improving my program. I am a unique program at the college and the specifics things I am doing may not translate well; however, some of the things I am doing to work on ‘transition to college’ and ‘setting high expectations’ may relate to other fields of study more than I would have expected. I’ve already shared a few techniques with other faculty in the course of daily conversations.

This experience has caused me to have several conversations with students/classes about things I might try to do different. They were very open and frank about how they thought these things would be received by future students. I'll be interested to see if I can make this back and forth process with the students a more regular part of how I do things.

For the right faculty this experience is worth the effort. This is not the 'check box' professional development activity that we all encounter. This can be very valuable if time is given to it. I would propose that the value of the Guild experience says more about the faculty member than it does about the guild. It is a classic ‘you
Kevin Murphy  
Professor, Architecture  
Bluegrass Community & Technical College (KCTCS)

“As an old guy, I have felt some regret that Faculty Guild happened for me in my last ten years of teaching rather than in my first ten years! I am a firm believer in the fact that teaching is what we do, and learning is what our students do. That is a very simple statement but very difficult to quantify. Put simply, spending time understanding your teaching and finding ways to enhance it is the only way to improve it. Doing so will create greater success on both sides of the podium and that is what Faculty Guild is all about!”

Cathy Roche  
Professor, Business  
Rockland Community College (SUNY)

“Whether a new faculty member or a seasoned professional, every faculty member should have the opportunity to participate in Faculty Guild. The experience has been an eye-opener for me even though I have been an educator for the past 40 years. There is always something to learn and ways to improve in terms of serving our students.

Through the tasks we performed in Faculty Guild, I became aware of those strategies I use often in the classroom and also those that perhaps I should try. Many times we don't have the time to reflect, but reflection was an essential and required element of this experience and an activity that I will continue. Getting feedback from others in the circle about how to improve my lesson as well as learning about their strategies was invaluable. This circle consisted of professional educators—quite an elite group—who had very interesting pedagogical techniques—some of which I will adopt in my lessons. The conversations we shared were especially enjoyable, practical, and certainly informative. In addition, our facilitator was attentive and supportive throughout the process. Some weeks I felt I did a better job than others; however, she never criticized but gently moved me and others in the right direction. She modeled the behavior and approaches that we should practice with our students.

Many of the conferences and campus initiatives today include the words ‘student success.’ I believe that student success can be determined in terms of goals students have set and how adequately prepared they are to take the next step: transfer to a four-year institution or enter the workforce. As faculty members, we play an integral part in making student success a reality. Having knowledgeable, caring, motivated faculty members who not only challenge but also support students leaves a lasting impression. Of course, the better training and recognition that the faculty receive, the better reputation and image the institution can enjoy. This positive image could be very beneficial when seeking funding and grants to further improve the institution.”
The Faculty Guild is a win/win for all stakeholders: students, faculty, and the institution. Thank you for the experience.”

**Gretel Sia**  
Instructor, Mathematics  
Honolulu Community College (University of Hawaii Community Colleges)

“Faculty Guild has given me the kind of professional development training that is unique in that it induces me to step back and reflect on my own teaching styles and approaches on a regular basis. Being on FG makes me become more mindful of the different evidence-based practices that offer a checklist into my own teaching. Throughout this reflective process, it has made me realize that teaching is both an art and a craft. I need to be both creative and skillful to achieve the best result, which I can do only with a good amount of preparation.”

**Nic Simon**  
Associate Professor, Science  
Nassau Community College (SUNY)

“After this fellowship experience, I find myself renewed as an educator. Being able to share and offer feedback, as well as receive feedback from colleagues, has been invaluable and very rewarding. I have learned a lot not only about myself, but about my fellow circle members in their teaching and ultimately their learning. I will take these experiences back to my campus to share and build a stronger community of practice. I will use these lessons to help my colleagues to assess their teaching and provide context for their meta-reflective analysis of their teaching. I will also encourage them to enroll in the fellowship and provide guidance and support! My students have already benefited from my experience in the Fellowship! I have implemented several ideas along the way this semester and will continue to do so! Thank you so much for this opportunity!”

**D. Brent Smith**  
Assistant Professor, Machining  
Salt Lake Community College

“My experience as a fellow has provided me with the Confidence to try different techniques in class that I wouldn't have done prior to the Faculty Guild. This has helped me feel like I am on equal footing with other fellows, regardless of discipline. This has, and will, continue to benefit the students as I am now Intentionally stepping up my teachings, which will help with student retention, and will only validate the credibility of my program and this institution.

My advice for other faculty is that Faculty Guild is a wonderful professional development course, that is designed to celebrate your teaching, and learn new, wonderful ways to teach from your peers.”
Michael Such  
Assistant Professor, Criminal Justice  
Hudson Valley Community College (SUNY)

“Participation in Faculty Guild will provide instructors with an eye-opening exploration of evidence-based practices proven to enhance the quality of teaching and learning taking place in our classrooms. Much of the process is reflective, as fellows share ideas and experiences, successes and failures, along with recommendations based on experience. Weekly interaction with fellows provides meaningful collaboration among those with a shared desire to elevate pedagogy in our classrooms. The structured review of methodology, proven skills, and evidence-based teaching practices is based on extensive research leading to the general conclusion that ‘Teaching Matters.’

Interested fellows are advised that, as with anything important in life, you will ‘take from the experience that which you put into it.’ A successful fellowship will require some of your time! In my experience, I treated my fellowship as if I were taking an online course. Time needs to be allocated each week to reflect on your own classroom experiences, and to share with your fellows your successes and challenges. That sharing takes place in posted ‘reflections’ which are intended to be structured in the context of the guild. Fellows are assigned to work in small groups each week to acknowledge, share, compare and critique the efforts of others ... all in a positive, constructive and supportive environment. As the term evolves, we learn from others, and we learn an incredible amount about ourselves, as we navigate pathways to better teaching. The entire experience is guided by skilled facilitators, who are fully engaged and available to support, encourage and recognize the efforts of the fellows.

‘We Don’t Know What We Don’t Know.’ Yet, I am proud to share that I now know MUCH MORE ABOUT EFFECTIVE PEDAGOGY as a result of my participation in Faculty Guild. I am confident that my ‘fellow’ colleagues would concur.”

Fellow  
University of Houston

“Teaching that is cloistered within an institution, isolated behind closed classroom doors, secured within an LMS, or left latent in the mind of an instructor is not reaching its full potential to benefit learners. Faculty Guild serves to reveal teaching as it is created and practiced. Faculty Guild cultivates collegial dialog among teaching faculty and provides efficient tools and a proven framework within a convenient online environment, which serves to catalyze productive change.”

Fellow  
Bluegrass Community & Technical College (KCTCS)

“Teaching can be exciting, uplifting, life-changing ... and exhausting. Most teachers teach because they really like the interaction with students; they enjoy the energy of the classroom. But a lot of the work of teaching happens outside of the classroom — planning, grading, keeping up with new technology. And then there is all of the other work that faculty have to do; this list seems to get longer each year. For me the pace often
makes it difficult to incorporate new ideas into my teaching. It is important to reflect and consider what might be missing or what needs to be enhanced. But we have to remember that none of us are in this alone. We have to rely on each other for support. We have to be gentle with ourselves and know that we hit the mark most of the time. We also have to know that improvement and reflection are just part of the job. We expect it with our students, and we expect it with ourselves.”
Faculty Teaching 11-20 Years

Beth Dubeck
Assistant Professor, Math and Chemistry
SUNY Institute of Technology at Utica-Rome

“Being a member of Faculty Guild has connected me with other faculty who want to discuss how to teach well. Every week is a window into my Circle members classrooms, where I can see what they are doing and think about if that is something that would fit in my classes. If I am stuck or frustrated, I can ask for help without fear.

Being part of Faculty Guild has definitely taken some extra time, but it was something I looked forward to every week.”

Shermel Edwards-Maddox
Professor of Practice, Nursing
University of Houston

“My experience as a fellow has benefited me by providing a structured way for me to stop and assess my approach in teaching. It has allowed me to be more mindful of how I put content together in order to enhance student learning. It has encouraged me to take advantage of the professional development activities offered at my institution. The information and tools that I have learned from these conferences will help me deliver content to students in a more engaging and collaborative way. The students have benefited from my experience by having the focus put back on them through the use of student-centered activities.

My advice to other faculty would be that taking the time to understand and enhance their teaching is a necessary part of growth. Faculty Guild provides a weekly structured method, along with the help of a facilitator, to help you align how you are teaching with what you are wanting to teach. It provides a safe space to explore how you are currently doing and ways you can improve your practice.”

Porscha Dela Fuente
Assistant Professor, Writing and Literature
Kapiʻolani Community College (University of Hawaii Community Colleges)

“Hands down, FG has been the most intensive and rewarding professional development experience for me. I found this experience to be inspiring because I was allowed to learn from and discuss the teaching and rationale of colleagues teaching English and other disciplines.

For future FG participants, I recommend that they approach this experience with a willingness to embrace change and focus on their teaching. This experience caused me to analyze my activities, handouts, and class time more closely. I’m a better teacher because of FG.”
Lynn Itagaki  
Associate Professor  
University of Missouri – Columbia

“I have tried to capture the interest and challenge my students to improve on their communication and collaborative skills (Collaboration, Community-Building, Higher Order Thinking). When my lessons seem to falter, I benefit from the experiences and suggestions shared by the other fellows and group leader.

I showed my graduate students that I expect them to achieve the top tiers of Bloom’s Taxonomy (Higher Order Thinking, High Expectations) and it was helpful for me to articulate to myself that I expect undergraduates to get to at least the middle skills (Scaffolding, Connections, Contextualization).

The online resources: different activities under the skill tags have been very useful in organizing plans of action around perceived weaknesses in that week’s lesson plans or my overall pedagogical skill set. It’s a form of targeted self-coaching that has been very effective when I am planning lessons with little lead time for feedback from others.”

Patti Croop  
Adjunct Professor, Sociology  
Empire State College (SUNY)

“I’m proud that I overcame my fear of being a Faculty Fellow. I find being an adjunct instructor can be isolating. Administration tends to ignore us, and few formal ties to full-time faculty exist. I was worried that by being part of a faculty community, I would find that I didn’t measure up. Thankfully, that didn’t occur due to the miracle of Appreciative Inquiry. The feedback I received was encouraging, kind, and insightful. It was such a gift. Appreciative Inquiry is a new tool I obtained from Faculty Guild that I now share with my students. The Faculty Guild community of learning made me more creative, reflective, collaborative, and proactive. If you have the chance to be a Faculty Guild Fellow — seize it! It will transform the way you view your role as an instructor.”

Paul Cutlip  
Faculty, Geology/Paleontology  
St. Petersburg College

“I think it has benefited my institution and my students in that it has made me a better and more thoughtful teacher. My advice to other faculty is to spend time working to understand and enhance their teaching. All too often, those of us who have been at this for a while neglect this, we get caught up and doing what we do and what we think is working that we don’t stop and think. My all means, stop and think. Your teaching will be better for it.”
Leah Deasy  
Department Chair Humanities and Education  
Associate Professor, Developmental Reading, College Reading and Thinking  
Jefferson Community College (SUNY)

“I believe that time is needed and feedback from others on enhancing teaching. What worked, what didn't, how what we are doing connects to the bigger picture like SLOs, how to assess, and the ultimate goals of the class. Continue to look around to see what works and change with technology. Ask other teachers what works for them. I thought I had a handle on technology; however, I learned a lot of new technology through Faculty Guild. Everything discussed, read, learned has enabled me to see things from a different perspective to help my students at Jefferson.”

Marcy Dickson  
Adjunct Professor, Instructional Design  
Bluegrass Community and Technical College (KCTCS)

“As I tell the faculty that I work with, ‘there’s always room for improvement!’ Even if the lesson, the discussion, the ‘newly’ integrated technology, the project was successful — there is always a way to take to the next level. Teaching and learning is always evolving so never get complacent. Ask questions, seek feedback, and never be afraid to make mistakes — it’s all part of the experience!”

Malia Lau Kong  
Associate Professor, History  
Windward Community College (University of Hawaii Community Colleges)

“The Faculty Guild model shows you a way to ponder, consider, improve, and enhance on your teaching through the use of self-reflection and feedback. This method of continuous reflection and feedback proved to be very beneficial in assessing how I teach and organize my lessons and assignments. I think it also has changed the way I view assessment in that I try to make more of a conscious and deliberate effort to align what I am teaching, what I want my students to demonstrate their ability to, and the overall program and college learner outcomes. In conclusion, while Faculty Guild has helped me to improve in all four Theme areas (Supportive, Challenging, Varied, Organization), it has really helped me to incorporate the themes of Challenging and Organization most into my teaching as I am assigning more Challenging assignments and Organizing my courses better in terms of both scaffolded projects and alignment to learner outcomes.”
Tina Lee  
Assistant Professor, Accounting  
Leeward Community College (University of Hawaii Community Colleges)

“My background is in business and accounting, so I do not have any formal education in teaching. This was a great experience to strengthen my understanding and awareness of evidence-based instructional practices. The one area that I have completely changed my view of is assessment. My idea was assessment was just quizzes and exams, but I now realize that it is so much more than that! I also see the benefit to my students to use Classroom Assessment Techniques regularly as a way to gauge their level of understanding before they take a quiz or exam. I have learned so much from the fellows in this circle about formative and summative assessments and have seen small improvements in exam scores this semester as a result.

I will be teaching a live section of ACC 202 Introduction to Managerial Accounting in the Spring 2020 semester and will have many of the same students from my current ACC 201 Introduction to Financial Accounting class. I am looking forward to implementing the ideas from my idea drawer with this group of students next semester. As for how I feel this experience has benefited my institution, I truly believe that the reputation of the college is a reflection of the instructors so any improvements I make to my courses will ultimately benefit the college.

My only advice to future/potential fellows is to come into this experience with an open mind. At first, I felt a bit intimidated about talking about that I do in my classroom with other faculty. I soon realized that there is so much to learn from my colleagues and that I too have things to share. It's been a great experience so far and I look forward to building upon what I learned next semester.”

Gregory McLemore  
Adjunct Professor, Art  
Towson University

“My experience with Faculty Guild has made me both appreciate more fully the effective teaching processes I already employ and realize that there are several areas that I need to continue to develop. When I started, I was worried about the time commitment — and yes, it has taken some time — but I think it was a valuable investment. I am coming away from the experience feeling much more aware of what I am actually doing as I teach, and why I am doing it. I also feel like I can see a few very specific aspects of my teaching that can be improved and a path to do it. The idea of appreciative inquiry is powerful, and the program is based around that. Beyond the specific techniques and ideas, the overarching ideas of supportive questioning and feedback is a great way to move forward in my academic career. From a ‘full-time adjunct’ who typically avoids professional development unless it is forced on me, I have to say I am glad that I volunteered to work with Faculty Guild and go through the program.”
Naima Nawabi
Assistant Professor, Architecture and Interior Design
Salt Lake Community College

“As an instructor, I feel fulfilled helping my students realize their potential through thoughtful critique, encourage and guided self-reflection. Faculty Guild is a unique, and welcoming experience where instructors can benefit from thoughtful critique, self-reflection and encouragement from others. FG's fellows are a trove of ideas for new opportunities to connect with my students. FG helped me step back and see myself from a student's point of view to reflect on what I was doing well and what I could possibly be doing better.”

Loretta Poling

“Participating in Faculty Guild has given me confidence to discuss my struggles in an open and honest way. The group I have worked with have shared their struggles and I realized I am not alone, and being an educator is a constant growing process. I have learned some great techniques and approaches to teaching and education in general. Hearing new and fresh ideas from other educators has been great. I have so much information to pull from. With a new attitude and confidence I will be able to provide my students with a better learning experience.

My advice to other faculty about the experience is to just make the time. Be honest and open to suggestions. Plan on spending about 2-3 hours a week at minimum to feel engaged in the group. Countless hours could be spent going through a plethora of resources and other members reflections.”

Colleen Quinn
Associate Professor, Mathematics
Erie Community College (SUNY)

“All though self-reflection and incorporating components of Bloom’s taxonomy feels overwhelming and time consuming, it is well worth the investment. Refocusing on Bloom’s has helped me think about my instruction in a more meaningful way that focuses on my students’ learning vs. what is easier for me as the instructor.”
Buddhi Rai  
Assistant Professor, Physics  
Maui College (University of Hawaii Community Colleges)  

“I have gathered several important experiences through the FG circle, and I tried to reflect them back to my students in the classroom. I implemented some great ideas as suggested by the fellows. I remember one activity was a push up exercise that a peer recommended to me. It was interesting and a great classroom activity to explain 'work' done in physics sense.

I recommend FG for any ranks of faculty members to participate at least for one semester. New faculty members or even many years experienced faculty can benefit from the FG circle because it helps to develop/calibrate/re-calibrate your teaching methods. At the same time you will practice the methods in your classroom, publish and get feedback through the circle. And, you will be a very lucky fellow like me to be working with a great facilitator.”

Alex Salinas-Nakanishi  
Instructor, English  
Kapi‘olani Community College (University of Hawaii Community Colleges)  

“I would encourage folks to follow their curiosity and trust the reflection process. It took some time for my process to bear fruit, but it was well worth the time and energy I invested. At first, I found that I had already discovered many of the teaching strategies linked to the tags on my own, through trial and error and dialogue with colleagues, but I began appreciating how powerful it can be to learn these strategies in the highly structured format of the Guild reflection process. As you work through your reflections, you can access the evidence-based strategies in action with a click of the mouse and instruction about why they work. You may find yourself motivated to apply the concise principles and vocabulary of the Guild to everyday conversations about teaching and learning with colleagues and students alike.”

Phil Silverman  
Instructor, General and Organic Chemistry  
University of Missouri–Columbia  

“I think that this program would be of great use for more senior faculty that have the desire to more fully embrace their role of classroom or lab educator at a deeper level. Having a wealth of experiences to draw from as well as a little more time to ‘drink deeply of the reflection’ would be awesome, but not in a semester where I am teaching 3 classes AND taking 2 classes AND all of the other stuff I have on my plate, including volunteering as a firefighter/EMT.”
MariVi Tejada-Simon  
Associate Professor, Physiology, Metabolism, Pharmacy  
University of Houston  

“We are all busy preparing for every semester’s teaching, new notes, updates, racing against class time. When the semester is in full swing, we finish our class periods and either we have a sense of accomplishment if it went well, or a heavy soul if it didn’t. In my case, before Faculty Guild I did not take much time to really reflect on what happened and why it went one way or another. Why? After each class we have to attend to research, grants, publications, clinical duties, grad students, service commitments … you name it. So, unless you make a conscious effort to stop and think, it most likely won't happen. And then next teaching day comes and there are no changes or improvements. For me, participating in Faculty Guild has forced me to do that, and also to see what others are doing and think about if it would work in my classroom. And it has been a very good experience. The commitment has been very positive, and my students have certainly benefited from it, however if you want to do good reflections it needs time, so be prepared. It is possible that with practice one gets better at posting, but for me it took quite a bit of thinking and writing. I am hoping that from now on I force myself to have a ‘mental’ discussion with myself right after my classes. Additionally, I would like to implement a faculty discussion session every other week to talk about teaching, which we do not do often enough. I figured, after seeing what others are doing, that I might have colleagues within my reach that can help me when I try to do something new.”

Amy Vickers  
Instructor, Mathematics  
Nicolet College  

“I brought specific questions and problems that I wanted to solve to Faculty Guild. My experience there allowed me to explore these questions from multiple perspectives and over time. Upon reflection, I see how my goals and ideas were pieces leading to the ultimate decisions that I made for my classroom. As I achieved the goals that I set, I feel great about implementing my decisions because they connect strongly to my values as an educator. The rigorous structure of Faculty Guild gave all of these elements a framework around which to connect.

I would recommend a similar experience to any faculty member wrestling with challenging questions about the courses they teach, if they are ready to put in the work to find creative solutions.”
Jie Zhang  
Professor, Special Education  
SUNY College at Brockport (SUNY)

“I, as an instructor, benefited tremendously from this Faculty Guild experience. Through the targeted self-reflection, the feedback from and discussion with my facilitator and circle peers, I have made more purposeful connections between my teaching practice, student learning objectives and evidence-based instruction and assessments. The thorough description of colleagues’ teaching and the genuine feedback from colleagues on my lessons have helped me add instructional and assessment strategies to my toolbox. I have implemented some this semester and look forward to implementing more in the coming semesters to improve my teaching continuously. The participation in Faculty Guild this semester helps me grow as a professor, which benefits my students and my institution. Thank you!

It is time-consuming to participate in Faculty Guild, yet it is definitely a worthwhile and fulfilling process to learn and grow professionally. I'd recommend Faculty Guild to faculty at all levels/status, junior or senior levels, part-time or full-time.”

Marty Zimmerman  
Adjunct Professor, Psychology  
Towson University

“I truly feel the FG experience was definitely helpful to me (be aware of self-assessments). FG provided an opportunity to receive guidance and feedback over time from supportive colleagues with a focus to improve and enhance my teaching methods. This feedback is something that is missing, especially for an adjunct professor, who is pretty much in and out of the campus with limited or no interaction with anyone else but the students. Of course, my drive home after class where I have a conversation with myself about the class may not be the best feedback but before FG it was the only feedback available. FG breaks down this isolation and provides structure and tools to really take a look at what is going on in the classroom. It gets to the heart of teaching — the interaction between student and instructor. It is a safe environment to float ideas or activities among peers who can respond empathically. Yes, as Wayne Gretzky states, ‘You miss 100% of the shots you don’t take’ with FG you can take a look at activities that were successful, as well as those that didn't go as planned and receive suggestions and practical examples, which allows you to take some of those shots, not everyone is a goal but some land inside the net. FG activities in my opinion, definitely improves one's teaching methods which directly impacts the experiences of students which in turn improves the overall institution.

I would recommend FG to anyone who is teaching. Again it was helpful to me since my background was not specifically education and the framework and approach was quite useful.”
Fellow  
Salt Lake Community College  

“Being new or experienced to teaching in higher-ed, the Faculty Guild experience is inspiring to learn and share ideas with other teachers! The time put into it will be returned in the benefit to improved teaching and learning for our students.”

Fellow  
Maui College (University of Hawaii Community Colleges)  

“What this Guild has done for me is it has made me more cognizant of how I teach. As I am teaching, I am aware of what I am saying a bit more. It is like I am viewing my teaching as an outsider. This has been beneficial to me and among other things I do believe it has made my teaching more effective. All in all it was a positive experience.

I would advise you to try it out. I am an experienced teacher. It is good for both the upcoming faculty and the old guard as well.”

The following were submitted requesting anonymity:

“A commitment to pedagogy in the contemporary university setting requires ongoing self-exploration, deep reflection, intentionality, and goal setting. These requirements consume time and are challenging in a world that resounds that our research time is the only imperative. However, through self-exploration, deep reflection, intentionality, and goal setting one can better align with their purpose as scholar-teachers and become more equipped to use their teaching as the means by which they can make lasting interventions on the lives of their students, and (in small ways and great ways) work to make a more just world.”

“Teaching and learning is my wheelhouse. My current and prior institutions are both teaching focused. I try to take advantage of every possible opportunity to learn more about how students learn and what I can do to better teach my students. While the Guild did not meet my expectations (which were about OER), it certainly was helpful in keeping me focused on teaching and learning. As generations of students change, so do the ways that students learn. As instructors, it is important for us to keep up with our own craft. Our facilitator was excellent. I looked forward to her cheery messages each week. The feedback, support, and suggestions from fellow circle members have been very helpful.”

“My experience with Faculty Guild has been very positive. It is incredibly time consuming; this should be noted up front. I suppose I could have not taken it as seriously; however, when you are interacting with a group of your peers, you don't want to let them down. In fact, once you see what other teachers are doing in their classrooms, it inspires you to try harder and do more. This is also a potential issue that new Guild members should be told about: FG is here to help you, not to make you feel incompetent as a teacher.”
“Through my participation in Faculty Guild this semester, I am more confident in my teaching and in my methods. I feel like I learned that I am doing good work with my students and as part of my institution. Taking the time to reflect during the semester was time consuming, but it did help me understand why things worked or didn’t work in real time. I do think this program would be better targeted at faculty that don’t already have a master’s in education.”

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“Despite the fact that teachers have so much to do, taking the time to reflect on how we do what we do will make what we do more effective. FG has reminded me that teaching should be perpetually reflective. An artist may mold and mold until they’ve produced a piece of art work. Even still, the artwork is never finished/perfect ... teaching should be the same. A constant refinement.”

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“It is always worthwhile to analyze your efforts to understand where you can make improvements. Just like reflecting on all the things you have gratitude for at the end of the day, we should all feel good about what we do. Faculty Guild is a useful tool to assist in that process.”

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“The Fellowship experience has provided a safe space to not only share new classroom lessons but to access the library of resources that have supported me in developing these new ideas in the first place. The consistent supportive feedback, encouragement and suggestions helped me to feel safe to try new ideas even when they seem to flop. With help, I am seeing the Gems in the work-in-progress lessons I’ve shared here.

My school and students are definitely benefiting from my participation in this experience and this is reflected in both conversations I’ve had with my counterparts AND the development of confidence I see in my students as they have moved through the course. Their critical thinking skills have blossomed and their ability to demonstrate their connection to the course objectives has grown.

I CANNOT speak enough to the benefit of participation in THIS SPECIFIC program. It has been very professional, intuitive to use, and so well defined in its use of Themes, Tags, Skills, Goals, and Ideas. I have experienced such growth and deeply wish I could continue in this work formally here as well as bring this experience to my fellow instructors. We ALL need this level of engagement!”
Faculty Teaching 6 to 10 Years

Dustin Belt
Instructor, Mathematics
University of Missouri – Columbia

“There is much to be gained from sharing what you know and do with others and hearing the same from them. While every class is different and every situation unique, the best way to optimize learning outcomes (at least when there isn't a well-defined differentiable function involved) is to try new things and analyze the results. Faculty Guild helps provide a practical environment for doing this.”

Misha Chakraborty

“The supportive learning community always helped give genuine feedback to each other. The support means a lot. The overwhelming semester became a successful one. Faculty Guild’s support played a big role. Thank you for everything.”

Jaya Dasgupta
Assistant Professor, Microbiology and Biology
Hudson Valley Community College

“The fellowship has made me think about my teaching practices more objectively. While we all want our teaching to be effective, this has forced me to think whether the activities really contributed to learning, and if not, how to modify them? This will be an active thought in the back of my mind from here on. It has also taught me that being flexible and adapting to the ‘unexpected’ when in class, is something we all need to be able to do. This is not easy and will be one of the points that I will actively work up on.

As for the institution, I have found out about colleagues from other departments who participated in the fellowship, and we as a team, are planning on hosting a workshop in February to talk about Faculty Guild. We hope to popularize this among our campus community, and therefore have a group of people who would continue to improve their pedagogy. It may lead to forming a group to continue to provide support and feedback to each other across departments, thus work for the betterment of the institution overall.

For my students, it has definitely helped them in their learning outcomes through the ideas of multimodal instructions, thinking outside the box with some of the activities, and learning to apply what they learn in practical situations, as well as their lives (both professional and personal). This statement is generic, since there are still students who have struggled, and further modifications in teaching and activities might be needed to change that. Motivating students is a part that can be challenging, and it often varies from group-to-group. In a moderately motivated group, the concepts learnt during this term was helpful in improving outcome.
Based on my experience, I would certainly encourage future fellows to take time to reflect upon teaching goals, objectives, activities and assessments. It is often easy to get into the comfortable zone of having everything ready and going with the flow, but with changing times, changing student populations, changing expectations from what they are learning, we need to reorient ourselves. With everything that we do with preps, grading, and more grading, this sort of conscious, active thinking often takes a back seat. This fellowship is a great way to force yourself to do that and keep doing it intermittently. I can describe it as a feedback to yourself, with the idea of ‘servicing’ the teaching philosophy.”

Katrina Fulcher-Rood
Assistant Professor, Speech-Language Pathology
SUNY Buffalo State

“This experience has benefited me in ensuring that each of my teaching choices are intentional and are student-centered.

I would say that all faculty should be given the opportunity and the space to self-reflect and develop their teaching practices. We are not trained during our doctorate work on how to be an effective professor. Given this, having the time to develop not only as a researcher but as a teacher is crucial not only for our own professional development but for the success of our students.”

Matthew Egami
Instructor, Culinary Arts
Leeward Community College (University of Hawaii Community Colleges)

“Immeasurable. This is the only word that I can think of to describe this experience. Through this experience I have not only gained in skills and knowledge, but I have been able to share and help guide my fellow faculty members with the insights I have gained from the reflections I have done and the invaluable feedback I received from my peers. I see my students achieving more because I have been better able to prepare them for success. This experience has been above and beyond my expectations and I am proud to have been a part of it.

To be blunt, I don't know why you are teaching if you are not trying to do the best you can to be the best teacher you can be for your students. Over the last 5+ years of this teaching journey I have been on, I have seen teachers ranging the gamut from inspiring to terrible and the biggest difference I have found is the ones who put the work in to continually develop and are never satisfied with ‘good enough’ are the ones who are able to have the greatest impact on their students.

Bottom line, the good things in life take work to make happen and being a teacher is great and important work, so put the work in to make it great.”
Stephen Fox
Lecturer, Psychology and Music
Maui College (University of Hawaii Community Colleges)

“I feel much more aware of the subtleties of my pedagogy. FG provides a great forum to discuss processes and outcomes of teaching.”

Tomika Greer
Assistant Professor, Human Resource Development
University of Houston

“Participating in Faculty Guild does not take a lot of time each week; but, if fellows invest their time to understand and enhance their teaching through full and active participation in this experience, it can make a big difference in their teaching effectiveness.”

Mark Hendricks
Adjunct Professor, Ethology and Research Methods
Towson University

“Being a fellow in Faculty Guild has allowed me to think deeply about my teaching. I think, especially as one teaches the same course multiple times, we can sometime fall into ‘autopilot’ mode. By actively reflecting on lessons and by thinking about our teaching in regard to the tags, it forces one to slow down, contemplate, and even change the way we do things in the classroom. As the weeks went on, I was given excellent advice by fellow circle members that I am now using in my teaching. It helps to have colleagues respond to your reflections because it sometimes takes that outside perspective to really make you think and reflect deeper. Additionally all circle members are looked at as colleagues and your equal. I found this to be one of the most supportive experiences I have had in higher education instruction.

This of course benefits my institution and students because teaching should never become stagnant. Our growth as instructors benefits our students because they receive the best teaching we can provide. It benefits our institutions because, by supporting us as Faculty Guild partners, we are provided a resource to be active in our growth as teachers.

My advice for other faculty is to give yourself the time to reflect. Many of us find time to be limiting. We have other careers (especially us adjuncts) and families. Even if you have to spread your reflection out over a few days I think you should allow yourself at least 20 minutes to reflect at a time. Over the course of the
semester the time adds up and you'll have ideas that will turn into goals. You'll get good advice to implement in your teaching. Embrace it.”

Dave Kean  
Instructor, Exercise Physiology  
University of Memphis

“I think this has been a great experience for me. I has increased my confidence level in my teaching, and I feel that I have improved the environment for my students. I think that gives more value to the students’ education and allows me to better respond to their needs in the classroom. This will show in student reviews and help to attract more students to the university. Our school has been growing significantly over the past few semesters.

Everyone needs to take time to hone their craft. Teaching is not easy and something that teachers need to constantly be working on to improve and evolve with the times.”

Julie Kocur  
Assistant Professor, Nursing  
Harford Community College

“I feel like my experiences with Faculty Guild are increasing my ability to assist students to make connections to content in a meaningful way. I think that I can always present the material in a better way and provide feedback in a way that enhances student understanding. I really found the reflections by other members to be helpful in finding ways to do that that I had not considered before. By increasing my teaching proficiency, I feel like that benefits the college since those students will go on to be more successful in future classes. My advice for other faculty would be to take 10-20 minutes after every class to ask ‘How did that class go? Why do I think that? What did I want the students to get out of it? Did they get that out of it and how do I know?’ I think that a deliberate mindfulness to what we are teaching, why we are teaching it, and did it work and then making changes based on the answers to those questions is how we increase student success.”

Jane Kummer  
Instructor, Academic Success, Early Childhood Education  
Nicolet College

“Overall, my experience in Faculty Guild was a very positive one. Although I initially felt it was difficult to make the time to do the assignments each week, I soon realized that these weren’t really ‘assignments.’ Instead, they were exercises in being a reflective and intentional teacher. The exercises were not merely ‘busy work’ but were instead a means by which I could challenge myself to teach in the most effective way possible. It also taught me the value of sharing and giving and receiving feedback from fellow educators. We are all working towards the common goal of educating our students in a way that is meaningful, so
collaboration just makes sense. I am thankful to have had the opportunity to be a part of this group and will continue to implement the lessons learned through my time with Faculty Guild.”

Michelle Lansigan

“I find the reflective teaching process of this fellowship really eye-opening for me. Being a fellow has benefited me in so many ways (which also definitely benefited my students and my institution as well): (1) I was able to really think about the way I teach. I especially like the portion ‘Analyze what worked, what didn’t, and why, for you and the students’ of the weekly teaching reflections; (2) The reflections made me put the focus more on my students (rather than just my lessons) by making me think about how I know the students learned what I intended; (3) The “Checkpoints” allowed me to see what skills/areas I need to work on; (4) The community is very supportive, and I was also able to receive valuable feedback and suggestions on how to improve my organizational skills and teaching practices. I like the Appreciative Inquiry approach of providing feedback; and finally (4) I am so grateful for all the valuable pedagogical resources that were provided to us.

My advice for other faculty is to reflect on their teaching often. Through the frequent reflections in this term, I was able to recognize not only my strengths, but also the areas/aspects of my teaching that I need to improve on. I am very thankful for being a fellow of Faculty Guild.”

Erin McCave
Assistant Professor, First Year Experience / Engineering
University of Houston

“I think being part of Faculty Guild has reinforced the reason why I became a professor. I want to create an environment where students are engaged and love learning rather than seeing it as a chore to complete and forget about. Faculty Guild has helped me to identify areas I excel in as a faculty member like organization, Structured Lessons, and Scaffolding, but also the areas I need to work on such as Caring, creating Collaborations in my classroom, and providing an Inclusive environment for my students. Being part of this has also opened my eyes to why Self-reflection is necessary in order to create effective and productive educators. All faculty should be required to participate in something like Faculty Guild for at least a semester. It will help them better understand themselves as educators, what their goals are, and how they can impact change within their classroom and institutions.”
Erin Millard  
Assistant Professor, Mathematics  
Kauai Community College (University of Hawaii Community Colleges)

“I am thankful for Faculty Guild, for my Circle, and for my facilitator. The positive and personalized feedback has been helpful for me in my reflection process. Although sometimes the process of writing an actual reflection can be daunting and can take time, the results are positive.

Being an instructor, I am continuously reflecting about how a lesson went each time. In the back of my mind I think about what could be done better, but doing this Faculty Guild process actually makes me bring those thoughts to the forefront. My students have seen more real hands-on activities, and a better organized thought process over common pit-falls students have. I have seen fewer common mistakes in my Math 103 students this semester, and have seen more perseverance with my Math 115 students. I believe if my students have improved in their understanding of math, I benefit, and my college also benefits. I hope to continue to reflect and think of new ideas that can be included in the future, especially with the changing of time and technology advances.”

Dennis O’Reilly  
Associate Professor, Automotive Technology  
Salt Lake Community College

“Exploring and reflecting on your teaching journey and sharing this openly thru fellowship in Faculty Guild will empower you to realize and create new ways to embrace success and the advancement of student opportunities.”

Clarence Orsi  
Associate Professor, English  
Cecil College

“Everyone benefits from self-reflection. When I am aware of my teaching practices, my students benefit from my ability to assess, evaluate, reflect, and improve on my lessons and methods of delivery. Reflecting on my teaching in the company of a supportive group of colleagues has pushed me to develop a foundation for who I am as a teacher and where I want to go. It is so important for teachers to keep growing, and Faculty Guild provides the catalyst for that growth.”
Sora Rosen  
Adjunct Professor, Psychology  
Towson University

“I have benefited from my Faculty Guild experience in many ways ... I will try to highlight the key ones:

1. Gaining a language (tags) and reflective thinking process/format based on evidence-based practices is a tremendous and powerful tool to improve instructional planning and presentation.

2. The opportunity to officially create a Teaching Philosophy that can be revised and followed.

3. Two words — IDEA DRAWER! I love the way the drawer is immediately populated with new ideas right in the middle of the reflective writing process ... it serves as a permanent sticky note that doesn't get lost in a pile of papers : )

4. The camaraderie among fellows has been outstanding. I have gained tangible ideas and lessons but also the encouragement from other faculty members, whether from similar or very different disciplines and backgrounds. We are often busy with important student interactions, but we seek meaningful instructor interactions as well.

5. The time and space to think about my teaching. It really all comes down to this — being intentional about preparing, presenting and assessing lessons with the goal of improving student outcomes. When I focus on the former, I can improve the latter.

My advice?

1. Invest in learning the language and understanding the reflection process. Be patient and take the leap :

2. Do revise and update your Teaching Philosophy so that if feels comfortable and right for you.

3. Add ideas to your idea drawer — from your own reflections as well as from your fellows and facilitators!

4. Connect with other fellows.

5. Enjoy being intentional about your teaching practices — there is much to gain from this experience.”

Becky Shelton  
Assistant Professor, English and Humanities  
Bluegrass Community & Technical College (KCTCS)

“I think Faculty Guild is an invaluable resource that allows faculty to take the time to thoughtfully reflect on their teaching, and through this self-reflection improve their approach to various aspects of their course(s). By looking at the ‘bigger picture’ beyond the hour and fifteen minutes twice a week, faculty can intentionally focus on specific skills like Differentiated Instruction, Community-Building and make the Connections that allow them create meaningful lessons that students will keep with them and draw upon long after they have left your classroom.”
Davida Smyth  
Associate Professor, Microbiology  
The New School

“Reflect often during the semester. It helps to course correct and to make adjustments as you go. Give yourself the same opportunities to learn and think about learning that you're giving your students.”

Catherine Stanford

“If we fail to enhance our teaching, we become stale. Who wants to become stale? We are vibrant resources for our students. Stay fresh and alive, teachers.”

Kevin Takayama  
Instructor, Mathematics  
Windward Community College (University of Hawaii Community Colleges)

“As I become the best educator I can be, the potential for my students' learning increases. They get to see things from a different perspective, learn in a manner never done by them previously, and have meaningful interactions with one another that build their support group and aide in their educational journey.

My hope has always been for my ceiling to be my students' floor. So I want to raise my ceiling as high as possible so students that set foot in my classroom start higher than expected. As my students succeed so I succeed. And as I succeed so my students succeed. The exact same can be said for Windward Community College and our students.

Advice for other faculty: the whole is greater than the sum of its parts. Individually, we offer so much insight and have many unique skills and practices. Let's come together and share those with one another. I've learned so much from my peers in my Circle, both from similar disciplines and drastically different disciplines.”

Chris Torres  
Assistant Professor, Public Health and Exercise Science  
SUNY College at Potsdam (SUNY)
“My experience as a fellow has been a great benefit. I have become better at shaping in-class activities to reflect course goals and student learning outcomes. This experience has forced me to introspect not only about my teaching style, but also pedagogy and content delivery. Moving forward, I feel confident that I am a better professor and will better be able to serve my students. A direct result of this opportunity is my renewed commitment, as Program Coordinator, to continue striving for excellence and assure that the SUNY Potsdam Exercise Science program is the best that it can be and continues to be the premier exercise science program in Northern New York.

I cannot stress enough the importance of mindful introspection about teaching philosophy and pedagogy. The safe and nurturing space afforded by this fellowship was essential for my deep dive into 1) what I teach, 2) why I teach, and 3) why I teach the way I do. This is an invaluable experience that every faculty member should go through.”

Mike Tweed  
Assistant Professor, Architecture  
SUNY College of Technology at Delhi (SUNY)

“There has been a lot of good advice provided through Faculty Guild that allows me to understand how I teach. I can use this understanding to make improvements to how I educate and interact with students. It is worth the time to analyze what you are doing in the classroom, discuss this analysis with other instructors and make changes along the way.”

Anne Yust  
Assistant Professor, Mathematics  
The New School

“Teaching at an institution that prides itself for having an unconventional curriculum, I have really valued getting feedback from faculty teaching traditional classes and to hear about the innovative pedagogical practices they're bringing into their courses. I do find my unique perspective stemming from the freedom I have in my own courses seems to be positive for the other faculty in my circle, too.

Personally, I really appreciate being part of a community that thinks intentionally about teaching and learning. The structure of The Guild — though time intensive — forces productive conversations. I find the platform intuitive, and the format makes me consider aspects of my lessons that I may have not thought about without the prompts, tags, and skills. I do believe this experience has helped me grow as an educator, and I will continue to improve with the ideas and language I've gained through The Guild.”
Bassam Zahran

“We as teachers, are struggling to find new ways to deliver knowledge to our students in the most efficient manner. I was skeptical when I first joined the Guild, but with the time passing by, I’m confident to say, this methodology works! A systematic approach to success!”

Jeff Zealley
Assistant Professor, Mortuary Sciences and Bioethics
Salt Lake Community College

“It has helped me see areas where I can improve and to learn from what others are doing in their classes. Faculty Guild has shown me areas I can work on. As I become a better professor, it directly benefits my students to improve their learning experience. When they have a positive experience, it benefits the reputation of our college. This in turn helps our community and encourages more students to enroll.

I encourage other faculty to spend time to understand and enhance their teaching. Once I started doing this, it helped me see what I was doing well and areas where I could improve. The changes needed are usually minor but can have a significant impact on one's teaching.”

The following were submitted requesting anonymity:

“Reading others' reflections has shown me that many of my peers face the same challenges I do on a daily basis. I hope that I’ve exchanged some good ideas throughout the semester with my group members. I think that experience is still the best teacher of all, but faculty will get out of Faculty Guild what they put into it. I've read some really excellent reflections this term from my group members and look forward to more next term.”

“My experience has benefited me in that I have a blueprint for how to evaluate my teaching on a lesson-to-lesson basis and has exposed me to how other faculty in other disciplines teach. The experience has made me think about how I can be more learner-focused in planning lessons and teaching in general. I would tell other faculty that spending time understanding and enhancing their teaching will help them deepen their understanding of their subject as well as how students develop.”

“FG encouraged me to try some new techniques, and it was exciting to see what colleagues were doing. Using the tags, and receiving peer suggestions about what additional tags might apply, made me realize that I was doing some of the things instinctively, but I wasn’t necessarily maximizing my usage the way I can now that it is more intentional. I also found it uplifting to think each week about what lesson went best, and putting it out there for FG, or if I had a lesson that didn't go as planned, writing it up to solicit some feedback so I can improve it.”
“My experience as a fellow has encouraged me to make direct connections between student learning objectives and the strategies and activities I use to accomplish the lesson. This benefits me, the college and the students because it has encouraged me to fine-tune what is presented in class and increases effectiveness. This ultimately increases the potential for student success.

I would encourage other faculty to take the time to analyze if the strategies that they may be using could use some of that fine-tuning and to check out the teaching activity resources in the Faculty Guild Library.”

“When you take the time to analyze your lessons, not only do you learn more about your teaching style, you learn how to enhance your teaching. By participating in Faculty Guild, you not only have the opportunity to reflect on your lessons, you get to see them through the eyes of colleagues.”
Faculty Teaching Fewer than 5 Years

Dan Burleson
Assistant Professor, Chemistry
University of Houston

“Reflection is such an important process and such a hard thing to dedicate time towards. Faculty Guild has provided me a structure and accountability circle to keep up with this practice. I have critically evaluated my own teaching more than I have before without feeling discouraged or judged. In fact, it was so motivating to be part of a group of colleagues passionate about the same thing, teaching.”

Kathryn Broadbent
Assistant Professor, Chemistry
West Kentucky Community & Technical College (KCTCS)

“As instructors, we want to continuously improve. I have found two ways to enhance my capabilities as an instructor. The first, take a moment after class to record in writing what went well and what still needs work. This reflection is best done directly after class while your memory is still fresh. Don’t make the mistake of thinking you will remember, write it down. These notes should be placed where you will see them before you present that material the next time. In this way, you can continue to smooth the rough spots and, improve student engagement and understanding. The other method is to engage with other instructors. Present your difficulties and seek out their counsel and advice. It is likely that your difficulties are not unique and that others have faced the same problems and may have innovative solutions that you have not considered.”

Faith Andrews
Assistant Professor, Maternal/Newborn Nursing
Harford Community College

“Being a Faculty Guild fellow has provided me with a lot of teaching tips and lesson plans which I had not thought of or used. I now use multiple, different kinds of #Multi-Modal Instruction in the classroom and this benefits all types of learners.

Advice that I have for other faculty would be to set aside enough time as the posts take longer to create than what you think. I would also encourage you to use your breaks when you need to.”
Debbie Bartucci

“This platform is a great way to get others’ perspectives and trade ideas. Given the opportunity, it is always good for not only teachers but in any profession to network with their peers to enhance their career and gain new knowledge.”

Anastasia Biggs
Lead Faculty, Computer Science
Colorado Technical University

“Educating the mind without educating the heart is no education at all — Aristotle. As an educator, you need to have heart and passion in your classroom to inspire your students is the best advice I can give anyone teaching any student.”

John Cuddy
Adjunct Professor, Accounting
Towson University

“I jumped at the chance of participating in the Guild because I was dissatisfied with the progress of my classes. Yes, I could have proceeded as I was and been mediocre — that is not acceptable to me. Teaching is more than getting a paycheck and cranking out more or less prepared students. The Guild forces you to channel your thoughts in the channels of the tags, to see what others say they are doing, and to gather new sets of ideas to use as tools. Then you get to hear feedback and adapt what you are doing. The results are visible in class attendance, apparent student satisfaction, and goal achievement.

As an evening adjunct, with one section this semester, it has been important to interact with other professionals. After three years, I still have not had a really serious discussion with any other professor in my department. I met the former chair once. So, having the chance to proceed with colleagues has been important to me. To other faculty — whatever you do, do well, and never be satisfied with your level of teaching. To quote some sage or other, the more you know, the more you know that you do not know. Or, to look at a fractal image mapping, the detail just keeps on going and becoming more beautiful and surprising.”
Julie Embry  
Instructor, Medical Information Technology  
Owensboro Community & Technical College (KCTCS)

“I am very excited about the tools and techniques I have learned as a fellow. I am more organized in my teaching and the structure of my lessons, am trying new things to improve my classes, and have a better understanding of how to teach in multiple ways.

My knowledge will not only benefit me but will also benefit my students and the college. My students benefit from a better education and the institution benefits with an instructor that is more diverse in teaching style.”

Leon Florendo  
Assistant Professor, Career and Life Planning  
Leeward Community College (University of Hawaii Community Colleges)

“Coming into Faculty Guild (FG) I did not know what I was getting myself into, but I was open to give it a shot. I was hoping that it would help me with courses I teach Interdisciplinary Studies (IS) 105 Career Development and Social Science (SSCI) 101 Self Development Courses. Looking back on my experience this semester in FG I have to say it was enlightening.”

James Hall  
Assistant Professor, Robotics and Industrial Automation  
Owensboro Community and Technical College (KCTCS)

“For me there have been several items that have almost overwhelmed me during my transition from Industry to Education. However I would like to pass on to others that ‘You can do this!’ I really was surprised to learn that I was not totally off base when it came to what I thought would make a good instructor. I simply did not have the terms or definitions to go along with the education profession. I still have a lot to learn but with practice, and some help from a great set of peers, I know I will get better.”
Jenny Hsin-Yi Shih  
Instructor, Astronomy  
Maui College (University of Hawaii Community Colleges)

“Being in Faculty Guild gave me a chance to reflect on my teaching skills every week. This is a good time to think about the activities that I am running, what worked well, and what I can do to improve them. This is my fourth year of teaching and I am getting a bit complacent with using the same activities every semester. The weekly reflection provided a chance for me to rethink whether any modifications should be made. The responses from my peers have been very valuable as well. I am grateful for this opportunity to exchange ideas with my colleagues.”

Derrick Jones  
Assistant Professor, Criminal Justice  
Harford Community College

“I believe that the experience as a fellow this semester in Faculty Guild allowed me to see what teaching strategies actually work and which ones don't work as well. This experience has benefited my institution, my students, and myself by sharpening and adding to my toolkit of resources and allowing me to become a better instructor. I used tips, strategies, and lesson plans of others that I believed would work well in my class, and they did. I would advise other faculty that it's always a good idea to self-reflect and to get the feedback and input of others. I was able to improve across the board just by addressing the questions asked by my colleagues. This process is and can be extremely helpful to improving all faculty members at any institution.”

Jessica Kruger  
Assistant Professor, Public Health  
University at Buffalo (SUNY)

“When you take time to reflect on where you are, you begin to see where you need to go.”
Jill Lauriente  
Adjunct Professor, Communications  
Towson University

“Always be opened to innovation! It is easy to get lost in the monotony of teaching — especially when we often teach the same classes year after year.”

Ali Madooei  
Lecturer, Computer Science  
Johns Hopkins University

“My suggestion (or rather, wish) is for this platform to be provided such that each department would be able to devise their own set of tags and incorporate it for the circles in their department. If implemented that way, it has potentials to provide structure for instructor reflection and improvements to practices and materials over time.”

Thomas McFadden  
Adjunct Professor, Social Sciences and Public Speaking  
Cecil College

“Coming from a diverse professional background without formal schooling in education, I truly appreciate the ability to learn industry standard jargon. I feel I can more eloquently speak to the practices I had already been executing. Having the language and the words for what were foggy, creative teaching practices helps clarify those ideas in a well-defined frame. Learning evidence-based practices with the video tutorials and by reading colleague reflections, I have been introduced to novel methodologies that foster teaching practices which feel more professional and refined.

Even for those with professional backgrounds in education, I can see the benefit of a reflective practice. Old ideas can become fresh again. Spending time sharing lived teaching experiences with colleagues across institutions provides an arena for validation. Anytime we are able to share best practices, what works and what goes wrong, we have an opportunity to improve. Most importantly is the reason why we do this work, the students. Taking the time to reflect on our own effectiveness ensures our students have access to value-added instruction.”
Lori Raggio
Adjunct Professor, Psychology and Human Resources
Towson University

“I would strongly suggest other faculty to participate in this program. It is a tremendous way to review, analyze and change your teaching style and approach so it is centered on the outcomes of the students.”

Rex Richards
Assistant Professor, Mechanical/Manufacturing Engineering Technology
Salt Lake Community College

“The Guild has provided a safe place from which I can publicly reflect and collaborate with other peer educators. The Appreciative Inquiry method of collaborating leads to constructive feedback. This has allowed me to deeply reflect upon my own teaching. It allowed me to find my strengths and celebrate them as well as provides resources and skills to hone my pedagogical profile and teaching philosophies. The process enhanced my capability to make positive changes to my teaching methods. Knowing and understanding more about evidence-based teaching methods will allow me the understanding on how to implement them into my teaching lessons. This will in turn assist in greater student learning.

If you get the opportunity to participate in Faculty Guild or practice self-reflection deeply, it is well worth the time and effort.”

Robinson Valenzuela
Assistant Professor, Visual Art and Design
Salt Lake Community College

“The Guild has really helped me take a deep look into my teaching, and evaluate ‘does my everyday actions and teaching match my actual teaching philosophy?’

I think Faculty Guild is a great tool for self-evaluation and receiving feedback and ideas from other colleagues or even considering methods that you never heard of before to apply in your classroom. The environment is definitely a creative one and fertile for improving ones teaching skills. Usually you do not get this luxury on quick conversations at work, so this is for sure the right atmosphere for ideas to grow and developed. I am really thankful for the opportunity I had to participate and specially for Karen’s suggestions as well as the rest of the faculty in the circle. Their input is invaluable, and I am definitely going to be applying as much of it as I can. The facilitator was also really good and supportive with helping me stay on track and motivated. Thank you very much for the opportunity.”
Fellow
Towson University

“My experience as a fellow has allowed me the reflective space to understand myself more fully as an educator. It has allowed me a space, where I can look forward to professional feedback, to take stock of how I have constructed myself as a Professor, and thus made me more confident in my style of teaching. I hope that all of the institutions I work with, and the students I dedicate myself to, benefit by knowing and gaining knowledge from this confidence, commitment, and willingness to reflect.

My advice to other faculty is to always be committed to understanding yourself as an educator. Knowing and being comfortable with your style, no matter your field, is at the crux of teaching.”

The following were submitted requesting anonymity:

“My experience as a fellow in Faculty Guild has helped me be much more confident in the classroom. I have also been forced to be more creative with my activities. This ‘gentle pressure’ has helped me try new things and think about old things in new, fresh ways. This is a benefit to my students, as they are getting different types of exposure to the material and hopefully having more fun along the way!

I advise future fellows to value reading the reflections of their peers. Reading these reflections has been even more beneficial to me than reflecting on my own activities. I have found support, common ground, and a team of cheerleaders in my circle peers.”

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“As a fellow, I find that I'm more self-aware of my teaching style and philosophy. I'm taking the time to self-reflect and gather ideas from others, which is sometimes missing in the day-to-day campus experience. I believe that my students are benefiting from the experience, because I'm able to get feedback from other fellows right away and therefore able to make changes pretty quickly, rather than waiting for the opportunity to present to meet with other members of my department or facility. Because my students are benefiting from that community-building culture that is coming from Faculty Guild, I believe the institution is, as well.

For other faculty, I would say that taking the time to self-reflect after each lesson or week is key in learning with and from your students, so that you can immediately adjust.”

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“In taking part as a fellow in Faculty Guild, we as a cohort have learned together about our teaching practices, our strengths and in support of our peers' strengths and development of practices. Sharing our knowledge in our ‘circle’ has been a supportive and creative community committed to providing students with best experiences for learning. This semester, we have all deeply reflected and deeply engaged in each other’s teaching experiences, which in turn help each of us learn and grow our own practices. Finally, what is unique to Faculty Guild is the data that actually ‘shows’ the teaching story. With the tags and data collected, at the end of the semester, you will have a pretty good idea of not only how you think you teach, but how your actual values are reflected in your teaching.”

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