Teaching at Granite State College

Resources | Expectations | Course Requirements

Please refer to the Faculty Center at http://faculty.granite.edu/expectations-gsc-faculty for complete details.

Teaching Resources, Expectations & Course Requirements

Granite State College (GSC) strives to provide positive experiences for adult learners from New Hampshire and beyond. We do this by developing learner experiences that incorporate real-world practice and feedback, extending critical thinking throughout the curriculum, and cultivating 00collaboration and inquiry with faculty. As a faculty member at Granite State College, you are part of a talented and dedicated community of practitioners who have a passion for student success.

GSC is committed to provide faculty with instructional, technical, and administrative teaching resources. Among these resources are: hiring or other appropriate Academic Affairs administrators (Assistant Dean of Faculty, Associate Dean, or Program Director), Instructional Design (ID) Team, faculty development opportunities, and online resources.

With the goal of providing students with the highest quality learning experience, GSC has established policies and procedures to ensure that the students' experience is consistent across all courses and supports faculty in their continuous development. All faculty are expected to be familiar with and adhere to established GSC policies and procedures in the GSC Faculty Handbook. In addition, faculty are required to become conversant with teaching expectations and course requirements as outlined in this document. The assessment and refinement of high quality education offerings at GSC are informed through direct and indirect means during several phases:

- course construction
- teaching and implementation, and
- post hoc evaluation

GSC's Academic Affairs administration works in concert with faculty to provide students with the most optimal learning environment. High levels of engagement, inquiry, and reflection are at the core of the model for continual enhancement of quality teaching practice. These items are informed through multiple data points. The following resources and checklists are designed to help guide faculty based on evidence-informed practices in teaching, learning, and course design.

GSC Resources

The following resources provide faculty with additional resources to teach effectively:

- **Faculty Center:** https://faculty.granite.edu/
- **Instructional Design Support:** http://faculty.granite.edu/instructional-design-team-0
- **IT Support:** http://it.granite.edu/
- **Student Affairs:** http://my.granite.edu/student-affairs
- **Student Supports:** http://my.granite.edu/support-services

Teaching Expectations & Course Requirements: Plan, Teach & Inquire

The heart of course planning, teaching, and inquiry at Granite State College (GSC) includes an approach that seeks to be prepared, personal, and proven. The following checklist and related resources from the [Faculty Center](#) are intended to help guide and support faculty at GSC in their efforts to achieve GSC's goal of providing the highest-quality education for its students.

	PREPARED	PERSONAL	PROVEN
PLAN (For faculty who develop their courses, Lead Faculty, and Program directors)	☐ Review GSC hiring information, Faculty Resources and policies related to teaching	☐ Get to know students early; help them own and recognize their own learning	☐ Consult prior student course evaluations (if applicable); enhance as appropriate
	☐ Review the Course Readiness & Template Checklists and develop courses accordingly (w/ hiring supervisor / team)	☐ Create flexible assignments that allow for student choice and discovery	☐ Review your annual Reflective Teaching Analysis; enhance as appropriate
	☐ Review GSC's Teaching Expectations in advance of each term	☐ Share subject matter expertise; create relevant experiential and field-based activities/ assignments	☐ Review assessment data as applicable (e.g., peer reviews); enhance as appropriate
TEACH	☐ Review Teaching Expectations each week to stay on track	☐ Provide feedback that taps into interests, passions, and goals	☐ Assess student work weekly; share feedback to help students stay on track
	☐ Explore GSC's Faculty Center for on-demand resources, policies, and events for teaching and student success	☐ Be active and engaged in your course to ensure community and teaching presence	☐ Work with GSC's Student Advisors during the term and the progress reporting process to help students succeed
	☐ Block time in advance to attend to student questions and provide timely and relevant feedback for activities and assignments	☐ Help students realize when they have tapped in to prior experience and how to apply new learning in personal ways	☐ Consider keeping a teaching journal to document what works, what could be enhanced, and notes for future courses
INQUIRE	☐ Remind students to complete Student Course Evaluations; review after the term ends to enhance teaching and courses as appropriate		
	☐ Complete the annual Reflective Teaching Analysis to explore current teaching practices and spark ideas for future growth. Make notes of areas for revisions in course for next time you teach it. Review results of Student Course Evaluations and compare to your own experience.		
	☐ Explore feedback from GSC's peer review process, if applicable		
	☐ Conduct a Credit Hour Check if not done during planning phase		
	☐ Review supports and reports related to teaching and student success		
	☐ Participate in on-demand or live faculty development sessions		

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