Harnessing the Power of Multi Institutions for Faculty Development

Presentation Title

A Free, Open Course Supports New Adjuncts, Leading to Student Success: IE2ET

Presentation Description

Good teaching improves student learning at the post-secondary level. It has been long understood that certain teaching strategies have strong impacts on student learning. Yet less attention has been paid to the impact faculty development has on student outcomes. Under California State University –MERLOT and SkillsCommons, the IE2ET IMPACTcommunity accepted the challenge to produce a comprehensive faculty development open course for industry experts new to teaching which would have a demonstrable effect on student outcomes.

Outline of Presentation Engagement Strategies:

1) Introduction of the topic (5-7 minutes)—
   a) Highlight key teaching practices and research on faculty development, student success and how to scale faculty development wider than one institution
      i) Key questions in aligning student success with faculty development initiatives
         (1) Why create faculty development specifically for adjunct and or industry experts?
         (2) Does institutional specific information matter when designing faculty development?
         (3) How do you create flexible access, targeted learning for adjunct faculty?

1) Engagement, Explanation & Exploration (15-20 minutes)
   a) Discuss the development of a comprehensive course for those very new to teaching
      i) Solicit ideas of participants in how institutions offer faculty development
         (1) What are the successes and failures?
      ii) Does a faculty course require you to include everything, including the “kitchen sink”?
         (1) Technology initiation
         (2) Curriculum development
         (3) Classroom management
         (4) Is there such a thing as information overload
      iii) Are we all working off an outdated ideology of unidirectional transfer of institutional knowledge?
         (1) Highlight the challenges and success of creating a multi-institutional course
            (a) What Works; What Does Not
               (i) Collaboration across time zones
               (ii) Platform challenges
(iii) What was important and when should a new instructor be exposed to that information

b) Creating buy-in to pilot the newly developed faculty development course?
   i) Necessary feedback loops

2) **Q&A & Closing (10-15 minutes)**
   a) Brainstorming: audience suggestions for widespread development of faculty development in teaching strategies encouraging metacognitive practices, providing effective feedback, and creating effective/clear communication.