SHOULDS AND SHOULDN’TS OF FACULTY WELL-BEING

Faculty Development that “Should” Enhance Faculty Well-Being

• Mentor programs
• Voluntary private consultation on teaching
• Special interest groups on teaching (e.g., problem-based learning)
• Teaching grants
• Preemptive Sabbaticals
• Exchange programs
• Discipline-specific training to refresh skills & knowledge

Faculty Development that Shouldn’t Enhance Faculty Well-Being

• Mandatory but invalid, unreliable instructor evaluation
• Mandatory post tenure review without faculty development programs
• Best teacher award (only one award for one teacher per year)
• Unilaterally imposed, low-utility, outcomes assessment
• Technique training not tied to academic disciplines or faculty work

Practices in Teaching that “Should” Strengthen Faculty Well-Being

• Interdisciplinary team teaching
• Classroom assessment & classroom research
• Publication in college teaching
• Collaborative learning, or group-centered learning
• Collaborative research (with students)
• Mentoring colleagues
• Special topics courses
• Honors courses

Practices in Teaching that Shouldn’t Strengthen Faculty Well-Being

• Getting stuck teaching large survey courses
• Getting stuck teaching a required course
• Exclusive pervasive use of objective testing
• Unilateral job enlargement (e.g., doing unwanted service work)
• Lecturing without real opportunities for discussion and feedback
• Overload teaching (self-imposed or mandatory)
• Excessive classroom management demands (i.e., working harder than your students)