
Info Session: On Teaching

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Agenda for Today

- To provide information on teaching resources and supports available to faculty as you begin to establish your record as UI instructors.
- To discuss teaching strategies and consider the importance of teaching in the process of annual review, promotion and tenure.
- To generate awareness of what you can do as instructor of record to support the mental health of your students.
- Questions / Comments



On Teaching at The University of Iowa

- Describe your first semester of teaching.
- What has been going well?
- What needs improvement?
- Where do you go from here?



Faculty Teaching Development

- Reasons junior faculty initially struggle as instructors of record:
 - Transition to teaching a new content area
 - Overprepared / underprepared for class
 - Teaching style balance or lack there of
 - Lack of understanding of the expectations of teaching in their department
 - Lack of formative feedback while teaching
 - Not seeking support from colleagues, DEO or ADF
 - Assessment of current teaching evaluations moving into the next semester

Faculty Teaching Development

→ Remember key teaching principles:

- Know your audience and reflect on how that information shapes your course design
- Correspondence between learning objectives, assessments, and instructional activities is important for course success
- Be clear on what you expect from your students
- Focus your course on what matters. It is impossible to cover it all
- Recognize and address your “expert bias”
- Evaluate your teaching style
- Evaluate course based on student’s reflection / feedback

Think ahead to a major milestone, like your third-year or tenure review.

How do you hope to have developed as a teacher?



Teaching Portfolio:

A flexible

evidence-based tool

that engages creators

in a process

of consensus,

reflection, and

collaborative analysis of

their learning about teaching.

The practices that help you write a good teaching statement also help you grow as a teacher, and vice versa

Based on John Zubizarreta, learning portfolio workshop presented for the University of Iowa Center for Teaching, January 11-12, 2007

Teaching Statements

- Keep revising your teaching statement so that it reflects your growth as an instructor
- Consider:
 - Correspondence between your research/ professional productivity and teaching
 - Integrating feedback from students
 - Seeking feedback on teaching statement



Your teaching statement should be...

- Discipline-specific
- Concrete and supported with evidence
- Organized around a story, theme(s), or guiding principle(s)
- Give the audience a concrete idea about what your teaching looks like and why

Reflect

Think back to a time (big or small!) when you felt that you did something successful as an instructor.

What can you extrapolate from that? What does that success tell you about your teaching values or practices?

How can you institute those values/practices in a more structured and systemic way right now?

Reflect

Please type one takeaway from this reflection process in the chat. DON'T hit enter yet.

One model for Reflective Teaching:

As you enter the end of each academic session try this reflective exercise:

→ What?

→ So what?

→ Now what?

Teaching and Annual Reviews

→ ACE Evaluations and Student Feedback

- Sample questions
- How are results distributed to you
- Discussing your feedback with your DEO
- Using your data and feedback to improve your teaching

How do you request and leverage student feedback?

What can you do NOW?

- A strategy for next semester: do a **mid-semester check-in!** Ask students to reflect on their learning:
- What is the instructor doing to help you learn?
 - What gets in the way of your learning?
 - What can you do to improve your own learning?

OTLT Center for Teaching staff can help you ask these questions, interpret student feedback, and respond to students/implement changes.

Support for Teaching (an incomplete list):

- Departmental, Collegiate, and Provost Office leaders
- Distance and Online Education
- Disciplinary Library Liaisons
- ITS Help Desk (for help with ICON etc)
- Office of Teaching, Learning, & Technology

OTLT Center for Teaching

- Faculty
- Graduate Students
- Postdocs
- Administrators
- Instructional staff

**1:1
Confidential
Consultation**

Programs

- Course Design
- DEI in Teaching Practice
- Early Career Faculty
- Graduate Students' Development
- TILE
- SoTL

Workshops

**Involvement in
institutional
planning**

- Campus-wide
- Collegiate
- Departmental

Examples

- First Generation Task Force
- P-3 Projects
- curriculum

On Teaching Assistants

→ Working with a TA for first time

- Expectations and roles
- Training for TAs
 - OTLT Center for Teaching
 - College of Education Teaching Certificate
 - Grad College + CIRTL

→ Working with TAs in clinical / experiential courses

- Professional considerations [ethics, confidentiality, prof development]
- Define clear expectations to guide evaluation of TA at the end of the term

Best Practices

→ Teaching with inclusive mindset:

- Learn pronouns and names – and work to pronounce them correctly
- Develop and revisit community discussion agreements
- Prioritize transparency – articulate and discuss the purpose of assignments and the meaning of higher ed terms (e.g. some UI first generation students have reported thinking that “office hours” were times to not bother their professors)
- Be mindful of the audiovisual materials you include in your course
- Strive for balance between learning modalities to ensure you are reaching out all your students

Recognizing & Working With Student Distress





50%+

More than half don't feel adequately prepared to recognize when a student is exhibiting signs of psychological distress including depression, anxiety, and thoughts of suicide (58% of faculty/staff and 51% of undergraduate students).



60%+

More than 60% don't feel adequately prepared to approach at-risk students to discuss their concern (66% of faculty/staff and 61% of undergraduate students).



~50%

At least half don't feel adequately prepared to recommend mental health support services to students (49% of faculty/staff and 52% of undergraduate students).



87%+

More than 87% say that it is part of their role as faculty, staff, or student to connect students experiencing psychological distress with mental health support services (95% of faculty/staff and 87% of undergraduate students).



Framework for Recognition What To Look For & Recognizing It When It Is Happening

→ Symptoms of Distress:

- **Significant Changes in Mood & Attitude**
 - **Irritability**
 - **Sadness, Helplessness**
 - **Distancing**
 - **Acting-Out Behaviors**
- **Changes in Academic Performance**
 - **Unusual or Alarming Comments or Writings**
- **Change in Hygiene**

Distress 101

- **Consult**
- **If You Think You Should, Then Do**
- **You May Notice Smoke For What Might Be Fire**
- **Do Too Much Rather Than Too Little**
- **Stay Engaged (Recognize, Question, Refer)**
- **Nervous? Who Isn't!**
- **Practice Makes Comfort (Act in Confidence)**
- **First Responder & Refer**



Responding to Distress

→ Show You Care

- Take All Talk **SERIOUSLY**
- Forget About Saying “*The Right Thing*” Big Whatevs!

→ Be Genuine

- Share Your Variance: Speak of Concern & Worry
- Share Desire For Person to Be Okay

→ Ask Directly About Suicide

- Ask Directly

→ Use Your Resources

- Acknowledge There Are People & Help: Educate About Resources
- Make the Referral
 - Walk Over, Give A Name, Look at Websites, Make the Call
- Follow Through Afterwards



WE ARE IN THIS

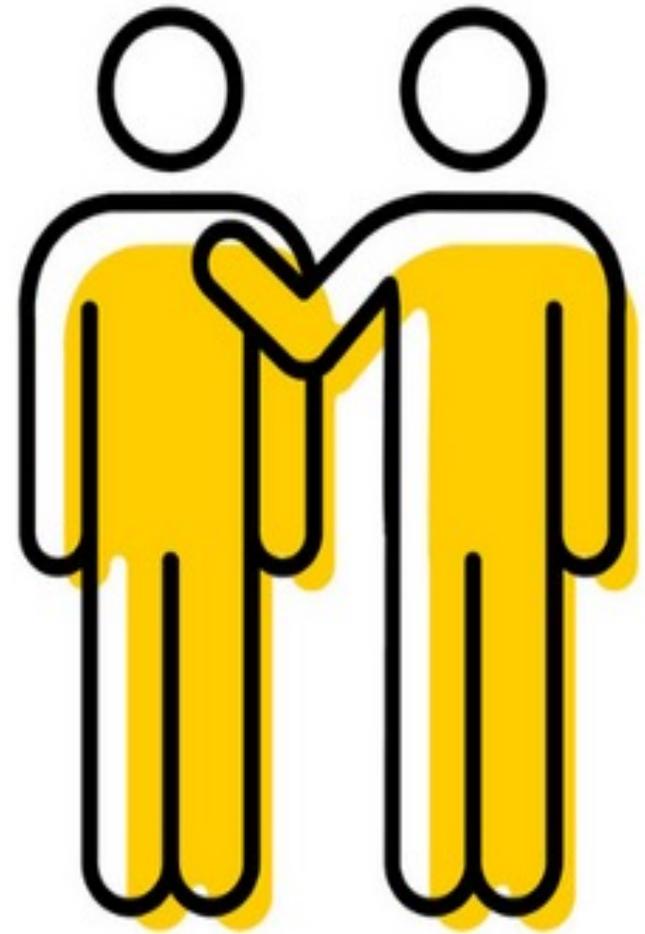
TOGETHER

People in distress often turn to those they know rather than seek professional help.

How can you help?

Kognito is an online training program that prepares you to lead real-life conversations with fellow students and colleagues who are in distress and connect them with the support they need.

mentalhealth.uiowa.edu/kognito





 May 1, 2023 - May 31, 2023  In-Person

Instructor/s Barry Schreier, Ph.D.

Working with Students in Distress Workshop

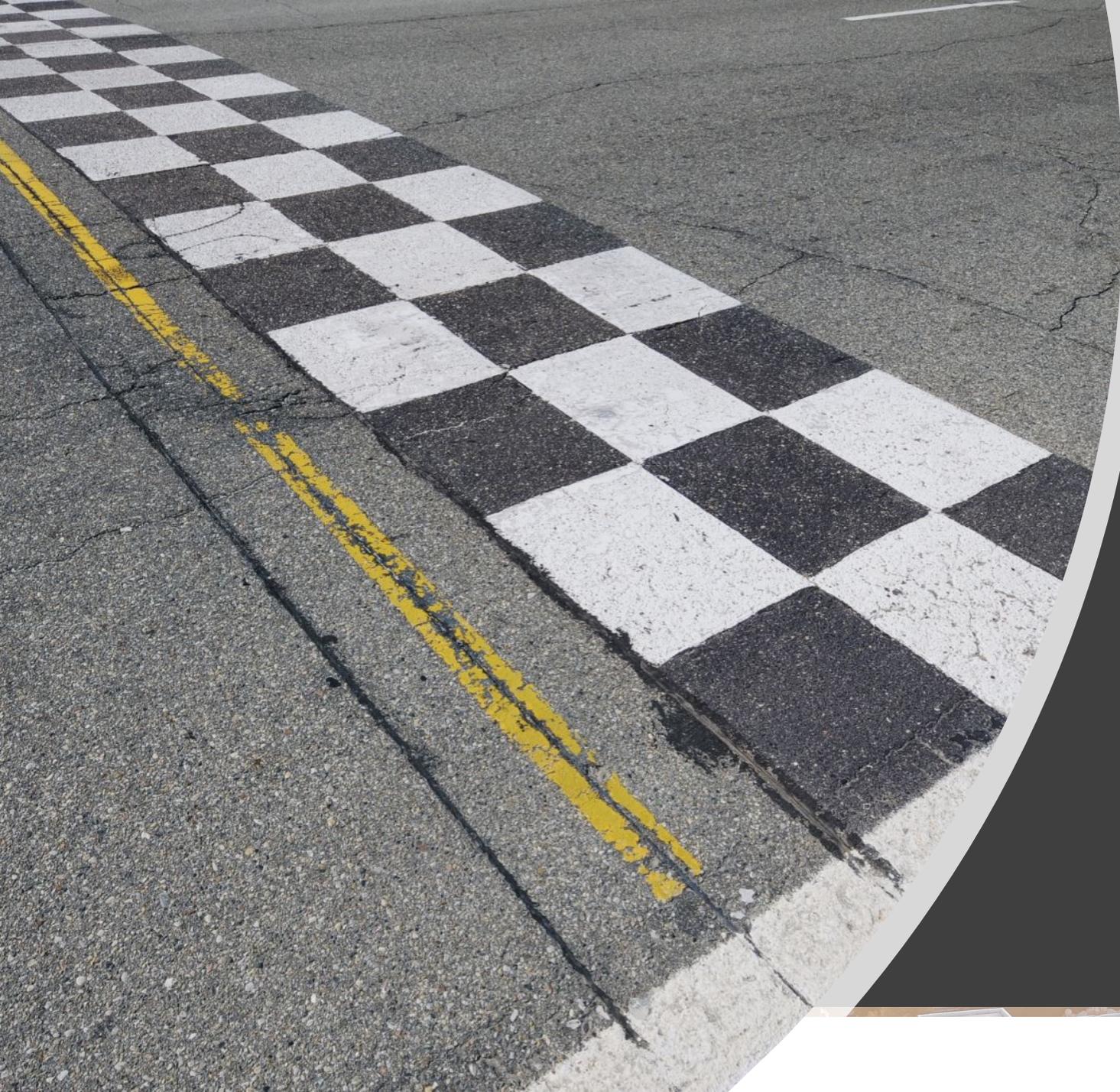
Higher Education

A Scanlan Center for School Mental Health workshop for college/university faculty and staff You are in your office, thinking about an interaction with a student that leaves you...

[Home](#)[Find Help Now](#)[24-Hour Support](#)[Suicide Prevention](#)[News](#)[Resources](#) ▾

Mental Health at Iowa

[FIND HELP](#) →[SUPPORT AND CRISIS LINE](#) →[SUICIDE PREVENTION](#) →



Quick Guide for Responding to Distress

Google:
“Ulowa Dean of
Students Quick
Guide”

UI Employee Assistance Program

Scheduling an Appointment

Suicide Prevention

UI Emergency Hardship Fund

Work/Life Resources

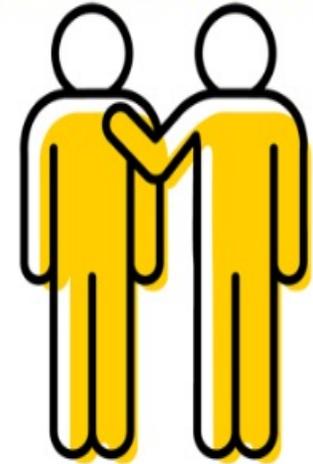
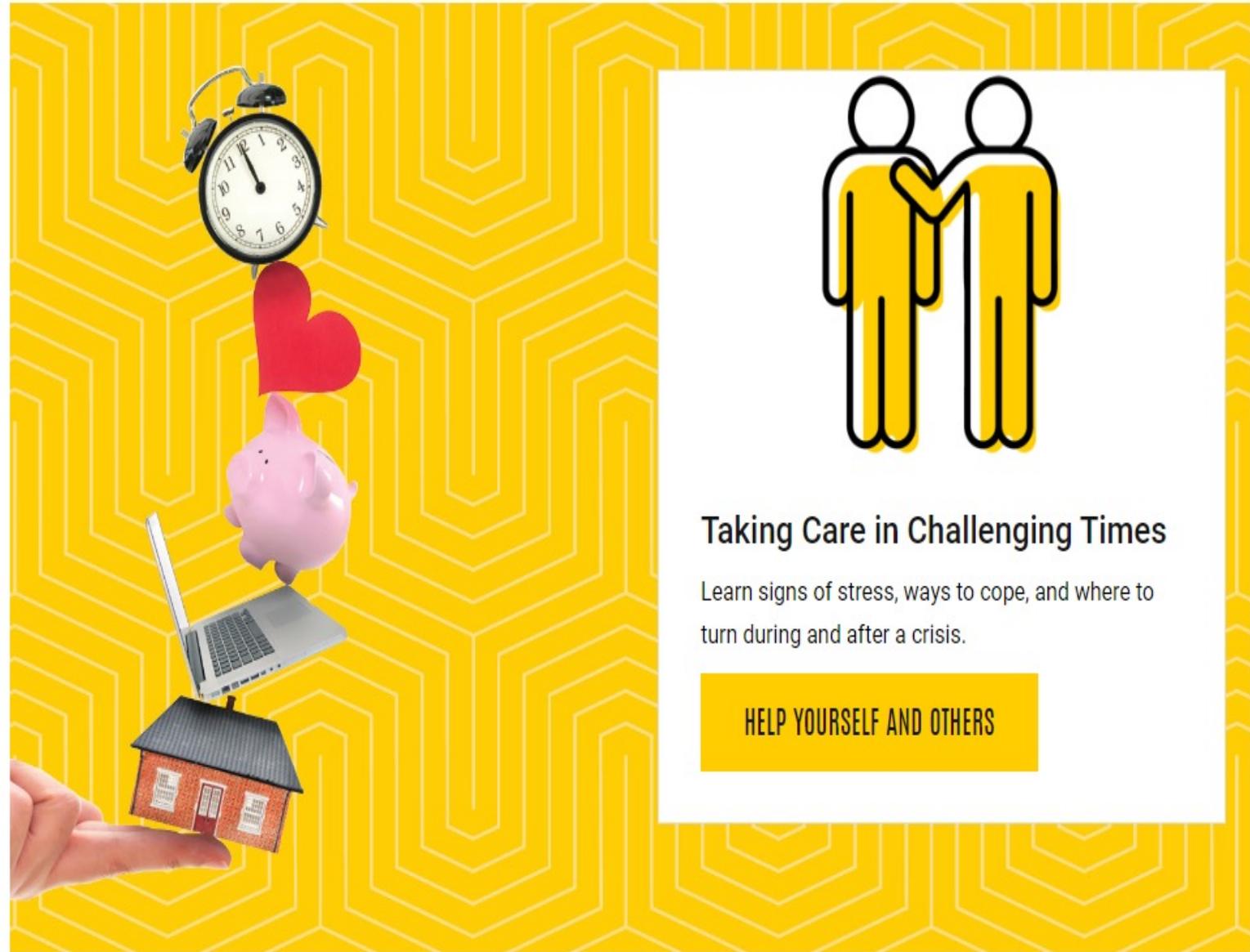
Support for Supervisors

Campus Support and Critical Incident Response

Presentation Topics

Other Resources

Contact



Taking Care in Challenging Times

Learn signs of stress, ways to cope, and where to turn during and after a crisis.

HELP YOURSELF AND OTHERS

IOWA

