

# The Teaching Culture at CALES

Insights gathered by CATE in Spring 2023



In Spring 2023, the Cardon Academy of Teaching Excellence (CATE) sought to examine the culture of instruction within CALES. The process asked participants to share thoughts on 1) the culture of teaching at CALES and 2) types of teaching support they found helpful. The following insights were gained by gathering feedback from the faculty and staff using both a survey and focus group.

## KEY INSIGHTS



**CALES faculty and admin feel strongly about the role teaching excellence, culture and values should play within CALES and the student and employee experience**



**There is a desire for more of an emphasis on these values and culture to be stewarded, recognized and rewarded**



**Support and tools could be increased to better enable this culture including enhanced policies, trainings and resources**

## Culture and Values of Teaching at CALES

Strengths	Growth Opportunities
Strong culture of teaching excellence that occurs at the faculty and unit level with faculty mentorship contributing to this positive teaching culture	Potential for these values to be reinforced at the full college level and for more formal processes for rewarding teaching excellence to be improved and made more effective, equitable and transparent
Shared teaching values were recognized with an emphasis on community collaboration, student success/experience/interaction, applied and experiential learning, science and data-based decision making and the effective use of tech	Potential to ensure these teaching values continued to be prioritized by evaluating the perceived emphasis on enrollment, new and online classes and research and publication over quality of teaching and desire for instructional excellence to be nurtured

## Teaching Support at CALES

Strengths	Growth Opportunities
Workshops provided by CALES and CATE especially as they relate to online curriculum development and instructional design and AV and tech support for teaching within classes	Potential for more seminars and workshops after COVID with some of the newer faculty feeling there hasn't been very much instructional support of this type offered recently
Faculty career champion programs and instructional support received at the unit or college level	Potential for more connectedness between advising and mentoring/student engagement and conventional instruction
Support provided for the funding for Teaching Assistants and undergraduate graders helpful in handling increased class sizes	Potential for more transparent process for assigning funds for TAs and graders based on class size and content and for more support and training for TAs and graders to assist with effectiveness

These insights will be used by CATE to inform the group's strategy for the upcoming school year and help direct future efforts in improving the support of teaching in CALES. Thank you to our colleagues who helped with this exercise.

