FACULTY DEVELOPMENT FOR MOMENTUM

Marcus Johnson and Cynthia Alby
By the end of this session, participants will be able to:

- recognize how fundamental faculty development is to the central goals of higher education in general
- make the case for why faculty development is key to the success of the Momentum Approach in particular
- determine what steps might be needed to improve the current faculty development program at their institution
- find “work arounds” for common issues related to providing faculty with the development they need

Agenda

- Process some key ideas by responding to a white paper
- Discuss those ideas briefly with others
- Briefly hear what GC and ABAC are doing that might be of interest to your institution
- Consider the state of faculty development at your institution at this time
- Group problem solving: you’ve got obstacles, someone in this room has answers
- List next steps for your institution
YOUR MISSION SHOULD YOU CHOOSE TO ACCEPT IT...

- Suck as much information out of this white paper as you can
- Process it by marking it up heavily and re-reading til time is called
- Be prepared to talk with others about the implications for your institution
**DISCUSS IN GROUPS OF 3-4**

- *In general*: educators need to intensively study teaching and learning to be successful at educating. There is no greater ROI if your goal is increasing student learning.

- *Momentum specifically*: what we are asking is very difficult. Critical parts of the plan succeed or fail in individual classrooms.

- We can’t just explain these initiatives to faculty and say “go;” if they shoehorn simplistic interpretations into run of the mill courses without a broad understanding of quality course design and how these initiatives fit into the larger whole, they will wither.

- But if we incorporate Momentum-focused development with broader development, the explosion in excellence could be tremendous.
MARCUS JOHNSON

- Director of Faculty Development & the CTL (6 months)
- Former Education Department Head
- Associate Professor of Education
WHAT'S HAPPENING AT ABAC

ENGAGEMENT

MINDSET

FACULTY DEVELOPMENT
1. Part of our Quality Enhancement Plan
2. Incorporated into our recently revised P&T Guidelines
3. Developing a Conference on Engaged Learning
Mindset Faculty Learning Community

Articles in Student Newspaper

New Faculty Teaching Mentorship Program
CENTER FOR TEACHING AND LEARNING

Fried Chicken, Collard Greens, and Educational Technology
CYNTHIA ALBY

- Professor of Teacher Education
- Director of GC Journeys (2018-2020)
- Lecturer for the “Governor’s Teaching Fellows”
  - [https://ihe.uga.edu/](https://ihe.uga.edu/) deadlines: 2/3 & 3/2

- Future director of a “Center for Flourishing in Academia”?
  - What knowledge and skills do faculty and students need to truly flourish in academia - to find deep joy and meaning in teaching and learning and steer clear of negative psychological states such as anxiety and burnout?
  - How might an institution effectively develop those skills broadly in its faculty and students?
WHAT’S HAPPENING AT GEORGIA COLLEGE

The parts of Momentum that fall under “GC Journeys”:

- Deepen purposeful choices
- **Cultivate productive Academic Mindsets**
- Maintain full momentum along a Clear Pathway
- **Heighten academic engagement**
- Complete critical milestones
Your journey starts with...

- The First Year Experience (FYE)
- Career Planning Milestones
- Capstone Course in Your Major

+ choose 2 from...

- Intensive Leadership Experiences
- Mentored Undergraduate Research
- Community-Based Engaged Learning
- Internships
- Study Abroad/Study Away

Where will your journey take you?
EVERY UNDERGRADUATE COURSE TEACHES AN ESSENTIAL SKILL

- Civic Engagement
- Creative Thinking
- Critical Thinking
- Ethical Reasoning
- Global Learning
- Information Literacy
- Inquiry and Analysis
- Integrative Learning
- Intercultural Knowledge
- Oral Communication
- Quantitative Literacy
- Problem Solving
- Teamwork
- Written Communication
OUR FACULTY DEVELOPMENT PLAN

- GCJ Guides (30 min)
- Two 90 minute workshops
  - High Impact Practices
  - Essential Learning Outcomes
- Chancellors Learning Scholars
- “Design for Transformative Learning”
  - 26 hour course
- Individual appointments
“DESIGN FOR TRANSFORMATIVE LEARNING”

- A bigger picture of quality course design
- Equity focus throughout
- Incorporation of academic mindset, social belonging, and TiLT
- Participants apply concepts and experience engagement strategies as students would
- More than 1/3 of faculty by the end of AY19-20
CONTRIBUTION TO THE PROJECT

- Buy in
- A significant segment of the faculty and staff share common language and focus
- “I hate it when the institution announces new initiatives with no support” – problem solved!
- All faculty have ready access to mentors
LESSONS LEARNED

- Build it well, and they will come. (But faculty need to walk out feeling like they are buzzing)
- Faculty *enjoy* honing their craft
- Use intro-level workshops to build interest in advanced workshops
- You can do it. We can help.
What is already in place at your institution in terms of providing instructors with the *basic foundation* they need to promote significant learning?

What percentage of instructors have this foundation?

What would it take to significantly increase both the quality of that development and quantity of instructors who receive it?
What are you asking faculty to do differently in their classrooms in terms of...
- **Cultivating productive academic mindsets**
- **Heightening academic engagement**

What is your current plan to ensure instructors receive the support and development they need to make those changes successfully?

On a scale of 1-5, how strong is your plan? How effective has it been so far?
**GROUP PROBLEM SOLVING**

- You have a problem? Someone in this room has a solution.
- On this website, list the obstacles at your institution to providing faculty with the development they need
  - [https://padlet.com/cynthia_alby/QFD](https://padlet.com/cynthia_alby/QFD)
  - Double click to add a comment
  - Move the comment to group it with other similar ones if you like
MOVE ABOUT THE ROOM ADDING IDEAS TO THE POST IT NOTES

- Start with the obvious ones and then think as far outside the box as you can get.
- Discuss possible solutions with others
- Don’t give up. Use the full time allotted to come up with increasingly exceptional solutions.
- The depth and breadth of knowledge in this room is staggering; harness it.
TAKE IT ALL IN

- Roam about the room and see what we created
- Take photos
- Our two cents worth
- Whole group discussion
- Further questions
NEXT STEPS: GATHER WITH OTHERS FROM YOUR INSTITUTION OR A SIMILAR INSTITUTION

- Might you need to have a campus meeting on this? If so, when might that be?
- Who else from your institution needs to be brought to the table?
- Who might you call upon for help outside of your institution?
- What ideas did you get today that you don’t want to lose track of?
- Where are your greatest needs? What most needs to happen?