The Canadian Journal for the Scholarship of Teaching and Learning

Volume 2 | Issue 1 Article 4

9-7-2011

The Continuing Education of Faculty as Teachers at a Mid-sized Ontario University

Lorraine M. Carter
Nipissing University, lorrainec@nipissingu.ca

Bettina Brockerhoff-Macdonald
Laurentian University, bbrockerhoff@laurentian.ca

Follow this and additional works at: http://ir.lib.uwo.ca/cjsotl_rcacea
http://dx.doi.org/10.5206/cjsotl-rcacea.2011.1.4

Recommended Citation
Carter, Lorraine M. and Brockerhoff-Macdonald, Bettina (2011) "The Continuing Education of Faculty as Teachers at a Mid-sized Ontario University," *The Canadian Journal for the Scholarship of Teaching and Learning*: Vol. 2: Iss. 1, Article 4.
DOI: http://dx.doi.org/10.5206/cjsotl-rcacea.2011.1.4
Available at: http://ir.lib.uwo.ca/cjsotl_rcacea/vol2/iss1/4

The Continuing Education of Faculty as Teachers at a Mid-sized Ontario University

Abstract
The findings outlined in this paper are the result of focus groups conducted with faculty at a mid-sized Ontario university. These nine faculty, all of whom have received awards of excellence from their university for their teaching, shared their insights about how they developed as teachers over time. More specific topics explored were as follows: how they first learned about teaching; how they continue to learn about teaching; resources that might have helped early in their teaching careers at the university; and advice they have about teaching for new university teachers, mid-career teachers, and teachers approaching retirement. While many of the observations offered here are specific to Ontario and some of the literature review is North American in focus, the paper offers valuable insights into how faculty learn to be teachers which may be helpful to universities around the world.

Cet article présente les résultats d'entrevues menées avec des groupes de discussion composés de membres du corps professoral d'une université ontarienne de taille moyenne. Les 9 professeurs participant ont tous reçu des prix d'excellence de leur université pour leur enseignement. Lors de ces rencontres, ils ont expliqué comment ils ont évolué à titre d'enseignants au fil du temps. Les sujets particuliers suivants ont été abordés : leurs premiers apprentissages en matière d'enseignement; leurs apprentissages subséquents; les ressources qui les ont aidés tôt dans leur carrière d'enseignant à l'université; les conseils qu'ils ont à offrir aux enseignants universitaires qui viennent de débuter leur carrière, à ceux qui sont à mi-parcours et à ceux qui approchent de la retraite. L'article fournit un aperçu utile sur la façon dont les membres du corps enseignant apprennent à devenir des enseignants. Même si bon nombre des observations présentées sont spécifiques à l'Ontario et si une partie de la recension des écrits est d'origine nord-américaine, ces informations peuvent servir aux universités à l'échelle internationale.

Keywords
teaching and research; mentoring; faculty development; faculty supports

This research paper/rapport de recherche is available in The Canadian Journal for the Scholarship of Teaching and Learning:
http://ir.lib.uwo.ca/cjsotl_rcacea/vol2/iss1/4

Most universities assist new faculty[1] members in their preparation for taking on teaching responsibilities. These supports are required because becoming a competent and confident university faculty member is a complex undertaking. In some universities, supports and programs are structured and organized by experts while, in others, they are largely informal and personal, including so-called "water cooler" exchanges. Development as a teacher in the university setting also tends to evolve over time through experiential learning.

This paper is based on focus group findings with faculty from various departments at a mid-sized Ontario university.[2] A total of nine faculty members at this university, all of whom have received awards of excellence for their teaching,[3] shared their insights into how they developed as teachers over time. In the focus groups, the participants discussed their growth as teachers and engagement in educational development. The findings are contextualized in relation to a review of the literature and relevant theory. The literature explores how faculty learn about teaching, the role of reflection and experience in development as a teacher, and the changing tension between teaching and research.

Literature Review

Learning about Teaching as Self-Regulation

Faculty have two main kinds of learning needs: (a) learning needs around a discipline, and (b) learning needs around teaching. While meeting both are central to the success of an academic career, the latter is, in some ways, more complex as it involves the teacher having different kinds of knowledge (Eraut, 2000) and the skill of critical reflection on the act of teaching (Brookfield, 1995). The concept of self-regulation has also been linked to learning about teaching. Self-regulated learning is learning that is guided by metacognition or thinking about one's thinking, strategic action, and motivation to learn (Boekaerts & Corno, 2005; Butler & Winne, 1995; Perry, Phillips, & Hutchinson, 2006; Winne & Perry, 2000; Zimmerman, 1990).

Kreber, Castleden, Erfani, and Wright (2005) examined how faculty members learn about teaching, focusing particularly on the role of the self-regulated learner. Their findings suggest that many faculty have minimal experience reflecting on themselves as learners about teaching, despite the many activities available to them; some of these activities are involvement in peer consultation programs, participation in workshops on teaching, active solicitation of feedback from students, experimentation with alternate teaching approaches, reading theoretical articles on teaching and learning, and attending conferences on teaching and learning. Adding to the discussion are various language and conceptual issues. Kreber and Cranton (2000), for example,

[1] The terms faculty member and teacher are used throughout this paper. In Canada, the term faculty refers to a teacher at a university. University teachers are also called instructors, professors, and lecturers and hold different types of tenure and non-tenure appointments.

[2] This paper derives from a larger mixed-method study of six publicly funded universities in Ontario. To see the complete report, please visit http://www.heqco.ca/SiteCollectionDocuments/FacultyEngagementIIENG.pdf

[3] Nominees for the Excellence in Teaching Award are judged on the following criteria: judged to be "outstanding," rather than merely "very good"; comprehensive knowledge of subject; preparation for class; effective communication; enthusiasm for subject; ability to stimulate interest in the subject matter; encouragement of student participation; ability to motivate and maintain high standards; fairness in evaluating students; contribution to the acquisition of knowledge by students or to the development of their cognitive development; accessibility to students outside of class; development of new courses; development of innovative instructional materials; teaching related scholarly activities; having stimulated students to pursue post graduate training.

differentiate among instructional knowledge (i.e., the "how to" design and the delivery of effective courses, classes, etc.); pedagogical knowledge (i.e., theories related to how different people and groups learn); and curricular knowledge (i.e., knowledge, skills, and attitudes pertaining to a discipline or topic area). Although all three domains or ways of knowing about university teaching are distinct, they are likewise interrelated.

In their study of faculty development in higher education, Sorcinelli, Austin, Eddy and Beach (2006) identified three main challenges: (a) the changing professoriate; (b) the changing nature of the student body; and (c) the changing nature of teaching, learning, and scholarship. According to the authors, these challenges necessitate ongoing rethinking of faculty development. For example, during the 1960s to the 1980s, faculty development tended to focus on workshops and seminars. These same strategies were used in the 1980s in addition to student evaluations and course ratings which were widely used as tools to measure teaching effectiveness. Throughout the 1990s, four formats for faculty development were popular: (a) interventions by professional consultants; (b) workshops, seminars, and courses; (c) mentoring programs; and (d) action research (including classroom research). Building on these patterns, it is suggested that contemporary faculty development should emphasize issues such as multiculturalism, diversity, and integration of technology into teaching and learning.

Experience and Reflection

While many faculty members learn about teaching in formal ways (Knight, Tate, & Yorke, 2006), others learn to teach in a more experiential fashion, more through practice rather than theory (Kolb, 1984). To maximize experiential learning, the teacher must also engage in reflection. Simply put, learning about teaching occurs as the person engages in the act of teaching and reflects on the process. Reflection, as explained by Schön (1983), can involve both reflection *in* action and reflection *on* action. If the teacher reflects in action, he or she is making conscious decisions and possibly implementing changes during the act of teaching. Reflection on action, on the other hand, occurs after the learning experience and is retrospective in nature. The purpose of each approach is enhancing the educational experience. While Schön has been criticized for certain inconsistencies in his work (Sharpe, 2004), he did bring the idea of thinking about professional actions and experiences to the forefront, and the discussion of this practice continues today. For instance, Brookfield (1995) discusses critical reflection in the context of teaching and learning and recommends four lenses for viewing faculty development in teaching. More recently, Cowan (1998) has talked about an alternate kind of reflection called reflection *for* action. This act is anticipatory in nature and is used to establish priorities for subsequent learning situations. For faculty who learn about teaching mainly through experience, Sharpe (2004) offers strategies for designing professional development activities which actively encourage experiential learning and incorporate reflection activities.

Teaching versus Research and a New Scholarship

In many universities, faculty members engage in teaching, research, and service. Recently, North American universities have been criticized for valuing research more than teaching and for promoting poor teachers with good research records. In addition, more emphasis is being placed on teaching in some institutions. In Canada, for example, the widespread existence of teaching and learning centres on campuses, certificates in teaching for graduate

students, and the use of teaching dossiers and other forms of teaching evaluation (Chism, 2007; Sorcinelli, 2000) suggest an increased valuing of university teaching. Boyer's (1990) work *Scholarship Reconsidered: Priorities of the Professoriate* has contributed substantively to the dialogue around teaching and research. Notably, Boyer places the scholarship of teaching on a level comparable to that of the scholarship of discovery or research. Further evidence of the increasing importance of teaching at university is the developing field of scholarship of teaching and learning (SoTL) which brings together teaching, educational research, and discipline-based research (Kreber & Cranton, 2000; McKinney, 2004).

Method

Sample

A purposive sample of nine award-winning faculty members was recruited. The faculty belonged to a variety of disciplines and departments from the humanities, social sciences, natural sciences, and professional schools. The participants received no compensation and were assured that they would not be personally identified in any subsequent reports or papers.

Procedure

Faculty recipients of past teaching awards at the university were contacted by the investigators via email and were invited to participate. In some instances, telephone contacts were used to facilitate final arrangements. Open-ended questions were posed to participants in individual interviews and were used to elicit a wide range of responses.

The general topics explored in the questions (Appendix A) were as follows: (a) participants' perceptions of how they learned about teaching; (b) how they continue to learn about teaching; (c) resources that might have helped early in their teaching careers at university; and (d) advice for new university teachers, mid-career teachers, and teachers approaching retirement.

All focus groups were audio-recorded for later transcription and thematic analysis. As appropriate, findings were contextualized based on Kreber and Cranton's (2000) distinctions among instructional, pedagogical, and curricular knowledge. The authors and a research assistant participated in the sessions.

Analysis

Descriptive statistics were used to generate a profile of the participants. Data from the open-ended questions were analyzed using Miles and Huberman's (1994) analysis methods. This approach involved three concurrent flows of activity: (a) data reduction, whereby participant responses were coded and sorted into individual clusters of varying main themes; (b) data display, whereby participant responses were organized, compressed, and assembled into various tables and figures, which permitted conclusions to be readily visible and easily drawn; and (c) conclusion drawing/verification, whereby conclusions were verified and validated.

Results

Participants

Nine professors from various faculties in their mid to late careers participated. Five participants were female and four were male. Table 1 offers descriptive information about each participant's discipline, gender (f = female; m = male), his or her self-described career stage, and a brief descriptor which provides a general sense of the persona of the person. In some cases, the descriptor refers to a comment made by the participant early in the focus group discussion.

Table 1
Discipline, gender, career stage, and short descriptor of participants

Discipline/ Gender	Career Stage	Comment/Observation
History (f)	mid-career	organized series of sessions that enabled faculty to talk about teaching in her role as dean; believes that we need to "create" such opportunities
Religious Studies (m)	near retirement	does not think that he will ever really retire; instead, he will simply do something different
Psychology (f)	mid-career	although many of this person's contemporaries have retired, retirement is not in her near future as she still feels fully engaged
Commerce (m)	near retirement	believes in being diverse in the degrees one attains and that this is "value added" as a university teacher; teaches to "give back"
Human Kinetics (f)	could be retired but is not	feels the teacher needs to be "in charge" in the classroom
Political Science (m)	Retired	has received various other awards
Biology (m)	near retirement	believes that teaching is an innate talent
Human Kinetics (f)	mid-career	very involved in student life and activities
Law/Philosophy (f)	mid-career	has received various other awards

The next section of the paper summarizes the participants' responses to the topics explored in the questions. Each topic is further subdivided into recurring themes.

Topic #1: Learning about teaching at the beginning of one's academic career. *The role of colleagues.* In response to this question, several participants indicated that, at the beginning of their careers, they had been mentored by other faculty members. This mentorship took place in a variety of ways including collegial contacts, opportunities to compare practices

with other professors, and general encouragement. Simply put, the participants credited learning about teaching at the beginning of their careers to the guidance, mentorship, and support of previous teachers and current colleagues.

One participant commented that she would consult with colleagues about many kinds of issues including tests, labs, and how to respond to a situation such as a student missing a test. Another member commented that positive teaching experiences in her past had helped to shape her development as a young teacher. Another participant remarked that, as a young teacher, he "learned through others ... [he] took the best techniques and ways from those teachers [he] had had through [his] academic sojourn and amalgamated their ways and techniques with [his] own personal style." A further participant commented that she learned to teach by "osmosis"; that is, she learned to teach by watching others teach.

Feedback from students. Participants spoke enthusiastically about the importance of listening to student feedback. As an example, one participant began her teaching career as a marker in a distance education program. Her correspondence with students was primarily written and, consequently, she learned to be acutely aware of how she communicated with her students. Her lack of face-to-face communication with students required her to be extremely sensitive to student needs as expressed in other ways.

Another participant described being a preacher before becoming a professor. Reflecting on the beginning of his teaching career, this professor recalled making the mistake of assuming that "teaching was like preaching." He described how he had to learn how to engage students through learning materials and classroom-based discussions; he further stated that "you need to have dialogue for learning to take place."

Teaching as natural talent. Several comments were offered about a natural inclination or aptitude for teaching. One participant observed that "excellent teachers are influenced and created long before they reach the beginning of their academic careers." She further noted that excellence in teaching may be due to inherited factors as well as learned experiences. With respect to inherited qualities and skills, she explained that most of her family members are chatty, outgoing, and confident people; these, in her view, are qualities that good teachers tend to possess. With respect to learning about teaching though experience, she explained that, as the oldest child in her family, she was the leader in her family and had taught her younger siblings about many things. Additionally, as a youth, she was a swimming and diving instructor; these experiences were important to her development as a teacher. Another participant stated that "from the time she was old enough to know, she knew she wanted to be a teacher." She grew up with books, always loved learning, and loved teaching.

Topic #2: Learning about teaching in the present. ***Professional resources***. The participants commented on using professional associations, conferences, journals, research contacts, and relevant literature as ways of continuing to learn about teaching. One participant commented on the "close relationship between teaching and research." Another participant indicated that he "has a heavy focus on research and students." This latter participant also shared that he attends one to two conferences per year about teaching, and he publishes at least two papers per year in the areas of education and management, the latter being his area of disciplinary expertise. Another participant continues to learn about teaching from other people at conferences and workshops.

Feedback from students. Feedback from students was cited as an extremely important way to learn about teaching. While one participant mentioned the importance of student evaluations in that she learns certain "little" things from these evaluations such as to speak more

slowly and which topics her students generally have difficulty with; she also uses informal feedback from students. A strategy she uses to elicit feedback is to ask students to identify three things they like about her teaching style and the course and three things they would like to see changed or improved. Another participant commented on the fact that he learns about his teaching based on how well his students score on assignments and tests. He believes that student achievement gives him a measure of what he needs to change to facilitate better learning. This professor also meets with every student once a term; these meetings facilitate "in-depth feedback."

Trying new strategies. Many professors shared the idea that they continue to learn about teaching by trying new things and techniques. Several participants identified how technology has enhanced their teaching. One professor noted that advances in technology have made the incorporation of film and video clips into his teaching "an almost seamless transition." Another professor believes that it is vital to keep current with the field of educational technologies; although she was critical of educational technologies at first, she now works hard to bring students to the library and introduce them to electronic research tools. This professor believes in "learning by doing." Another professor "continuously look[s] at new technologies to enhance [his] teaching skills…. however never losing sight of a plain blackboard and chalk." This sentiment was echoed by another professor who prefers "walk and talk" teaching but who also embraces multimedia-based approaches in specific contexts.

A technique that one participant commented on is storytelling. He shared how he sees his students change when he tells a story—their body language changes and they become more engaged—and he believes that telling a story is often an effective way to illustrate a point. Another professor shared that she volunteers to teach first-year courses. She enjoys teaching these courses because "intro level classes are less entrenched in the discipline and [I] want to engage students early." Engaging students early in their studies and through various teaching strategies is very important to this professor.

Topic #3: Resources that might have helped early in the participants' careers as university teachers. *Pedagogies and practices*. Most participants indicated that pedagogical training and best practices information would have been helpful. One participant discussed a "need to formalize the pedagogy [of university teaching]." Another participant suggested that "a library of 'best practices,' talks by teaching award winners, videos of lectures by teaching award winners, encouragement to talk to award winners or experts in good teaching" are strategies that are beneficial to novice university teachers. The participants also cited that more opportunities to talk about teaching with colleagues and other excellent teachers would have been helpful. Two participants mentioned more formalized approaches such as series of talks and focused workshops.

Mentors. Several participants commented on the importance of having a mentor as a young teacher, "… a 1:1 ratio of mentoring availability is important." Another participant described how she, in her present role as dean, "sits in classes and watches new teachers [she] also sits in to critique new teachers upon their request." One participant also mentioned that "colleagues are comfortable coming to [him]" and that he takes his role in helping younger teachers very seriously.

Strategies for engagement with students. How to relate to and engage with students emerged as an important area to learn about teaching early in one's teaching career. While the participants indicated that they now have some expertise in doing this, this was not an area in which they were provided sufficient assistance in their early years of teaching. However, at mid

and late career, they have acquired and/or developed strategies that assist in the process of engagement at interpersonal and curricular levels. For instance, one professor shared how she openly asks her students about their favourite teachers; she draws on these ideas in her own teaching. Another professor commented that he really needs to get to know his students; by having a general understanding of what is going on his students' lives outside of the classroom, he is able to engage with them in the classroom in appropriate ways. A third professor commented that she believes that "students remember what they do." She, therefore, has students interact with the material; although she does use lectures, she tries to design her classes so that students have opportunities to engage actively with the material in addition to simply receiving information from her.

Topic #4: Teaching advice for new teachers, mid-career teachers, and teachers approaching retirement. ***New teachers***. The participants had a number of suggestions for novice teachers including the importance and role of personality. One participant described the importance of showing respect to all students, being fair with all students, and dealing with difficult students instead of ignoring them. For him, teaching is a "combination of content, performance, showmanship, forceful thinking, and synthesized thinking," and it is important to bring all aspects of one's personality to the teaching experience. Another professor remarked that teachers need to have fun and get to know their students. She further commented that many professors are nervous and fear becoming too close to their students; this fear, in her view, is not beneficial to a person's development as a teacher.

The need to develop strong classroom management skills was also cited. It is important to learn students' names, walk around the classroom, and make eye contact. One participant remarked that many novice teachers tend to "teach from behind the desk [and to] read notes." Teachers must feel comfortable in their classrooms and have strong public speaking and communication skills.

Several participants commented on the need to let students know what to expect on tests and papers as well as how to effectively organize content and meet course requirements. According to one participant, professors "have to translate—be a generalist." She further suggested that excellent teachers have highly developed communication skills and be able to communicate to students why particular topics over other topics are especially important.

Another piece of advice was that new teachers should be confident in their abilities and knowledge base; they should also though be willing to learn. One professor spoke about focusing on the "bigger picture" and not being overly concerned when minor things go awry.

Mid-career teachers. Several participants emphasized the need for mid-career teachers to "try new things"; examples included using new technologies, changing textbooks and reading in a course, and asking to teach different courses. Mid-career teachers should also seek out opportunities for professional growth. One participant encouraged mid-career teachers to ask themselves if they are thinking "beyond their PhDs" and if they have kept up with the literature and research of their fields.

As well, there was a general consensus that mid-career teachers should try to "reinvent" themselves through using new and different teaching strategies. One professor shared that he "reinvented [himself] right before [he] won the teaching excellence award ... [he had before the award] made an effort to engage classes more." Maintaining a high degree of enthusiasm and excitement for the subject matter was also highly recommended.

Teachers approaching retirement. Many of the ideas for teachers approaching retirement echoed those for teachers at mid-career. Again, participants encouraged teachers approaching

retirement to try new technologies and to teach new courses. More experienced teachers were also reminded that "teaching is a personal commitment that must be its own reward" and that they should not expect to be rewarded by their institutions for their work as teachers.

Other Comments. Asked if they had any further comments, a recurring message was that the participants would like to have more opportunities to talk about teaching. According to the participants, such opportunities do not need to cost the university anything; what is important, on the part of the university, is recognition of the needs and wants of professors to engage in dialogue about teaching. The challenges of linking teaching to the larger community and being mindful of today's professors and students were also mentioned. Professors and students need to "take the time to invest in ourselves and each other" and to work to "develop universities with open borders." Finally, deep concern was expressed by several professors that universities do not value good teaching. One professor remarked that "the claim that universities care about good teaching is a pious fraud."

Discussion

The findings about learning about teaching generally resonate with the literature described earlier. As for how the participants learned and continue to learn about teaching, Eraut's (2000) position that teachers use both codified as well as personal knowledge to meet their learning needs and Kolb's (1984) ideas on experiential learning and professional reflection were also found in the ideas shared by the participants.

When the themes were categorized based on Kreber and Cranton (2000), the majority of the themes fell into the instructional (i.e., feedback from students, mentors, practices and pedagogies, professional resources, the role of colleagues, trying new strategies) and pedagogical categories (i.e., feedback from students, mentors, practices and pedagogies, strategies for engagement with students, trying new strategies). In some cases, the same theme fell into both categories. One theme fell into the curricular category (i.e., strategies for engagement with students). This breakdown seems to suggest that, when teachers are asked about teaching, their focus is more on "how to teach" and how to engage students in meaningful learning and less on discipline-specific content.

Four themes emerged with particular strength based on the number of times the participants raised these ideas: (a) mentoring, (b) feedback from students, (c) the importance of trying new things, and (d) opportunities to talk about teaching. The following paragraphs discuss these themes.

The participants' views on mentoring are interesting and merit further exploration. Although the participants spoke about their experiences of being mentored as novice teachers in addition to mentoring others, it would be useful to learn how beneficial the act of mentoring is to learning about teaching. Areas for possible exploration include whether or not mentoring is an important way of learning about teaching; the relationship between learning by doing and mentoring; and the characteristics of highly effective mentoring partnerships when the goal is learning about teaching.

Student feedback likewise emerged as very important to the participants. While university faculty members necessarily value the feedback they receive through Senate-approved evaluations—such feedback is critical to renewal, promotion, and tenure processes—, many faculty also value the informal feedback they receive from students. Informal feedback was described by the participants as direct and timely, thereby providing the teacher with formative

findings to use as a course is unfolding. One minute summaries of what student have learned in class and comments about teaching style are examples of feedback that can be gathered quickly and easily. Another example of an informal feedback strategy is asking students to relate current learning to other concepts covered in the same course. Today's generation of university learners with their digital savvy (Tapscott, 2008) may also have many valuable ideas on how to incorporate technology into face-to-face, online, and blended classrooms. While faculty are the persons with direct access to students for garnering this feedback, staff in instructional development centres may be able to suggest ways of operationalizing the process and interpreting findings.

The need to grow continually as a teacher by trying new strategies and technologies was another recurring message. This message was directed particularly at faculty in their mid and later careers. While valuable at all career stages, openness and willingness to try new strategies and technologies were identified as ways of keeping more experienced faculty engaged; less experienced faculty often have other areas of teaching to concentrate on and master in the early stages of their careers. Implicit in the recommendation of trying new strategies and technologies was the idea that the faculty member should, at all stages, continue to develop as a teacher. The faculty member who blends newer strategies with "tried and true" strategies continues to re-invent him or herself, thus remaining fresh and current. This faculty member is willing to seek the guidance of learning experts including instructional designers and technologists in order to enhance their practice.

Interestingly, all participants spoke about their need for various places and ways to engage in dialogue about teaching—in other words, they spoke about their need for engaged communities of practice. Such discourse may be formally structured in workshops and conferences organized by faculty development centres. However, the participants highlighted that networking and discussion as facilitated by a place to gather and exchange ideas informally was highly desired. Given the potential that technology holds for supporting communities of practices, universities may want to explore using technology for dialogue and interaction. These strategies might also represent a response to the teaching needs of part-time and sessional faculty who often contend with time and place disincentives for attending sessions on campus.

Finally, in North America and no doubt elsewhere, some concern has been levied against universities where research continues to be valued more than teaching. In some cases, universities are reputed for promoting faculty with good research records but who are poor teachers. The contrary also occurs; good teachers with limited research experience may not receive the same promotions as good researchers. Positively, in some universities, more emphasis is being placed on teaching. In Canada, the widespread existence of teaching and learning centres on campuses, certificates in teaching for graduate students, and the use of teaching dossiers and other forms of teaching evaluation are evidence of this shift (Chism, 2007; Sorcinelli, 2000).

As for getting the balance right between the two and moving to a model of teaching and research rather than teaching versus research, there is no easy solution. Universities do require faculty to engage in scholarly work, and research is part of the life of the academy. Positively, Boyer's (1990) *Scholarship Reconsidered: Priorities of the Professoriate* offers a fairly broad conceptualization of scholarship that many universities have adopted. At the same time, faculty involvement in the scholarship of teaching and learning as it includes teaching, educational research, and discipline-based research (Kreber & Cranton, 2000; McKinney, 2004) can be a practical and rewarding way of marrying a faculty member's passion for teaching and the

requirement to be actively engaged in research and other scholarly activities. For such scholarship to happen in a concerted way, it needs to be valued at the administrative top of the university. Supports that ensure a research culture and other assistance are likewise required.

Limitations and Future Research

Although the sample size may be regarded to be a limitation, it does reflect the mid-sized nature of the university. In addition, all participants were in mid to late career and had received the university's teaching excellence award. Thus, the findings are not representative of all teachers at this university.

One area not explored with the participants in a dedicated way is the scholarship of teaching and learning (SOTL). This topic was not explored because the main purpose of the focus groups was to elicit personal reflections about learning to teach and the supports the participants perceived to be most valuable at different career stages. Because some of the participants did speak about SOTL in their responses, further research in this area is recommended. A second area for future research is the idea of teaching as a natural talent; as noted in the findings, several faculty spoke of teaching as an innate skill.

Conclusions

Based on the findings presented here, faculty who are skilled teachers are lifelong learners who constantly problem solve and seek professional development opportunities. While many of these opportunities are accessed through personal initiative, with the increasing role of technology in university teaching and the participants' recommendations for specific supports for new teachers, the responsibility of the academy to assist faculty in their development as teachers is self-evident. Additionally, development and implementation of strategies that meet the needs of the changing professoriate, the changing nature of the student body, and the changing nature of teaching, learning, and scholarship are highly recommended (Sorcinelli, Austin, Eddy, & Beach, 2006). Ideally, when such supports and strategies are in place, there will be increased value on teaching at universities and a more synergistic relationship between teaching and research.

References

Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review, 54*(2), 199-231. http://dx.doi.org/10.1111/j.1464-0597.2005.00205.x

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research, 65*, 245-281.

Chism, M. (2007). *Peer review of teaching: A sourcebook* (2nd ed.). Bolton, MA: Anker.

Cowan, J. (1998). *On becoming an innovative university teacher*. Buckingham, UK: Open University Press.

Eraut, M. (2000). Non-formal learning and tacit knowledge in professional work. *British Journal of Educational Psychology, 70*, 113-136. http://dx.doi.org/10.1348/000709900158001

Evers, F., Hall, S., Britnell, J., Brockerhoff-Macdonald, B., Carter, L., Dawson, D., Kerr, D., Mighty, J., Siddall, G., & Wolf, P. (2010). *Faculty engagement in teaching development activities: Phase 2*. Retrieved from http://www.heqco.ca

Knight, P., Tait, J., & Yorke, M. (2006). The professional learning of teachers in higher education. *Studies in Higher Education, 31*(3), 319-339. http://dx.doi.org/10.1080/03075070600680786

Kolb, E. A. (1984). *Experiential learning: Experience as a source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Kreber, C., Castleden, H., Erfani, N., & Wright, T. (2005). Self-regulated learning about university teaching: An exploratory study. *Teaching in Higher Education, 10*(1), 75. http://dx.doi.org/10.1080/1356251052000305543

Kreber, C., & Cranton, P.A. (2000). Exploring the scholarship of teaching. *Journal of Higher Education, 71*(4), 476–495. http://dx.doi.org/10.2307/2649149

McKinney, K. (2004). The scholarship of teaching and learning: Past lessons, current challenges and future visions. In C. Wehlburg & S. Chadwick-Blossey (Eds.), *To improve the academy: Vol 22.* Resources for faculty, instructional, and organizational development *(pp. 3-19). Bolton, MA: Anker*.

Miles, M. B., & Huberman, A. M. (1994*). Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Perry, N. E., Phillips, L., & Hutchinson, L. R. (2006). Preparing student teachers to support for self-regulated learning. *Elementary School Journal, 106*, 237-254. http://dx.doi.org/10.1086/501485

Schön, D. (1983). *The reflective practitioner*. San Francisco: Jossey-Bass.

Sharpe, R. (2004). How do professionals learn and develop? In P. Kahn & D. Baume (Eds.), *Enhancing staff and educational development* (pp. 132-153). London: Falmer Press. http://dx.doi.org/10.4324/9780203416228_chapter_8

Sorcinelli, M.D. (2000). *Principles of good practice*. Washington: American Association for Higher Education.

Sorcinelli, M. D., Austin, A., Eddy, P., & Beach A. (2006). *Creating the future of faculty development: Learning from the past, understanding the present.* San Francisco: Jossey-Bass.

Tapscott, D. (2008). *Grown up digital: How the net generation is changing your world*. New York, NY: McGraw-Hill.

Winne, P. H., & Perry, N. E. (2000). Measuring self-regulated learning. In P. Pintrich, M. Boekaerts, & M. Seidner (Eds.), *Handbook of self-regulation* (pp. 531-566). Orlando, FL: Academic Press. http://dx.doi.org/10.1016/B978-012109890-2/50045-7

Zimmerman, B.J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist, 25*, 3-17. http://dx.doi.org/10.1207/s15326985ep2501_2

Appendix A

Faculty Engagement in Teaching Development

Questions for Teaching Excellence Award Recipients

The following questions ask you to reflect on your teaching:

(i) How did you learn about teaching at the beginning of your academic career?

(ii) How do you currently learn about teaching?

(iii) What do you wish were available when you were starting out in terms of help with teaching?

(iv) What advice do you have for new teachers, mid career, or those approaching retirement related to teaching?