

**Faculty Development Service Statement**  
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When the leader's work is done, the people say, "We did this." (Lao-tzu, ch. 17)

I love everything about helping college teachers teach. Whether running a workshop, consulting one-on-one, or coaching a colleague's research process, I find it incredibly rewarding to provide a service that faculty call truly helpful. My goal in every case is to help professors and TA's think through and design their own solutions to problems of instruction and scholarship in their disciplines, rather than blindly adopt best practices. I believe the aim of faculty development should therefore be to help faculty become reflective teachers and researchers, questioning their own practices daily in order to promote knowledge creation and help their students learn best.

To cultivate this capacity for critical reflection, I use a variety of methods with three themes in common: All foster collegial conversation, provide concrete practice, and give faculty ownership of the results. For example, when helping a faculty member consider ways to structure lectures, I ask "What do you want your students to be able to *do* differently after this course?" After extensive dialogue, we distill three to five essential ways of thinking or doing things. To design a particular session, I then ask what kinds of experiences best help give students actual practice at the way of thinking targeted for the day. Eventually, if I attend closely enough, professors bring up most of what needs to be addressed frankly, without much prompting. For example, they may say, "I don't know whether I'm talking down to them or over their heads." I then ask how they find that out, and eventually I may recommend methods such as the muddiest point or minute paper.

I find the single most helpful method for coaching teachers is to review teaching data such as student focus group feedback or teaching videotapes. By developing the habit of examining their own practice, faculty ensure their continual growth as teachers long after our work together ends. Despite this, however, most faculty members—like adult learners generally—change habits only slowly, in an iterative process of progress and regress.

To support faculty as they encounter such challenges, I rely upon a wide variety of theories while working actively to gain their trust. Using the client-centered focus of Rogers, I empathize with very real pressures such as competing demands on a professor's time. Following Boyer, I encourage them to their teaching as a scholarly activity worthy of peer-reviewed publication. Throughout, I rely on Dewey's notion that an idea has to be experienced to be learned. As a result of workshops, faculty often value most "the intellectual and social coming-together" they experience (McAlpine & Saroyan, 2004, p. 216). Most find it energizing to be able to discuss teaching openly, without connection to tenure or review.

I measure my success by such relationships built and teaching cultures created, by qualitative data and quantitative data on faculty perceptions and on their students' learning outcomes. To gauge service impact, I use a version of Vella's (2002) indicators: retention of faculty clients, new clients brought in, satisfaction, innovation, constructive difference, mentoring relationships, swift and thorough completion of objectives, and funds raised. I also learn from my own mistakes by collecting blind feedback from faculty regularly (see Statement of Teaching Philosophy). That process of both helping others learn, and examining my own performance, makes the work of faculty development endlessly fascinating to me.

**References**

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