Building Your Teaching Legacy

The Studio Guide

WCU
WEST CHESTER UNIVERSITY
TEACHING & LEARNING CENTER

A Message from the Provost

Esteemed colleagues:

West Chester University is proud of its deep teaching legacy. As a community of educators, we are committed to ensuring that every student who takes our courses engages in truly meaningful learning experiences that leave a lasting, positive impact on their lives and careers. Because the educational landscape is constantly shifting, we face both new challenges and exciting opportunities in our teaching practices. Addressing these dynamics is central to our strategic framework. At the intersection of these priorities sits WCUPA's commitment to teaching and learning and student experience.

Teaching excellence at WCUPA is defined as an evolving practice of mindful design, reflective inquiry, and intentional care for student success. Cultivating this level of excellence invites sustained engagement. We recognize that your time is limited as you balance many competing demands. The Teaching and Learning Center, in collaboration with the faculty ambassadors who make up our Teaching Excellence Network, has developed this 'Building Your Teaching Legacy' guide to support you. This resource is organized into four pathways (Explore, Apply, Study and Lead) to help you identify teaching development opportunities that fit your specific goals, passions, and schedule.

We encourage you to think of this guide, and the four development pathways within it, as an easel. It provides a framework that holds the blueprints for your teaching development. You choose the design, the tools, and the direction that best serve your teaching practice. Thank you for your dedication to our students and for the care you bring to our campus community every day. Please know that we are committed to supporting you at every stage of your career as you continue to develop your unique teaching legacy.

Regards,

Josh R. Auld, PhD
Interim Provost
Professor of Biology

Applying the EASL Framework

What do you want students to remember from the classes that you teach?

When students think back on a course, they will remember not only what they learned, but the experience of being in your class. Through reflective practice, faculty can continue strengthening their teaching and creating more inclusive learning experiences to make their courses meaningful and memorable for students.

We see this as the foundation for teaching excellence; a practice grounded in thoughtful, ongoing adaptation to increasing student diversity, emerging technologies, and the changing demands of professional and civic life. Building Your Teaching Legacy is a guide that maps pathways to help faculty navigate options for enriching their teaching.

How this guide can support your Teaching Legacy:

- Helps faculty find opportunities based on interests, needs, and work schedules
- Clarifies meaningful engagement through observable outcomes (for example, course changes, reflections, shared resources)
- Provides a structure for documenting and communicating participation in teaching development work for reviews, promotion, and other contexts
- Encourages reflection on teaching practice to support intentional choice

The Studio Guide for Teaching Artists

When planning an art piece, artists make choices about which techniques to use, what elements to include, and where to focus their attention. They step back from the canvas periodically to assess their work, refine their approach, and add new layers of depth and meaning. Teaching artists are much the same. We have created this Studio Guide for Teaching Artists to help you reflect on your teaching practice and identify opportunities for growth, exploration, connection, and contribution.

Throughout this guide, we use this artist metaphor to frame professional growth in teaching. You are the artist, continually developing your craft.

The Guide includes four pathways—Explore, Apply, Study, and Lead—that organize available programs, resources and services. Through the guide, you can see the range of teaching-related opportunities and choose how you would like to participate. The pathways are not stages to move through, but flexible categories that you may use to engage in ways that align with your goals, interests, and work schedules. They are intended to help you make intentional choices about where to focus, what fits your goals and schedules, and how to communicate the work you are doing to enhance your teaching.

Finding Your Focus

How would you like to enrich your teaching, and the learning experiences you create for your students?

The four EASL Studio Pathways represent different types of opportunities to engage in teaching reflection and exploration. As you consider your goals, interests, and availability this semester, begin by selecting the statement(s) that best reflect what you would like to focus on. Then review the associated Studio Pathway, examples of engagement, and commitment level to identify opportunities that align with your interests and priorities.

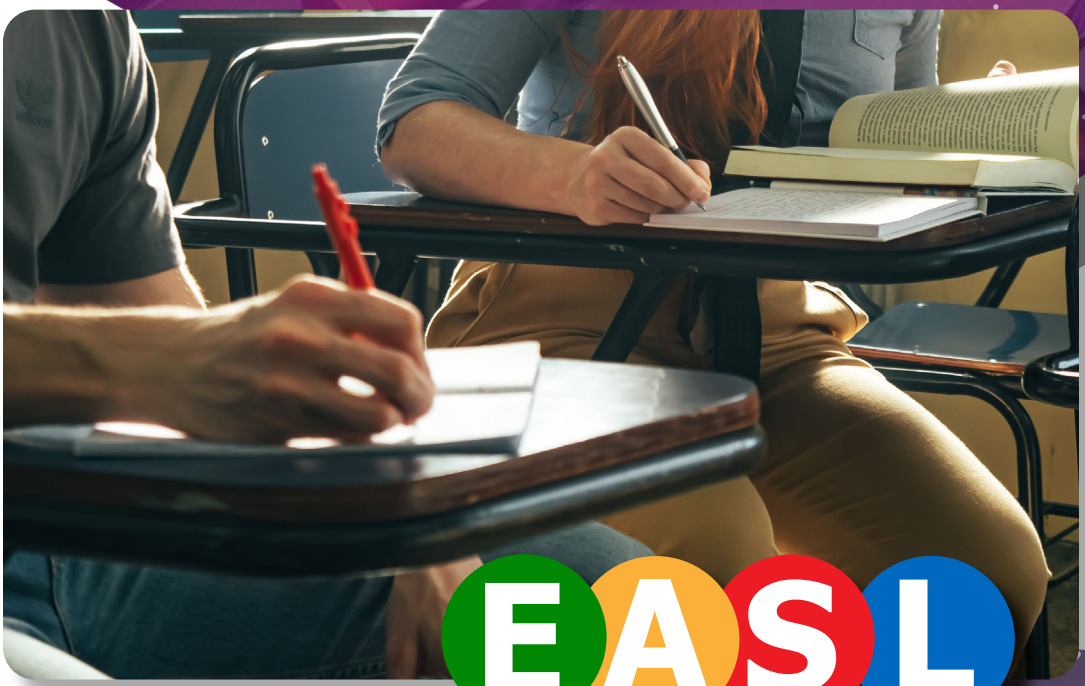
If you would like to:	Consider:	Opportunities Include:	Commitment Level*
Explore the latest ideas or strategies capturing your attention or sparking your curiosity.	Explore E	Workshops, webinars, teaching circles, reading groups, book clubs, podcasts, and Teaching Hub resources.	Low–Moderate
Experiment with, adapt, or refine an aspect of your teaching that feels ready for its next iteration.	Apply A	Course redesign, instructional design consultations, Quality Matters, Inclusion Matters Institute, PETAL, teaching observations, and teaching consultations.	Moderate–High
Investigate or assess the effectiveness of a teaching approach or its impact on student learning.	Study S	SoTL projects, pedagogical inquiry, teaching-related grants, presentations, publications, and dissemination of findings.	High
Share your insights and contribute to the broader culture of teaching excellence at WCUPA.	Lead L	Mentoring, facilitating Faculty Learning Communities, committee service, task forces, professional networks, and leadership opportunities.	High

*Commitment Levels

- Low: Flexible opportunities that can be completed in a single session or over a brief period of time.
- Moderate: Ongoing opportunities that may span several weeks or a semester and involve regular participation, implementation, reflection, or collaboration.
- High: Sustained opportunities that require significant commitment and may involve extensive implementation, inquiry, scholarship, facilitation, or leadership responsibilities.

Once you select your goals, you can continue to the next section to see an overview of the types of TLC programming offered in the next or current academic year.

The EASL Studio Guide



Create Your Studio Experience

TLC Program and Resource Overview

The TLC offers a variety of programming to support WCUPA faculty as they work to expand their teaching mastery and improve the educational experiences of their students. This "Studio Guide" outlines the ways in which faculty can leverage these programs to create a plan that suits their professional, educational, and scholarly goals for a given semester and academic year.

Each type of activity is labeled with the relevant EASL categories to assist you as you choose your "Studio Pathways" and prepare your teaching "canvas" through targeted professional development across the academic year.

Explore E

Learn new ideas, strategies, and tools for teaching, and discover what complements your teaching approach.
For more information on these programs and events, visit the TLC Website

New Faculty Orientation

Orientation program for new faculty with information about how to be successful at WCUPA.

Cadence: Once a year (August)
Time Commitment: Moderate

Workshops

An evolving selection of in-person and hybrid trainings offered throughout the year.

Cadence: Varied
Time Commitment: Low

CELT Book/Podcast Club

CELT-led monthly discussions of selected books or podcasts.

Cadence: Monthly
Time Commitment: Low

Teaching Resource Hub

Online repository of TLC-curated resources related to teaching and learning.

Cadence: Online Asynchronous
Time Commitment: Low (self-paced)

PETAL (Program for Effective Teaching and Learning)

A faculty development program to promote innovative, effective, evidence-based teaching for all students.

Cadence: Weekly
Time Commitment: High

Applying the Quality Matters Rubric (APPQMR)

One-day workshop introducing the QM rubric and its use in reviewing the design of online and hybrid courses.

Cadence: One-time event
Time Commitment: Moderate

Special Events

Premier in-person events such as Faculty Fusion, Write By the Bay, and Celebration of Teaching.

Cadence: One-time events
Time Commitment: Varies depending on role

Online Faculty Development (OFD)

Obtain or recertify your CAPC Distance Education (DE) Training Credential for teaching online at WCUPA.

Cadence: Online Asynchronous
Time Commitment: Moderate (self-paced)

Teaching Circles

A group of faculty who collectively explore a teaching topic of interest and create products reflecting their experience.

Cadence: Varied
Time Commitment: Moderate

ODLI On Air (Listener)

The TLC's podcast, which expands teaching and learning perspectives by connecting theory with practice through conversations with WCUPA faculty.

Cadence: Online Asynchronous
Time Commitment: Low

Apply

Apply evidence-based strategies to your teaching, reflect on what changes, and refine your practice with support.

For more information on these programs and events, visit the TLC Website

Inclusion Matters Institute

Collaborate with colleagues as you redesign a course to honor the diverse identities and experiences of every WCUPA learner.

Cadence: Once a year (July)
Time Commitment: High

Faculty Learning Communities (FLCs)

Multidisciplinary groups of faculty members who collaborate to explore a variety of teaching practices.

Cadence: Monthly
Time Commitment: Moderate

Teaching Triangles

Faculty visit each other's classes and meet to discuss what they learned about their own teaching from the non-evaluative observations.

Cadence: Monthly (one semester)
Time Commitment: Moderate

Feedback Parties

A collaborative space to process student course evaluations with peers and to engage student feedback from an analytical and actionable perspective in a supportive environment.

Cadence: One-time event
Time Commitment: Low

Instructional Design Consultations

Instructional designers assist faculty with the development, implementation, and evaluation of their courses

Cadence: By appointment
Time Commitment: Low-Moderate

Student Faculty Teaching Collaborations

A semester-long collaboration with two WCUPA students who observe your class and provide feedback on your teaching process.

Cadence: Weekly (one semester)
Time Commitment: High

Class Consultations

A program to empower faculty to enhance their teaching by requesting nonevaluative feedback from TLC staff on any instructional session, regardless of modality.

Cadence: By appointment
Time Commitment: Moderate

Quality Matters Course Redesign

Redesign an existing course to obtain the QM certification of quality assurance in online learning or to recertify a previously certified course.

Cadence: Varies
Time Commitment: Moderate-High

Study

Ask your own questions about teaching and learning and share what you discover with others.
For more information on these programs and events, visit the TLC Website

ODLI On-Air (Guest)

Be a guest on the TLC's podcast, which expands teaching and learning perspectives by connecting theory and practice through conversations with WCUPA faculty.
Cadence: One-time event
Time Commitment: Low

Presentation at Conferences and Events

Share your teaching and learning expertise with colleagues at various TLC events or on-campus conferences like RECAP.

Cadence: Quarterly
Time Commitment: High

Pedagogical Innovations Faculty Learning Community

Participants work in a small, interdisciplinary cohort to investigate a teaching challenge, examine the effectiveness of a pedagogical approach designed to address it, and share what they learn with colleagues at WCUPA and beyond.

Cadence: By appointment
Time Commitment: High

CELT Professional Development Awards

Annual professional development awards of up to $2,000 for pedagogical and curricular innovations leading to student success.

Cadence: Yearly
Time Commitment: High

Teaching Resource Hub (Contributor)

Contribute to the online repository of TLC-curated resources related to teaching and learning.

Cadence: One-time event
Time Commitment: Medium

Lead

Lead through service, mentorship, and advocacy to build a culture of teaching excellence beyond your classroom.
For more information on these programs and events, visit the TLC Website

PETAL (Fellow)

Collaborate with the TLC to implement, facilitate, and assess the PETAL program.

Teaching Excellence Ambassadors

Faculty ambassadors selected or appointed by their respective dean to dedicate time and expertise to serve as a bridge between the TLC and their respective colleges.

Faculty Mentorship Program

Serve as a mentor to a new faculty member, a peer seeking promotion, or adjunct faculty as part of the formal Faculty Mentoring Program.

TLC Faculty Associate

Serve as the Teaching and Learning Center Faculty Fellow by working closely with the TLC staff to support the TLC's work and mission.

Committee Leadership:

NFO: Serve as a co-chair of the New Faculty Orientation committee, tasked with providing new faculty with information about how to be successful at WCUPA.

CELT: Serve as a co-chair of the Committee for Excellence in Learning and Teaching (CELT) tasked with helping faculty identify engaging and innovative ways to improve student learning.

FMP: Serve as a co-chair of the Faculty Mentoring Program, tasked with building and sustaining a mentoring culture on campus.

Program Facilitation

Facilitate or co-facilitate a TLC program or workshop.

Diversity and Inclusion (Fellow)

Implement, facilitate, and assess the Diversity and Inclusion Faculty Learning Community.

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For more information, visit the TLC Website