Faculty Development Programming for Fall 2016

PROGRAMMING TO SUPPORT TEACHING
Lunch and Learn Series on Classroom Engagement
Lunch and Learn Series on Digital Tools for the Classroom
Inclusive Excellence in Teaching Workshop Series
Workshops on Effective Use of the Student Response to Instruction Survey: Completing the Faculty Information Form and Interpreting Your End-of-Semester Results
Monday Morning Mentor Series
Faculty Pop-Ins
Teaching Circles
Book Discussion Groups
Peer-Review of Courses Using the Group Instructional Feedback Technique

PROGRAMMING TO SUPPORT RESEARCH AND SCHOLARSHIP
Mini-Conference on Research and Publishing
Writing Circles
Faculty Research Grants
Scholarship of Teaching and Learning Fellows Program

PROGRAMMING TO SUPPORT TEACHING
Lunch and Learn Series on Classroom Engagement: Lunch and Learn Sessions are 45 minute presentations/discussions related to faculty-identified topics. Lunch and Learn Sessions are not as detailed as workshops, but still provide participants opportunities for “hands-on” learning and discussion with peers about best practices in teaching and learning. This lunch and learn series will focus on easy-to-apply classroom engagement techniques designed to reinforce learning goals associated with Bloom’s Taxonomy of Learning. Each session will highlight three classroom engagement activities and provide participants to design a lesson applying one of the activities. All lunch and learn sessions will be held in A&S 2-56.
Fall 2016 Schedule:
Tuesday, August 23 and Wednesday, August 24 at 11 AM: Engaged Learning to Support Student Recall and Comprehension
Tuesday, September 6 and Wednesday, September 7 at 11 AM: Engaged Learning to Support Students’ Analytical and Critical Thinking Skills
Tuesday, September 27 and Wednesday, September 28 at 11 AM: Engaged Learning to Support Student Application of Knowledge and Skills
Tuesday, October 25 and Wednesday, October 26 at 11 AM: Engaged Learning to Support Students’ Problem-Solving Skills

Tuesday, November 15 and Wednesday, November 16 at 11 AM: Engaged Learning to Support Students’ Ability to Synthesize Knowledge and Skills

**Lunch and Learn Series on Digital Tools for the Classroom:** This Lunch and Learn Series will introduce easy-to-use digital tools that instructors can use to promote classroom engagement, student collaboration, and enhance students’ reading and critical thinking skills. Each session will focus on three or four digital tools to enhance classroom teaching and learning.

**Fall 2016 Schedule:**

Tuesday, August 30 and Wednesday, August 31: Digital Tools to Promote Collaborative Learning

Tuesday, September 20 and Wednesday, September 21: Digital Tools for Formative Assessment of Student Knowledge (Student Response Systems)

Tuesday, October 4 and Wednesday, October 5: Social Media Tools to Enhance Teaching and Learning

Tuesday, November 1 and Wednesday, November 2: Online Multimedia Tools to Enhance Student Creativity

**Inclusive Excellence in the Classroom Workshop Series:** The Center for Faculty Development and the Office of Inclusive Excellence are partnering to present this year-long series of monthly workshops to promote and support application of the principles of inclusive excellence in teaching. Each workshop will be facilitated by one or more Georgia College faculty members. Each workshop will be held at 11 AM. The schedule and topics for Fall 2016 are as follows:

Thursday, September 8: Promoting and Applying the 3Rs in the Classroom

Thursday, October 13: Recognizing and Responding to Microaggressions in the Classroom

Tuesday, November 8: Understanding the Impact of Culture on Learning

**Workshops on the Effective Use of the Student Response to Instruction Survey:** The Student Rating of Instruction Survey (end of course survey) can be a powerful tool in helping faculty identify teaching strengths and opportunities for improvement. However, to get the most out of the SRIS, it is important to know how to best complete the Faculty Information Form and how to interpret the results from the Diagnostic Report. The Center for Faculty Development will offer two series of workshops to enable faculty to make the most effective use of the SRIS.

**Interpreting the Diagnostic Report Workshops** will be held on September 12, 13, 14, 15, and 16 at 10 AM, 11 AM, and 12 PM in the Center for Faculty Development, A&S 2-56

**Completing the Faculty Information Form Workshops** will be held on October 17, 18, 19, and 21 at 10 AM, 11 AM, and 12 PM in the Center for Faculty Development, A&S 2-56
Monday Morning Mentor Series: In Monday Morning Mentor sessions, participants will view a brief 20-minute addressing a specific question about teaching and learning. Following the video, participants will receive additional resources related to the topic and engage in interactive exercises that will allow them to incorporate what they have learned into their own courses. Monday Morning Mentor Dates, Times, and Topics. All sessions will be held in A&S 2-56.

Monday, August 22, 10 AM: How Can I Connect Students Interests to Course Content?
Monday, August 29, 10 AM: How Can I Reduce Student Apathy and Increase Motivation?
Monday, September 19, 10 AM: How Can I Use Low-Stakes Quizzing to Enhance Learning?
Monday, September 26, 10 AM: What Key Concepts Improve Student Learning and Memory?
Monday, October 3, 10 AM: How Do I Get Students to Read Assignments Before Class?
Monday, October 24, 10 AM: How Do I Get More Students to Participate in Class?
Monday, October 31, 10 AM: How Can I Use Technology to Improve Learning?
Monday, November 14, 10 AM: What Are 5 Tips for Writing Effective Learning Outcomes?
Monday, November 21, 10 AM: How Can I Use Discussion to Facilitate Learning?
**Faculty Pop-Ins:** The Faculty Pop-In program is a new feature of the Center. The goal of the program is to provide a comfortable environment for faculty to have open discussions about teaching and learning topics of interest to them. These are not meant to be formal trainings, but rather, informal and open conversations about faculty-initiated topics. The Center will provide the space and light refreshments. You provide the discussion generated topic and identify the date and time. To propose a Faculty Pop-In, please email your topic with your desired date and time to mailto:steven.jones@gcsu.edu.

**Teaching Circles:** Teaching circles are small groups of faculty and staff who meet several times during the academic year to discuss, and build community around, a particular issue or approach to teaching and student learning at Georgia College. Each Circle will receive up to $200 for materials, travel, and other approved expenses. Additional funds for meals may also be available. For the purpose of this program, teaching circles should consist of 5-8 members from more than one academic discipline, and preferably from more than one department. Teaching Circles related to best pedagogical practices for the liberal arts are also highly encourage. Please go here for complete information on submitting a Teaching Circle proposal. Please submit your Teaching Circle proposal to steven.jones@gcsu.edu by September 9.

**Book Discussion Groups:** Book discussion groups help build community across campus over issues of teaching and learning. The goal is to support informal discussions on teaching based on a shared reading. Unlike teaching circles, the Center does not provide monetary assistance to the group but does purchase books for the individual members of the group. To recommend a book discussion group for Fall 2016, please contact steven.jones@gcsu.edu. For example of book selections from past years, please visit http://www.gcsu.edu/cfd/book-discussions. Also, please look at the list of books currently available in the CFD library by visiting http://www.librarything.com/catalog/gcsu_celts.

**Mid-term Course Feedback Assessment Program:** The Center for Faculty Development offers a confidential, formative, mid-term student feedback service available to all Georgia College instructors. At the invitation of an instructor, a CFD facilitator-trained in the Group Instructional Feedback Technique (GIFT)--guides students through a 30-minute, group consensus-building process in which they address the following four questions:

1) What do you like about any aspect of this course that helps you learn the material?
2) What suggestions do you have for improving any aspect of this course that would help you learn more?
3) How could those suggestions be implemented?
4) What can students do to improve this course?

The facilitator collates and types up the data then meets with the instructor a week or so later to go over the student feedback. The instructor alone decides how or whether to respond to this feedback. The instructor alone also decides whether to include this feedback in his/her individual faculty report. The facilitator will not report data on the student feedback to anybody other than the instructor. This mid-term course feedback is useful for instructors in many situations, but especially for those teaching a new course. GIFT, however, cannot be used in classes of 40 or more students. Instructors teaching such classes are encouraged to explore other instruments.
such as Student Assessment of their Learning Gains (SALG). *Watch for the call for applications on Front Page three weeks prior to Fall Break.*

**PROGRAMMING TO SUPPORT RESEARCH AND SCHOLARSHIP**

*Mini-Conference on Research and Publishing:* Save the Date! Thursday, October 20. The Office of Inclusive Excellence and the Center for Faculty Development will co-sponsor a one-day conference for faculty to support your research and publishing goals. Conference sessions will include

- Panel discussion and Q&A with editors of local university presses;
- Panel discussion and Q&A with editors of scholarly journals;
- Panel discussion and Q&A with senior faculty experienced in research and publishing;
- Presentation by Office of Grants and Sponsored Projects on grantseeking and grant writing;
- Presentation by Russell Library faculty on library resources to support scholarship;
- Showcase of internally supported faculty research.

Further details will be available through Front Page and campus mail.

*Writing Circles:* Similar to Teaching Circles, Writing Circles are intended to provide small groups of faculty with the opportunity to meet informally but on a regular basis to support one another, but with a focus on research and writing. Writing Circle members set a regular time to meet together, at least monthly, to review each other’s drafts, to offer suggestions for improvement, to discuss potential collaborative projects, and other topics that support the members’ goals. Writing Circles may schedule the Center for Faculty Development space as a location for meeting. The Center will provide up to $200 for materials and supplies to support each Circle. If you are interested in participating in a Writing Circle, please send email steven.jones@gcsu.edu with a brief description of your project. Please send your statement of interest no later than September 9.

*Faculty Research Grants:* Internal grants of up to $5,000 are available to support faculty research projects. For details on application requirements, please visit http://gcsu.smartcatalogiq.com/en/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Faculty-Professional-Development-Opportunities/Faculty-Research/Faculty-Research-Grants. **The submission deadline is Friday, September 23, 2016 before 5 P.M. EST.**

*Scholarship of Teaching and Learning Fellows Program:* Each semester, the Center for Faculty Development offers a workshop series to a small group of faculty selected to be Scholarship of Teaching and Learning Fellows. The workshops will begin the week of September 12 (exact dates and times TBD) and will consist of five face-to-face meetings with much of the material delivered online in between meetings. Workshop outcomes: Through the online content and the face-to-face meetings, participants will

- Create a SOTL-focused research question.
- Complete a preliminary literature review related to their question.
• Familiarize themselves with research methodologies suitable for a SOTL project.
• Select a methodological approach suitable for their research question.
• Develop a data collection strategy.
• Identify an existing data collection instrument suitable for their project or draft their own data collection instrument.
• Evaluate several data analysis tools suitable for SOTL.
• Select a data analysis tool appropriate for their project.
• Identify SOTL-oriented research conferences and peer-reviewed publications to which they can submit their completed projects.

Following completion of the workshop series, each Fellow will be eligible to receive up to $250 in travel support to attend a SOTL conference or up to $500 in travel support for any conference presentation that emerges from their SOTL project. Participants will also receive a copy of Engaging in the Scholarship of Teaching and Learning: A Guide to the Process and How to Develop a Project from Start to Finish, by Cathy Bishop-Clark and Beth Dietz-Uhler.

Please indicate your interest in participating in the program no later than September 8 at the following link: https://gcsu.co1.qualtrics.com/SE/?SID=SV_0cd98tZLUERfcbz