

SHOULD 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)