

Eberly Center

Teaching Excellence & Educational Innovation

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Background in educational development:

I have 12 years of experience in educational development and frequently contribute at POD conferences. From 2005-2013, I served as Assistant Director at the University of Michigan's Center for Research on Learning and Teaching, leading initiatives in the sciences, health sciences, and instructional technology. I joined the Eberly Center for Teaching Excellence & Educational Innovation at Carnegie Mellon University in 2013, where I am currently Director of Faculty & Graduate Student Programs. The Eberly Center's four teams (teaching consultants, assessment specialists, learning engineers, and technology specialists) collaborate to provide [holistic, evidence-based educational development programs and services](#). I hire, mentor, and lead the teaching consultant and assessment teams (8 FTEs).

At both institutions, I worked across all schools/colleges, providing course- and program-level consultations and educational development programs to graduate students, postdocs, and faculty of all ranks and types. I've provided SGIDs, classroom observations, video consults, and 1-on-1 consultations on teaching, course design, instructional technology, program-level assessment, classroom research, and more. I've designed and implemented future faculty programs, graduate student and faculty teaching orientations, campus-wide and customized, unit-level seminars, learning communities, and faculty institutes. Highlights from the University of Michigan include creating the [Health Sciences Teaching Academy](#), [Provost's Seminar on Teaching Sustainability](#), [U-M Graduate Teacher Certificate](#), and [Postdoctoral Short-Course on College Teaching in Science and Engineering](#). At Carnegie Mellon University, I've continued to lead new educational development initiatives, including the [Teaching & Learning Summit](#), [Teaching Innovation Award](#), [Teaching as Research Institute](#), and faculty and graduate student programming on diversity and inclusion. Additionally, my portfolios have included teaching courses, conducting classroom-based and educational development research, developing educational development resources, and serving on university-level committees.

My approach to educational development and CTL leadership emphasizes data-informed iterative improvement, building internal capacity through professional development, and a systems-based approach to lowering barriers to adoption of evidence-based practices. A recent example is the [Teaching as Research Institute](#) and associated service – designed to empower faculty to incorporate evidence-based pedagogies and then rigorously study the impact on student outcomes. The Institute

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provides faculty with fundamental training in evidence-based pedagogies, valid and reliable measures of learning, and study designs for classroom research. Participants leave the Institute as more informed consumers of education research and prepared to implement an inquiry in their own course *with support*. Our consultation service then “greases the rails” throughout the rest of the process, from leveraging our CTL’s broad IRB protocol to consultation on study design and measurement to data analysis help. Our annual [Teaching & Learning Summit](#) closes the loop, giving instructors a venue to disseminate and discuss their teaching strategies and research findings. This transferable, data-driven, capacity-building, barrier-lowering approach to educational development motivates my response to the question below.

What would I like to see the POD Network accomplish over the next three years?

I would like to see the POD Network significantly enhance its strengths, capacity, and collaborative infrastructure regarding evidence-based practices in teaching, assessment of learning, and assessment of CTL impacts. Initiatives might include face-to-face or online programs and resources to enhance members’ skill sets and/or to disseminate transferable models across CTLs. Specifically, goals might include enhancing member’s toolkit of strategies and capacity to: (1) critically consume, distill, and translate education research into practical strategies that can be disseminated via CTL services and programs; (2) help instructors collect direct measures of learning outcomes to inform iterative improvements to teaching and learning; and (3) apply data-driven approaches to their own educational development practices. As demonstrated by numerous sessions and publications on this theme at the 2017 POD conference, members are increasingly aware of the need to demonstrate concrete impacts of CTLs in this “Age of Evidence”. In my opinion, self-assessment of CTL programs and services needs to become standard procedure, and continue to progress beyond counts of people served and satisfaction surveys. However, given competing demands and limited resources, rigorously documenting impacts on teaching behaviors, learning outcomes, and institutional culture is non-trivial, especially for CTLs staffed by one person. POD members will need support in developing and implementing these approaches, conducting rigorous studies, and communicating outcomes. Furthermore, POD could help provide an infrastructure to pool our resources, tools, and data, so that CTLs would not need to replicate every assessment effort at every institution. By doing so, POD would continue to leverage what it does best: sharing best practices, identifying gaps, and collaboratively engaging to fill those gaps.