

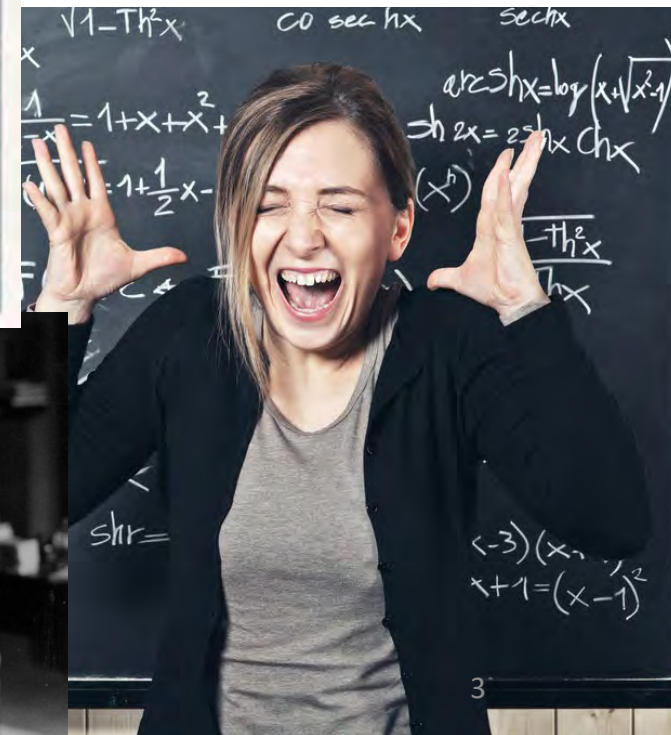
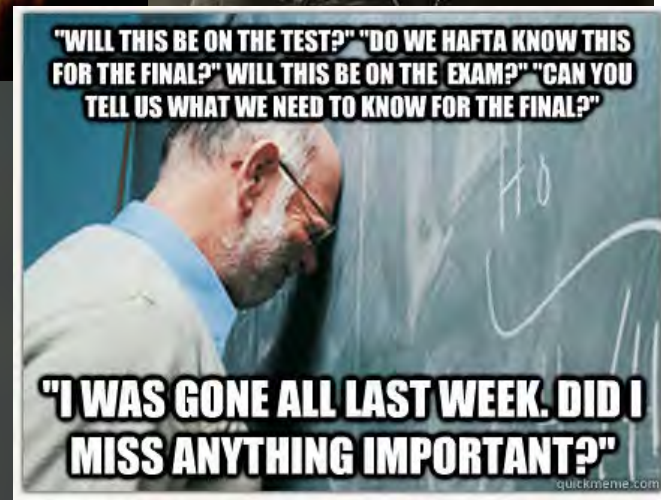
# Understanding and Navigating the Changing Landscape of Higher Education

PFF Session One, Fall, 2020

A close-up photograph of a vintage-style compass rose resting on an old, textured map. A pair of dark-rimmed glasses is placed over the top left portion of the compass. The map shows various geographical features and lines, with a warm, aged color palette of browns and yellows. The compass has a circular face with directional markings and a needle.

# CHARTING THE COURSE

*So many roads...*



# What's Stayed the Same (for the most part)



- Teaching...what's needed, potentially more than what you want.
- Teaching well –in survey courses especially you can create a gateway or a barrier to majors.
- “Publish or Perish”?
- Students
- Uncle Wuffle’s Advice for the advanced graduate student and new professor...



# What's Different



- More competition for fewer (tenure-track) positions
- Different academic position and institutional types
- Equity-minded individual and institutional responsibility, diversity, and inclusion
- Declining funding for and value of higher education
- Science skepticism and questioned knowledge
- New/different instructional modalities
- Assimilation challenges
- Uncertainty and instability –individually and institutionally





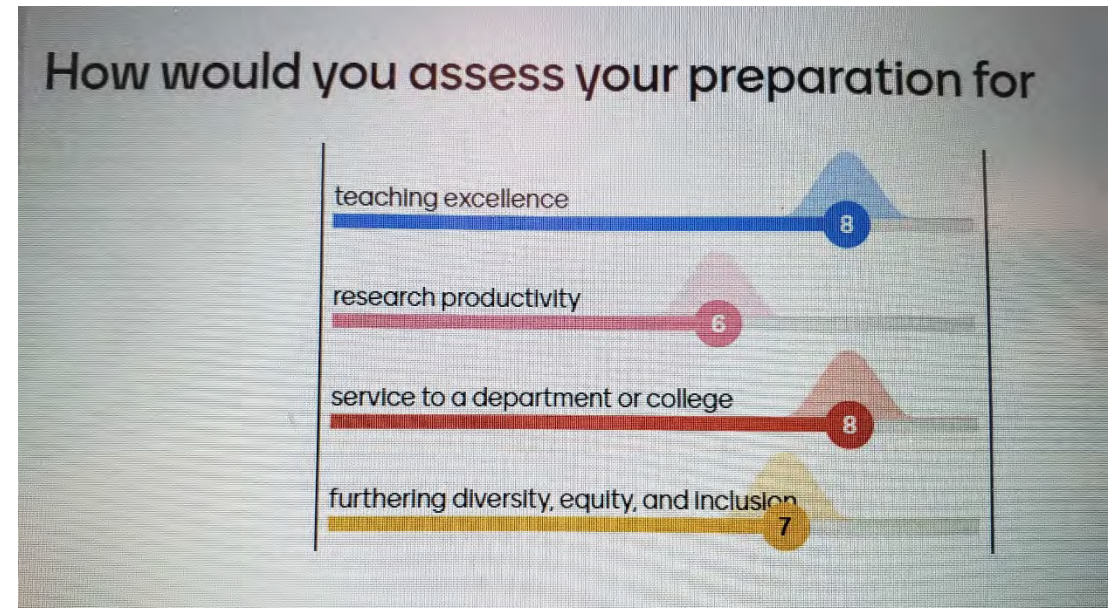
# Your Concerns, Interests, and Preparation

**What are your concerns as you consider a career in higher education?**

- <https://www.menti.com/rbvdhtiqt>



**How would you assess your preparation?**



# PFF's Role

- Preparing Future Faculty has its origins in how faculty development centers have helped graduate students and post-docs not only gain a competitive advantage on the job market, but in building a foundation for them to make a difference through their teaching, research, and scholarship. It also focuses on the well-being and assimilation of you, as a member of the academy.
- PFF at U of I is also a central part of our [CIRTL](#) affiliation.
  - This means that we will focus on how scholarly teaching, teaching-as-research, and inclusive teaching practices prepare you for leading future generations of learners when you enter the professoriate and while you are teaching here.



# This Semester's Line-up

- **Preparing Future Faculty**
- Preparing for the Professoriate:
- Understanding and Navigating the Landscape of Higher Education.
- Diversity, Equity, and Inclusion: Developing An Authentic Foundation for Everyday Practice and Inclusive Teaching and Learning.
- Practical Pedagogy:
- How to Create Significant Learning Experiences Across Instructional Modalities...And Why It Matters
- Engaging Students with Technology
- How to Handle Hot Topics and Difficult Dialogues
- Firing on All Cylinders:
- Designing a Productivity Pathway That Helps You Thrive and Sets You Apart

# Additional Programming

- Deeper dives next semester
- Job talk simulations
- Instructional observations and simulations
- Dossier development / review
- Work-work and work-life “balance”
- Mentors from different institutions
- CIRTL programming

# Looking at Learning



# Teaching and Learning: A Shared Responsibility



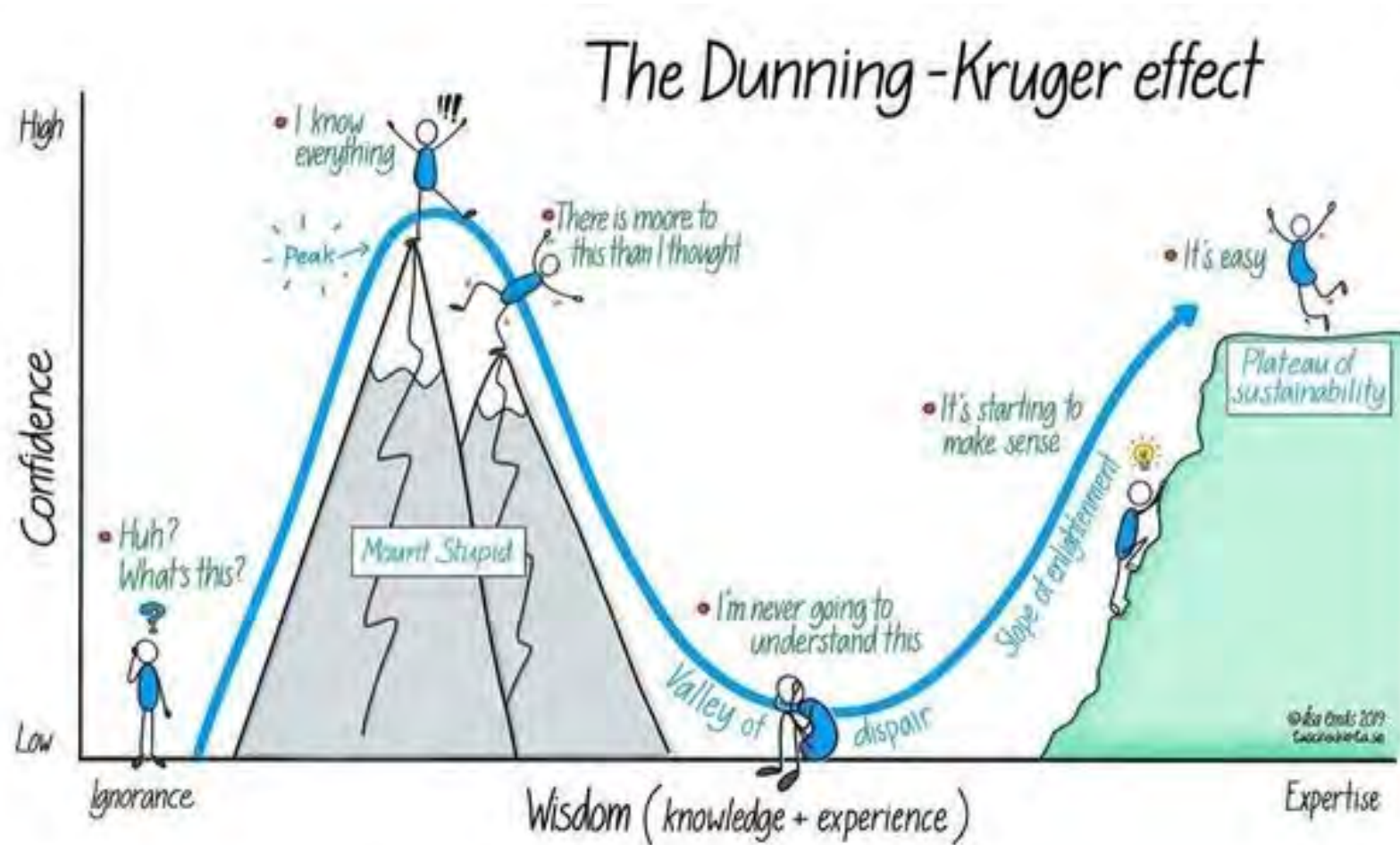
## Successful students ...

- grasp content, reveal knowledge, work through difficult challenges, and are aware of their own learning *and how to enhance it.*

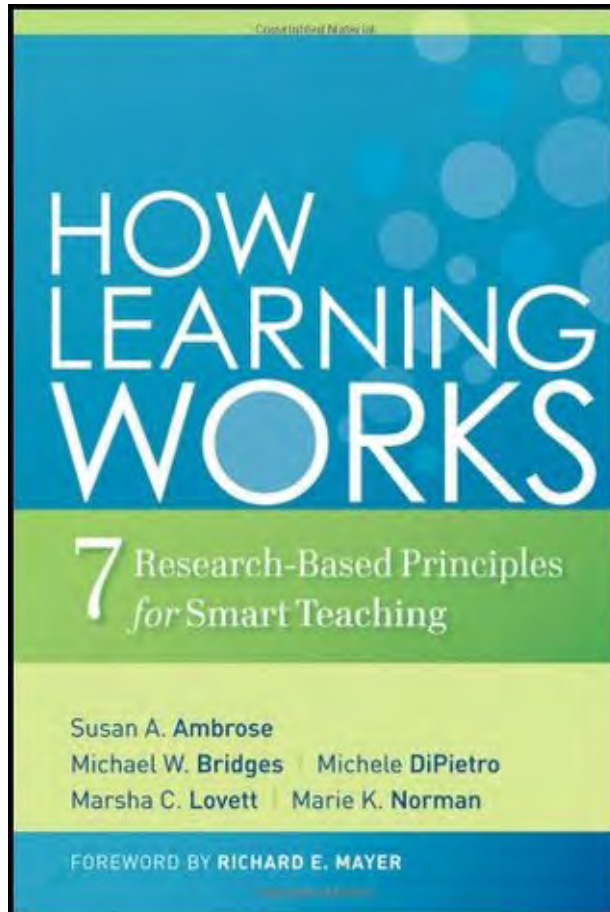
## Impactful faculty ...

- Guide, challenge, and inspire them. They make a connection, foster community and engagement, and make content and the learning process meaningful to their students.

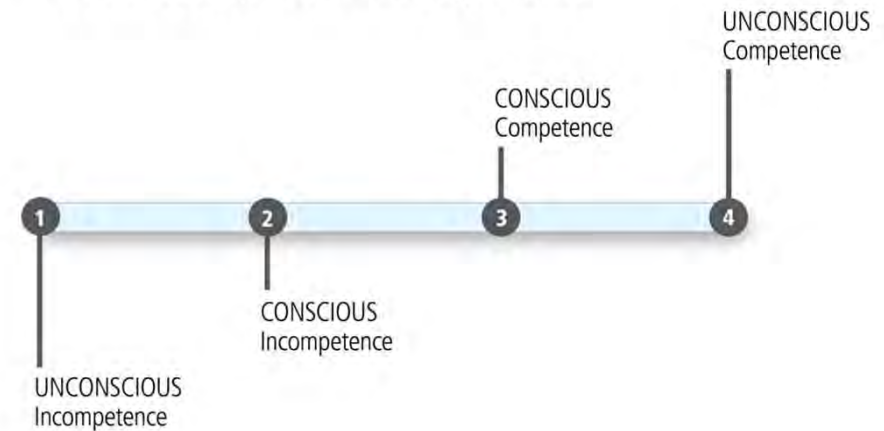
# Something to consider



Together we can help students **learn** and **thrive** by focusing on...



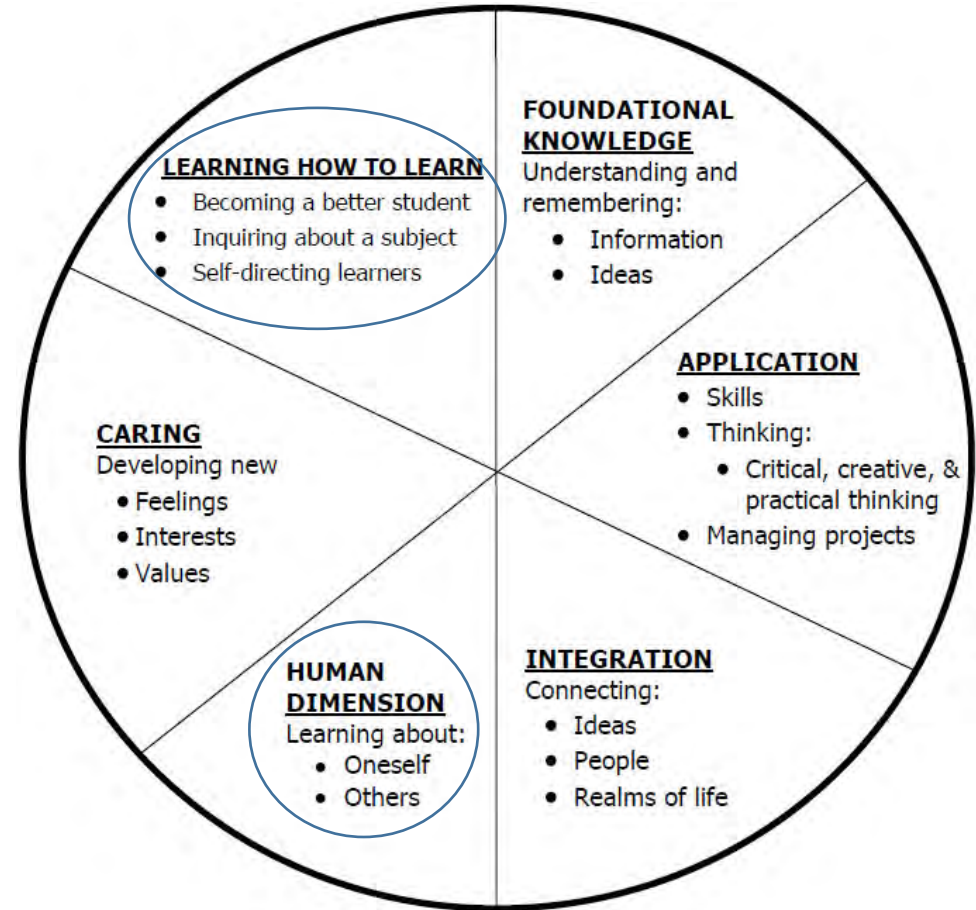
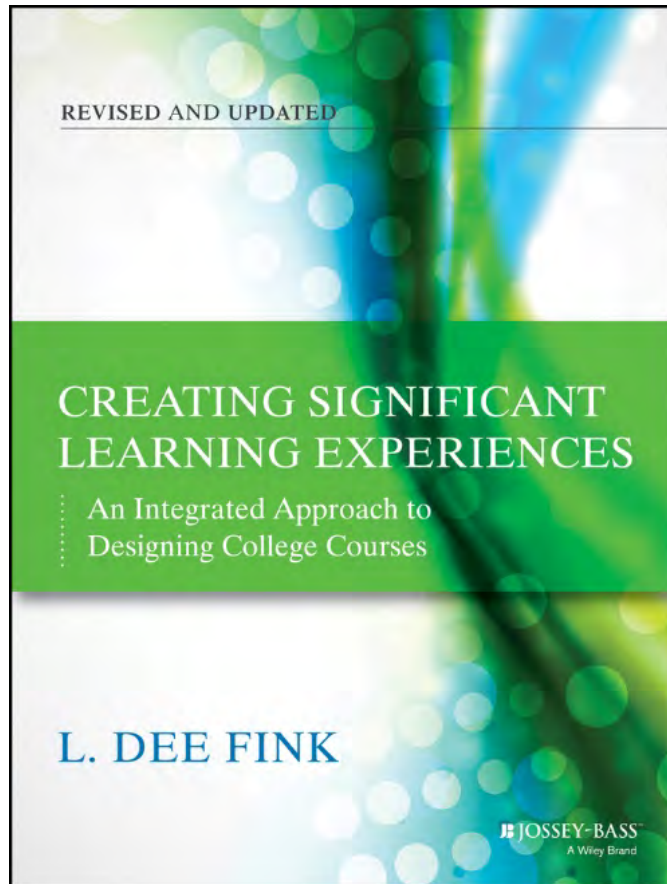
### The Development of Expertise



Ambrose, S., Bridges, M., DiPietro, M., Lovett, M., and Norman, M. "How Learning Works: Seven Research-Based Principles for Smart Teaching." San Francisco: Jossey-Bass, 2010.



# And by...



# Critical Thinking: A Common Denominator...

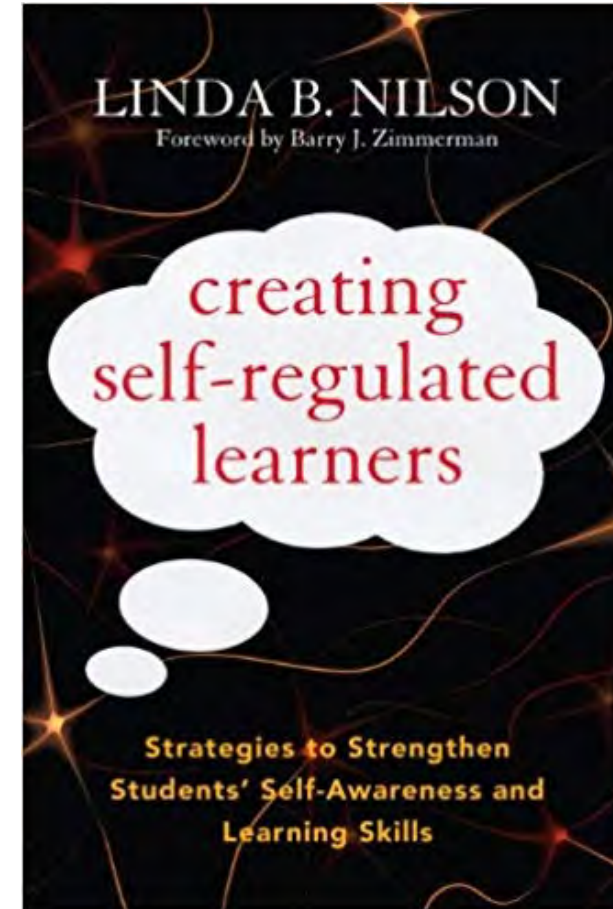
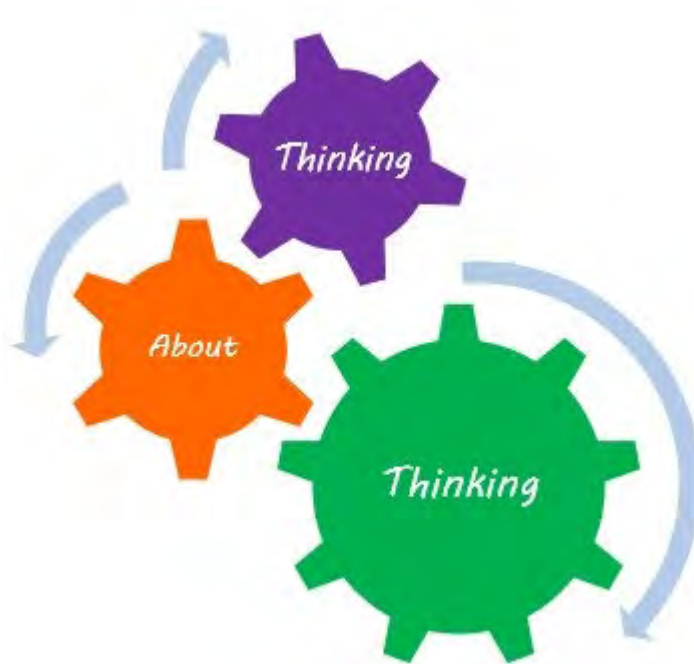
- Critical Reflection is the “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends”.
- It involves “thinking about our thinking” (Dewey, *How we Think*).



# ...and Links to Critical Reflection, Metacognition, and Self Regulated Learning



*Conscious control over one's cognitive processes*



*The monitoring and managing of one's cognitive processes as well as the awareness of and control over one's emotions, motivations, behaviors, and environment as related to learning*



So, the goal is to focus on the learning, and to *teach for learning*



- This means that there have to be learning goals and that we can select the best means to accomplishing them
- This has to be inclusive
- Remember that although we want to create self-regulated learners, we can't extract ourselves from the equation. Nor do we have to be the central figure.
- We tend to think "lecture!" and "content!", but also need to remember that "dense content [is] *a barrier* to significant learning" (Nilson and Goodson, *Online Teaching at its Best*), and that learning can be measured as both a process and a product.

# CETL-Relevant Links for You

- <https://www.webpages.uidaho.edu/cetl/>
- <https://www.webpages.uidaho.edu/cetl/preparing-future-faculty.asp>
- <https://www.facebook.com/CETLUIDAHO>