

## CTE Affiliate and Faculty Associate Service Activities Menu

Activity	Description	Qualifications	Pre-Training/Ongoing	Est. # Hours Per Offering	Credits
<b>Full Novel Workshop</b>	In consultation with CTE staff, design and offer your own unique, 60-90-minute workshop about a teaching strategy or approach	<ul style="list-style-type: none"> <li>Has attended minimum of 3 CTE workshops in the past 2 years or equivalent (e.g., faculty learning community)</li> </ul>	<ul style="list-style-type: none"> <li>CTE Workshop Delivery Training</li> <li>Attend min. 1 CTE workshop or equivalent during AY</li> </ul>	4 Design & 1 <sup>st</sup> offering practice-run with CTE	2 – training 4 - 1 <sup>st</sup> offering
				1 - 1.5 Subsequent offerings	1.5/subsequent
<b>4 Essentials Workshop</b>	Offer one of the 4 Essentials Workshops, either at the CTE or to a requesting department	<ul style="list-style-type: none"> <li>Has attended at least 2 of the 4 Essentials workshops, including the one to be offered</li> <li>Has attended minimum of 3 CTE workshops in the past 2 years or equivalent (e.g., faculty learning community)</li> </ul>	<ul style="list-style-type: none"> <li>CTE Workshop Delivery Training</li> <li>Co-facilitation of 4 Essentials workshop with CTE staff</li> <li>Attend min. 1 CTE workshop or equivalent during AY</li> </ul>	1.5	2 – training 2 – co-facilitation + prep 1.5/subsequent
<b>30-Minute Department Visit</b>	Offer a 30-minute introduction to a teaching strategy + share CTE updates at a department or unit meeting	<ul style="list-style-type: none"> <li>Has attended minimum of 2 CTE workshops in the past 2 years or equivalent (e.g., faculty learning community)</li> </ul>	<ul style="list-style-type: none"> <li>CTE Workshop Delivery Training</li> <li>Quarterly update meetings on CTE events</li> <li>Attend min. 1 CTE workshop or equivalent during AY</li> </ul>	.5	2 – training 1/dept visit
<b>Flash Mentoring</b>	Partner with another mentor sharing the same expertise and conduct a 30-40 minute sharing discussion with interested faculty around your shared suggestions. Very limited preparation required; flash mentoring done on Zoom	<ul style="list-style-type: none"> <li>Demonstrated expertise in the areas indicated</li> </ul>	<ul style="list-style-type: none"> <li>Flash Mentoring how-to session, including process and documentation</li> </ul>	.5	1 – training 1/session
<b>SoTL Journal Club</b>	Organize a group of faculty (uni-disciplinary or cross-disciplinary) to meet, share, and discuss a journal article about a SoTL teaching practice. Organizer need not always present the article but should be the facilitator. Approx 1 hour per meeting.	<ul style="list-style-type: none"> <li>Experience locating, reading, and critically analyzing SoTL publications</li> </ul>	<ul style="list-style-type: none"> <li>SoTL Journal Club how-to session, including process and documentation</li> </ul>	1	1 – training 1.5/meeting

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<b>TLC Consultant</b>	Meet individually with a requesting instructor to discuss an area of teaching/a class the instructor wishes to focus on. Conduct observations or materials review, then complete a SCOOP (Suggestions from your Consultant for Onward Outstanding Practice) that is shared with the instructor at a post-meeting. Non-evaluative; 100% supportive.	<ul style="list-style-type: none"> <li>• Demonstrated experience in teaching &amp; use of varied instructional methods</li> <li>• Has attended minimum of 3 CTE workshops in the past 2 years or equivalent (e.g., faculty learning community) OR is already a trained Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• TLC Consultant Training (2-3 sessions)</li> <li>• Semesterly Consultant update/support/ community meetings</li> </ul>	4	<b>3 - training</b>  <b>4.5/consult</b>
<b>Casual Consults</b>	Meet on Zoom or in person with a requesting instructor for a one-time, 30-60 minute oral consultation. Followed by a short summary email to instructor + CTE as a form of documents. May evolve into a full TLC but doesn't have to.	<ul style="list-style-type: none"> <li>• TLC Consultant (trained)</li> </ul>	<ul style="list-style-type: none"> <li>• Semesterly Consultant update/support/ community meetings</li> </ul>	1	<b>1.5/consult</b>
<b>Teaching Philosophy Consultations</b>	Individually meet with an instructor or aspiring graduate student to discuss their teaching philosophy draft and assist with areas for consideration as well as suggestions for instructional growth to help add to philosophy (and CV)	<ul style="list-style-type: none"> <li>• Well-written and well-rounded teaching philosophy of one's own</li> <li>• Espousal of teaching best practices (esp. equity practices; student-centered practices)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Philosophy how-to session</li> <li>• (Possible) Philosophy consultant meetings</li> </ul>	2	<b>1 – training</b> <b>2/consult</b>
<b>Podcast Listening Group or Blog Discussion Group Facilitation</b>	Scheduled individually by facilitator, locate a podcast, video, or blog post; develop starter questions; facilitate a 50-60 minute Zoom or live discussion, where participants also bring their own starter questions	<ul style="list-style-type: none"> <li>• Has attended minimum of 2 CTE workshops in the past 2 years or equivalent (e.g., faculty learning community)</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching about how to write good discussion questions</li> <li>• Process for type of podcast episode/blog/video to use, where to document to avoid duplication, etc.</li> </ul>	1	<b>1 – training</b> <b>1/session</b>

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<b>Community of Inquiry Group Leader</b>	Intensive commitment to meet monthly for an academic year with a group of faculty/instructors around a common interest; facilitate the design and scope of the group and its meetings; 6-7 total meetings. Focus of LC determined in coordination with the CTE.	<ul style="list-style-type: none"> <li>Has attended minimum of 3 CTE workshops in the past 2 years or equivalent (e.g., faculty learning community)</li> </ul>	<ul style="list-style-type: none"> <li>CTE Workshop Delivery Training (for some overlapping methods and approach)</li> <li>Session to discuss LC design and process with CTE staff</li> </ul>	<p>4 LC design, recruitment, &amp; 1<sup>st</sup> meeting</p> <p>2.5 Subsequent meeting prep and facilitation</p>	<p>3 – training + LC session</p> <p>4 - 1<sup>st</sup> meeting</p> <p>2.5/subsequent</p>
<b>Mid-semester Feedback Facilitator</b>	Work with a requesting instructor to gather confidential mid-semester feedback from a class of students, either by setting up an online survey or conducting a focus-group-like session. Consolidate feedback into a document to give to instructor; offer suggestions based on the feedback	<ul style="list-style-type: none"> <li>Demonstrated history of seeking student feedback</li> <li>Has attended minimum of 2 CTE workshops in the past 2 years or equivalent (e.g., faculty learning community)</li> </ul>	<ul style="list-style-type: none"> <li>Location/use of TLC resources session</li> <li>Process session (how to conduct focus group; questions to use; questions for online survey; adapting each for any specific requests from instructor; write-up process)</li> </ul>	1.5	<p>1.5 – training</p> <p>1.5/feedback session</p>
<b>Digital Toolkit Developer</b>	In consultation with the CTE, target an area of teaching in need of a digital, grab-n-go toolkit to offer instructors or other faculty/staff online (downloadable).	<ul style="list-style-type: none"> <li>Knowledge of design aesthetics and software for infographics, etc.</li> <li>Understanding of accessibility and ethical/copyright standards for online design</li> <li>Enough demonstrated engagement with the CTE to know areas of need vs those already addressed</li> </ul>	<ul style="list-style-type: none"> <li>Review with CTE staff about any design consistencies the CTE is working toward</li> </ul>	May vary depending on extensiveness of toolkit	5/2-page infographic pdf
<b>CTE Liaison</b>	Specific to your department, regularly share out CTE events and offerings at departmental meetings as a standing agenda item; recruit participation; hand out materials. Offer specific invitations to colleagues (bring-a-colleague invites)	<ul style="list-style-type: none"> <li>Has attended minimum of 2 CTE workshops in the past 2 years or equivalent (e.g., faculty learning community)</li> </ul>	<ul style="list-style-type: none"> <li>Regular Liaison update briefings</li> <li>Attend min. 1 CTE workshop or equivalent during AY</li> </ul>	<p>.5 Per meeting; includes update meeting preps</p> <p>1 Per bring-a-colleague in attendance</p>	<p>1/Liaison briefing</p> <p>.5/dept update</p> <p>1/unique colleague brought</p>