

# FACULTY ASSOCIATES 2021 - 2022

## Why become a Faculty Associate?

If you are passionate about teaching and would like to influence the teaching culture at WVU, consider becoming a Faculty Associate. You will meet colleagues across the University, collaborate with the Teaching and Learning Commons (TLC) team, and explore pedagogical innovations for in-person, hybrid, hyflex and online teaching. You will join a network of peers who are committed to teaching and play a vital part in the teaching mission of the University. You will work on innovative projects outside of your regular workload. Additionally, in exchange for your commitment as a Faculty Associate, the Teaching and Learning Commons will transfer \$2000 to your department, specified for your use.

## Who can become a Faculty Associate?

Full-time faculty who have had teaching as a primary responsibility for two or more years at any WVU campus (Morgantown, Potomac State, WVU Tech, Charleston or Eastern) are eligible to apply.

We strongly encourage you to discuss this opportunity with your department chair. If you are selected, you will need your chair's approval to be a Faculty Associate.

## What are the responsibilities of a Faculty Associate?

As a Faculty Associate, your responsibilities will include the following:

1. Devote approximately 40 hours throughout the academic year (August 2021 – May 2022).
2. Be a Teaching and Learning Commons (TLC) ambassador who solicits feedback, provides input, and disseminates information about the TLC to your department and college.
3. Participate in group meetings during the academic year as warranted for planning and feedback.
4. If the need arises, we will ask you to participate in either New Faculty Orientation (August 12, 2021) or Celebrate (May 2022) as a session presenter or host.
5. Contribute to our mission of promoting evidence-based teaching in one (or possibly two) of the following ways:

### a. Peer Support of Teaching

Peer Support of Teaching Associates are needed at WVU main campus, Potomac State, and WVU Tech. As part of this effort, you will work with faculty and post docs to share ideas, build skills, and address challenges related to teaching and learning. Peer Support of Teaching is initiated by request and is not evaluation or remediation. In this role, you will offer one or more of the following:

- Collaborate on a reflection of a teaching observation
- Discuss teaching and learning (may involve review of materials—e.g., syllabi, assignments, teaching strategies [in-person, hybrid, hyflex, online], student work, SEIs)
- Record a person teaching (video or audio) and use the recording for reflection and discussion
- Facilitate a student focus group
- Guide the preparation of teaching documentation for promotion and tenure
- Allow someone to observe your teaching

- Provide a course review or debriefing
- Assist in the development of a new course (help with pedagogy and online experience)

**b. Learning Community**

Several successful learning communities have been established over the last four years, where faculty come together on a regular basis to find solutions to common/shared teaching and learning challenges. You will facilitate this effort in one of the following ways:

- Lead, sustain, and evaluate an established learning community (Teaching large classes, STEM, Humanities, Effective Teaching based on the Association of College and Universities framework)
- or-
- Create, lead, and evaluate a new learning community to address an identified need, including establishment of the goals, timeline, and programming (e.g. online or hybrid teaching).

**c. Scholarship of Teaching and Learning (SoTL)**

The Scholarship of Teaching and Learning is another initiative that is facilitated by the Teaching and Learning Commons. The purpose is to connect people who are conducting scholarly research on teaching and learning with others and help those who want to pursue this type of research.

You will contribute in the following ways:

- Expand WVU's SoTL directory by identifying individuals who have formally conducted research on teaching and learning
- Create and implement opportunities for faculty who conduct research on teaching and learning to network and explore opportunities for collaboration
- Develop and offer workshops, webinars, and other types of professional development opportunities
- Individually consult with people who are getting started with SoTL
- Help identify additional SoTL efforts

**d. Teaching and Workshops**

Courses, workshops, and seminars for faculty and graduate students are an ongoing need. We offer a series of planned workshops every year based on interests and also design and offer customized workshops when requested. You will help with this effort in one of the following ways:

- Teach a course for the Certificate in University Teaching (e.g. GRAD 673 Careers in Higher Education)
- or-
- Design and teach workshops for faculty and graduate teaching assistants on various topics related to face-to-face, hybrid, or online teaching.

**e. Research on TLC Initiatives**

As part of this effort, you will help us design and conduct research on TLC initiatives, such as the Certificate in University Teaching, Peer Support of Teaching, and Learning Communities.

[Click here to apply](#) by June 1, 2021. You may also access the application form by going to [tlcommons.wvu.edu](https://tlcommons.wvu.edu) and clicking on "About Us" and then selecting "Faculty Associates" in the drop-down menu. Notifications of selections will be sent via email no later than June 22, 2021.

Questions? Contact Dr. Amy Kuhn at [amy.kuhn@mail.wvu.edu](mailto:amy.kuhn@mail.wvu.edu) or Dr. John Oughton at [john.oughton@mail.wvu.edu](mailto:john.oughton@mail.wvu.edu) or 304-293-0172.