

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

ENGAGEMENT





**Mindset Faculty Learning
Community**



**Articles in Student
Newspaper**



**New Faculty Teaching
Mentorship Program**

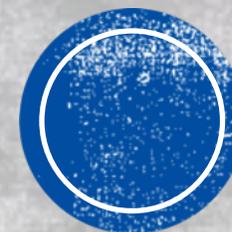
MINDSET





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/> 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



GC JOURNEYS

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.



WRITE 2 MIN, TALK 3 MIN

- 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?



WRITE 2 MIN, TALK 3 MIN

- 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
 - 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?

