


# Assessing Environments that Motivate Teaching Excellence

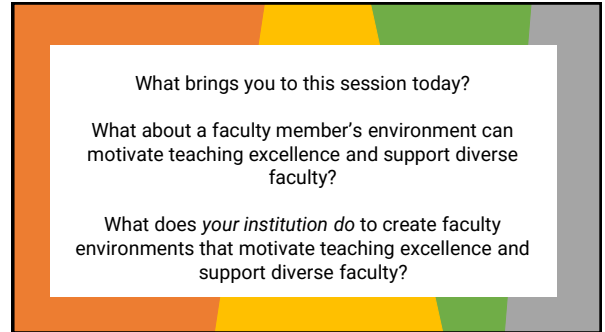
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Slides available here:  
  
<https://hdl.handle.net/2022/28239>

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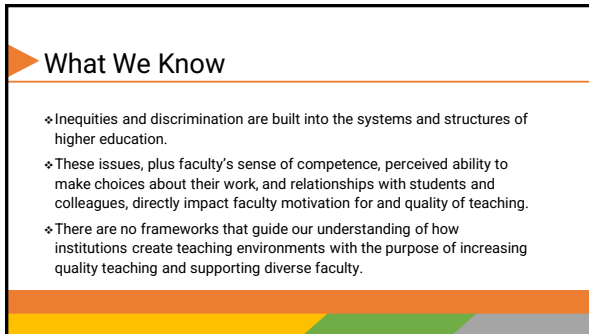


What brings you to this session today?

What about a faculty member's environment can motivate teaching excellence and support diverse faculty?

What does *your institution* do to create faculty environments that motivate teaching excellence and support diverse faculty?

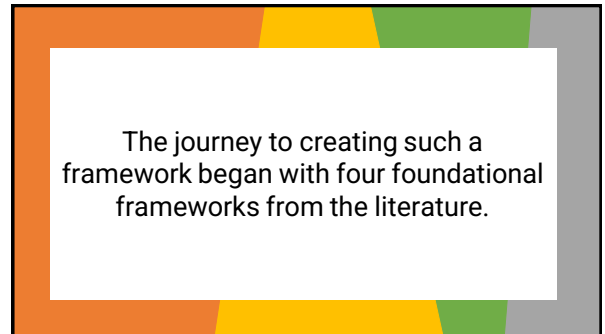
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## What We Know

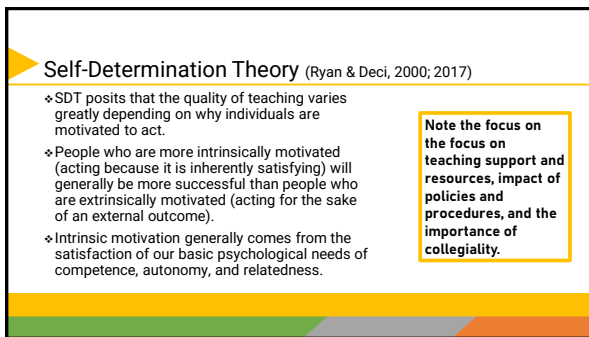
- Inequities and discrimination are built into the systems and structures of higher education.
- These issues, plus faculty's sense of competence, perceived ability to make choices about their work, and relationships with students and colleagues, directly impact faculty motivation for and quality of teaching.
- There are no frameworks that guide our understanding of how institutions create teaching environments with the purpose of increasing quality teaching and supporting diverse faculty.

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The journey to creating such a framework began with four foundational frameworks from the literature.

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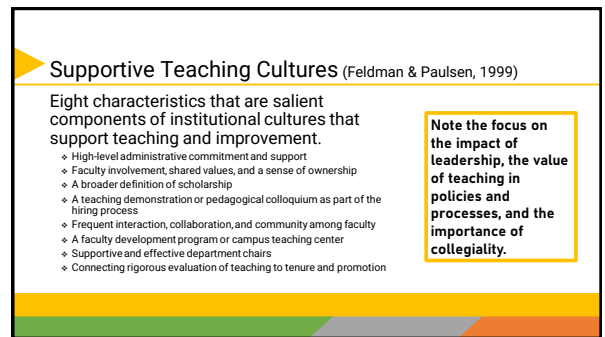


## Self-Determination Theory (Ryan & Deci, 2000; 2017)

- SDT posits that the quality of teaching varies greatly depending on why individuals are motivated to act.
- People who are more intrinsically motivated (acting because it is inherently satisfying) will generally be more successful than people who are extrinsically motivated (acting for the sake of an external outcome).
- Intrinsic motivation generally comes from the satisfaction of our basic psychological needs of competence, autonomy, and relatedness.

**Note the focus on the focus on teaching support and resources, impact of policies and procedures, and the importance of collegiality.**

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## Supportive Teaching Cultures (Feldman & Paulsen, 1999)

Eight characteristics that are salient components of institutional cultures that support teaching and improvement.

- High-level administrative commitment and support
- Faculty involvement, shared values, and a sense of ownership
- A broader definition of scholarship
- A teaching demonstration or pedagogical colloquium as part of the hiring process
- Frequent interaction, collaboration, and community among faculty
- A faculty development program or campus teaching center
- Supportive and effective department chairs
- Connecting rigorous evaluation of teaching to tenure and promotion

**Note the focus on the impact of leadership, the value of teaching in policies and processes, and the importance of collegiality.**

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### Rethinking Academic Work (Gappa et al., 2005)

Five components of faculty work that are essential to supportive faculty as they face various challenges of the professoriate.

- ❖ Employment equity
- ❖ Academic freedom
- ❖ Balance and flexibility
- ❖ Professional growth
- ❖ Collegiality and community involvement

**Note the focus on academic policies and procedures, access to support and resources, and the importance of collegiality.**

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### Diverse Learning Environments (Hurtado et al., 2012)

- ❖ Although positioned as a framework for diverse students, they note that faculty are actors that shape and are shaped by the environment.
- ❖ Five dimensions of campus climate (historical, compositional, organizational, psychological, and behavioral) influence environments for faculty.
- ❖ Inequities exacerbate the lack of diversity amongst faculty and within the curriculum

**Note the focus on the impact of inequities and poor commitment to diversity in policies and procedures, access to support and resources, and collegiality.**

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## A literal deconstruction and reconstruction commenced!

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### Teaching Environment

**Climate for Diversity**

<p><b>Processes + Policies</b></p> <ul style="list-style-type: none"> <li>Balance between teaching and scholarship</li> <li>Balance and flexibility for work and life</li> <li>Teaching values within hiring, promotion, and tenure</li> <li>Commitment to diversity, equity, and inclusion</li> <li>Academic freedom and course content</li> <li>Pedagogy and teaching methods</li> <li>Teaching autonomy</li> </ul>	<p><b>People</b></p> <ul style="list-style-type: none"> <li>Values of senior leadership, dept. chairs</li> <li>Faculty community and collegiality</li> <li>Instructor identity</li> <li>Compositional diversity and interaction across difference</li> <li>Teaching relationships</li> </ul>
<p><b>Affect</b></p> <ul style="list-style-type: none"> <li>Respect</li> <li>Belonging</li> <li>Stress</li> <li>Motivation</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Instructional development</li> <li>Access to necessary tools</li> <li>Time</li> <li>Teaching competence</li> </ul>

**These five components, create a foundation for a healthy teaching environment where faculty can do their best work as instructors.**

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## Climate for Diversity

What about a climate for diversity can motivate teaching excellence and support diverse faculty?

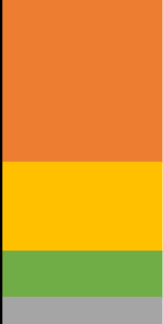
What does *your institution* do to create a climate for diversity that motivates teaching excellence and supports diverse faculty?

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### Climate for Diversity

- ❖ Processes with group-based privileges like tenure, promotion, hiring, and curriculum decisions need to be supportive of diversity
- ❖ Notable, pervasive amount of diversity in the curriculum
- ❖ Regular reflection by faculty on how their personal and professional identities impact their classroom practices and scholarship
- ❖ Ubiquitous use of inclusive pedagogies
- ❖ Opportunities to interact with diverse others
- ❖ Legitimate respect for diversity in all forms

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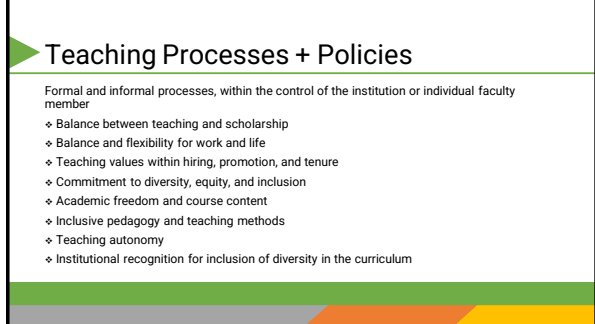


## Teaching Processes + Policies

How can teaching processes and policies motivate teaching excellence and support diverse faculty?

What does *your institution* do to create teaching processes and policies that motivate teaching excellence and support diverse faculty?

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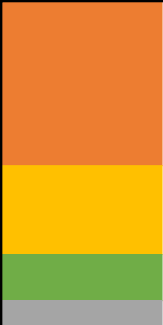


## Teaching Processes + Policies

Formal and informal processes, within the control of the institution or individual faculty member

- ✦ Balance between teaching and scholarship
- ✦ Balance and flexibility for work and life
- ✦ Teaching values within hiring, promotion, and tenure
- ✦ Commitment to diversity, equity, and inclusion
- ✦ Academic freedom and course content
- ✦ Inclusive pedagogy and teaching methods
- ✦ Teaching autonomy
- ✦ Institutional recognition for inclusion of diversity in the curriculum

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## People: Leaders, Colleagues, Self

How can people (leaders, colleagues, and self) motivate teaching excellence and support diverse faculty?

How do people at *your institution* create environments that motivate teaching excellence and support diverse faculty?

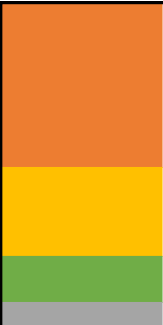
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## People: Leaders, Colleagues, Self

- ✦ Values for teaching, direct and indirect from senior leadership, department chairs, faculty colleagues, students and faculty themselves
- ✦ Faculty community and collegiality, group values for teaching
- ✦ Positive identity as an instructor
- ✦ Compositional diversity and interaction across difference
- ✦ Commitment to acquire and retain diverse students and employees
- ✦ Teaching relatedness, a culture of mutual care and support

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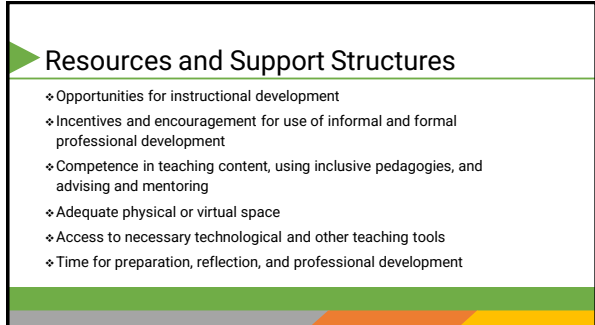


## Resources + Support Structures

How can resources and support structures motivate teaching excellence and support diverse faculty?

How does *your institution's* resources and support structures motivate teaching excellence and support diverse faculty?

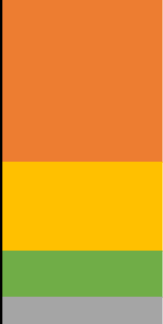
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## Resources and Support Structures

- ✦ Opportunities for instructional development
- ✦ Incentives and encouragement for use of informal and formal professional development
- ✦ Competence in teaching content, using inclusive pedagogies, and advising and mentoring
- ✦ Adequate physical or virtual space
- ✦ Access to necessary technological and other teaching tools
- ✦ Time for preparation, reflection, and professional development

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## Affective Components

How can affect motivate teaching excellence and support diverse faculty?

How does affect at *your institution's* motivate teaching excellence and support diverse faculty?


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## Affective Components


- ✦ Respect for teaching and for diversity
- ✦ Sense of belonging, collegiality
- ✦ Intrinsic motivation to complete work activities
- ✦ Alleviating stress by appreciating faculty as academics, instructors, and human beings with unique identities and needs
- ✦ Care and respect for faculty well-being

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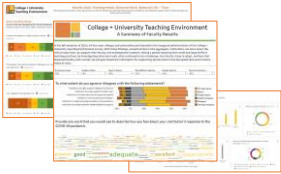
How can institutions assess their environment in terms of motivation for teaching excellence and support for diverse faculty?

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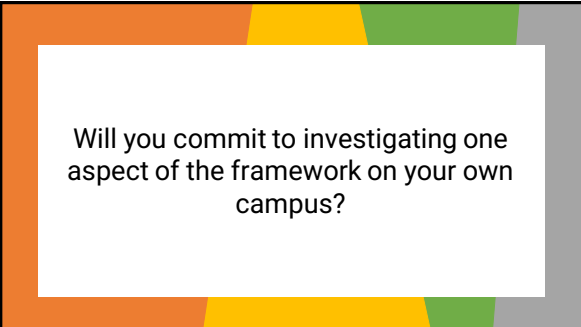


## The College + University Teaching Environment Survey

- Try starting with an assessment of your current teaching environment
- The largest national surveys of faculty focus on teaching behaviors and job satisfaction, most climate assessments are done locally
- The CUTE survey provides results for institutions to learn about the extent to which they are achieving the goals of this framework

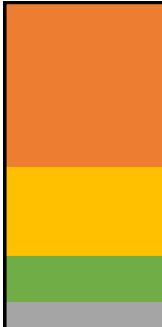


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Will you commit to investigating one aspect of the framework on your own campus?

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## Thanks for joining me!

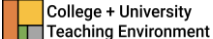
You can find our slides, paper, and more information about the CUTE project at our website:

w: <https://cutesurvey.iu.edu/>  
e: [cutesurv@iu.edu](mailto:cutesurv@iu.edu)

Slides available here:



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