SET YOURSELF APART WITH A QUICK START

As a new faculty member at Embry-Riddle (ERAU), you might be feeling excited about your new role and/or a bit overwhelmed with all that is, or soon will be, expected of you. To thrive in the midst of new opportunities and achieve your career goals, we encourage you to take the advice of Robert Boice in order to find balance, happiness, and success as you begin your teaching career at ERAU.

Boice (1991) found that 5-9% of new faculty, which he termed *"Quick Starters,"* were more positive, sociable, and efficient because of their ability and skill to:

> Spend less time preparing lectures
> Meet collegiality needs and scholarly productivity
> Find comfort with their classes, their students, their colleagues, and their campuses

Visit the following resources below to review or learn effective strategies for becoming a Quick Starter at ERAU!

I.   **Effective & Efficient Teaching Approaches**
Teaching Efficiently, On the Cutting Edge:
http://serc.carleton.edu/NAGTWorkshops/earlycareer/teaching/efficiency.html
(This website provides a multitude of additional resources for how to best work efficiently at teaching as a new faculty member.)

II. **Write in Mindful Ways**
Making Time for Research, On the Cutting Edge:
http://serc.carleton.edu/NAGTWorkshops/earlycareer/research/time.html
(This website provides additional resources for how to create time for research when there are multiple demands pulling at you from all directions as a new faculty member.)

III. **Socialize & Serve with Compassion**
Preparing and Socializing New Faculty Members (2003), Vicki J. Rosser,
Review of Higher Education, 26(3), 387-395.
https://muse.jhu.edu/journals/review_of_higher_education/v026/26.3rosser.pdf
(This article reviews advice from three authors for the best way to socialize into the professoriate.)

The Calculus of Yes and No: One Professor Makes Decisions About Academic Service (2013), Kimberly A. Griffin,
Thought & Action: The NEA Higher Education Journal
https://www.nea.org/assets/docs/HE/TA2013Griffin.pdf
(This article is a reflection of Kimberly Griffin's experiences with service requests at her research institution, and the process she employs for choosing when to say "yes" versus "no" to such requests.)

Summative Resource:
How to Survive and Thrive During Your First Years in a Tenure-Track Job, Stephen Reysen & Lacy E. Krueger,
The Observer (January, 2013)
http://www.psychologicalscience.org/index.php/publications/observer/2013/january-13/
how-to-survive-and-thrive-during-your-first-years-in-a-tenure-track-job.html
(This article discusses how to balance the demands of teaching, research, and service as a new faculty member. Finding ways for how each of the three demands can complement one another is strongly suggested.)

Seven Principles for Good Practice

Quick Starters employ many, if not all, of the seven principles for good practice (Chickering & Gamson, 1987). Responding to a charge from the American Association of Higher Education (AAHE) to improve teaching and learning, Chickering and Gamson (1987) suggested the following seven principles for good practice. The seven principles are grounded in 50 years of research concerning teaching and learning strategies, student interaction, and the relationship between students and faculty and are still considered timely and relevant in higher education today.

1. **Encourage Contact Between Students & Faculty**

   Establishing faculty-student rapport both in and out of class is essential for student motivation and increased involvement.

   IDEA Paper #39: Establishing Rapport: Personal Interaction and Learning, Neil Fleming:
   http://ideaedu.org/sites/default/files/IDEA_Paper_39.pdf
   (This paper discusses the importance of rapport, measures of rapport, ways of improving instruction based on rapport, and additional teaching and learning strategies that result in greater faculty-student rapport).

2. **Develop Reciprocity and Cooperation Among Students**

   Fostering an environment for collaborative learning is key for increasing student involvement in the learning process.

   Collaborative Learning Structures & Techniques, Teaching Resource Center, University of Texas:
   http://www.gdrc.org/kmgmt/c-learn/methods.html
   (This webpage highlights 12 different collaborative learning techniques with easy classroom implementation instructions.)

3. **Encourage Active Learning**

   Learning by talking, writing, reflecting, and applying concepts to everyday life helps students make learning a part of their identity.

   Active Learning for the College Classroom, Donald R. Paulson & Jennifer L. Faust:
   http://web.calstatela.edu/dept/chem/chem2/Active/main.htm
   (This resource describes 29 active learning techniques, focused on promoting individual student engagement, developing effective questions and answers, obtaining formative feedback, motivating critical thinking, and encouraging collaborative learning.)

4. **Give Prompt Feedback**

   Using formative assessment techniques frequently to ascertain students' level of understanding benefits both the instructor and student. Timely, effective, and specific feedback, including opportunities for self-assessment and meta-cognitive tasks, are also essential for student learning.

   Using eVALUate to Improve Student Learning: Providing Feedback for Student Learning, Teaching Development Unit, Curtin University of Technology:
   http://evaluate.curtin.edu.au/local/docs/5providing-feedback-for-student-learning.pdf
   (This online resource provides a fairly thorough description of how to communicate "good" feedback to students for a variety of assignments. Specifically, effective strategies are provided that will aid in managing your workload without sacrificing the quality of feedback provided to students.)

5. **Emphasize Time on Task**

   Assisting students to learn how to manage their time and plan ahead will allow them to spend the necessary and appropriate amount of time needed for each assignment without feeling the need to cram.

Using Technology to Increase Quality Time on Task (2013), Berlin Fang & James D. Dvorak, Educause Review:
http://www.educause.edu/ero/article/using-technology-increase-quality-time-task
(This online resource provides multiple ideas for the most efficient use of time, both in and out of the classroom. The benefits of new technologies for increasing time on task effectiveness are discussed for the instructor and students alike.)

6. Communicate High Expectations

Students will perform at whatever expectation level instructors set for them. If you want students to perform at a high level, then it is important to clearly communicate your standards and expectations from the beginning and repeat and remind as necessary.

Importance of High Expectations (2012), Ronald Williamson, Education Partnerships, Inc.:
http://gearup.ous.edu/sites/default/files/Research-Briefs/ResearchBriefHighExpectations.pdf
(This web document summarizes research on the effects of high expectations on student confidence and motivation in addition to proposing 10 strategies for creating a climate of high expectations.)

7. Respect Diverse Talents and Ways of Learning

Teach inclusively, where individual student strengths can shine and students have an opportunity to learn from one another. Incorporate the appreciation for diversity into the class by creating ground rules for respectful behavior from the beginning.

Inclusive Teaching Strategies, Center for Teaching Excellence, Cornell University:
http://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/inclusive-teaching-strategies.html
(This website provides a wealth of information about why it is important to use inclusive teaching strategies and how to begin teaching inclusively. Additional resources are also provided for more detailed information about universal design and diversity in general.)

How Learning Works, Rebecca Brent & Richard M. Felder, Chemical Engineering Education (2011):
http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Columns/Ambrose.pdf
(This brief article provides specific instructional strategies for each of the seven research-based principles for how students learn proposed by Ambrose, et al., in How Learning Works (2010))

Summative Resource:

Suggested Course Development Best Practices, The Institute for Learning and Teaching, Colorado State University:
http://teaching.colostate.edu/guides/bestpractices/suggested_bestpractices.pdf
(This document provides an "at-a-glance" summary of techniques to use for each of the original seven principles for good practice proposed by Chickering and Gamson. Two additional principles ("Establish Course Procedures" and "Use Technology Effectively") with recommended techniques are also included.)

References

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Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education.* Retrieved July 23, 2014 from **http://www.aahea.org/articles/sevenprinciples1987.htm**

EMBRY-RIDDLE
Aeronautical University™
PRESCOTT, ARIZONA

CENTER FOR TEACHING & LEARNING EXCELLENCE
Dina M. Battaglia, Ph.D., Director
TEL: (928) 777-6993 | battagd1@erau.edu