Report on

Faculty Development Activities

For the 2011-2012 Academic Year

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1. **FACULTY DEVELOPMENT**

   A. ALL-FACULTY WORKSHOPS:

   1. (**August) How the University Works, Part IV: The Future of Faculty Work:** This session was the fourth and final in a series proposed by Mike Owens. Guest speaker Andrew DelBanco spoke on "Does the Faculty Have A Future?" There were break-out sessions on Faculty Workload (Kraig Olejniczak, Mike Owens) and on Revisions to the Faculty Handbook (Randa Duvick, Darron Farha). **Date: August 19. Total attendance: 150 (estimate).**

   2. **(October) 3D Teaching with Valpo's VisBox:**   I initiated this workshop because Jeff Will mentioned that very few faculty had seen the "VisBox," a virtual reality projection system located in the Scientific Visualization Laboratory. Jeff thinks the VisBox can be fruitfully used in several disciplines, including humanities, to help to help students learn hard-to-visualize concepts. Attendance was limited to 12, the number that could experience the full 3D effect of the VisBox. We also included a tour of the new Solar Energy Research Facility. This workshop was so popular that we had a waiting list. Therefore we ran three sessions on **October 3, 4, and 24. Total attendance: 36.**

   3. **(October) Working with Students with Disabilities:** This workshop originated from the Diversity Concerns Committee (DCC) and was cosponsored by Disability Support Services (DSS). Sherry DeMik, director of DSS, led the session along with a panel of faculty and DSS students. Topics included the rights of DSS students and the responsibilities of faculty, "visible" versus "invisible" disabilities, the legalities of DSS including accommodations, and how to retain the integrity of the curriculum while still supporting students with disabilities. **Dates: October 18 and 19. Total Attendance: 29.**

   4. **(November) Grant-Seeking in the Humanities:** This workshop was proposed by Public Services Librarian Kim Whalen who is in charge of the Foundation Database. Before the workshop, Kim collected the research interests of attendees and at the session she showed how to use the database to research grants in those areas. Kathy Groth walked through the grant-seeking

process, and a faculty panel gave tips on how to succeed at getting grants in the humanities. **Date: November 9. Attendance: 22.**

5. **(February) Time Management:** The idea for this workshop came from Library Dean Brad Eden, who saw his new faculty struggling to carve out time for scholarship. Pre-tenure faculty from the past three years were polled to see what time management issues were of particular concern to them. IT staff demonstrated how to use both the new Gmail system and Blackboard to increase efficiency. I led attendees through a goal-setting activity using Steven Covey's *The Seven Habits of Highly Effective People*. **Dates: February 22, 27. Total Attendance: 26.**

6. **(April) Targeted Research and Evaluation Assistance for Teaching Students (TREATS):** This workshop was proposed by the librarians as a follow up to their workshop last March on Information Literacy. Librarians ran the session, which focused creating active learning environments with students, providing students with innovative tools and resources for research, and assisting students in accessing information intelligently, efficiently, and with integrity. **Date: April 12. Attendance: 11.**

7. **(May) How to Work with Student Writing in any Discipline (Without Killing Yourself under the Paper Load):** The speaker was Barbara Walvoord, who had presented a well-received workshop on Assessment in January, 2009. This workshop was the lead-in to the implementation of the recommendations of the Student Writing Task Force, beginning with the hiring of new Director of Writing, Debra Dew, who flew in especially for this session and was introduced to faculty for the first time. (NOTE: The last workshop of the year is traditionally planned and run by the Provost's office; the TRC is usually only minimally involved.) **Date: May 21. Attendance: 130.**

ONLINE TEACHING RESOURCES FOR FACULTY WORKSHOPS: For each of these workshops, I worked with Kim Whalen, the library's Public Services Librarian, to create a web page ("LibGuide") with useful resources both for faculty who attended the workshop and for those who could not attend. The website includes any handouts from the session, as well as links to related books, articles, and websites. These pages are located at:

http://libguides.valpo.edu/teachingresources

B. DEVELOPMENT OF NEW FACULTY:

- **(August) Instructional Support Orientation**: Two years ago we revamped this day-long session to focus on introducing new faculty to resources that will help them with their teaching.   Now there are presentations from the library, the writing center, and the academic success center as well as IT (email and Blackboard), the Registrar (DataVU), and the TRC. I discuss faculty workshops and the academic writing circle, show them the TRC website and online teaching resources, and offer to do classroom visits/consultations. We hold an afternoon break in the Faculty Study so that I can show them the space and the lockers that are available to them.

- **(October/April) New Faculty Dinners:** In addition to the above orientation, we held our usual two dinners with new faculty, one each semester. For the fall dinner we again read and discussed chapter 3, "How do They Prepare to Teach" from Ken Bain's book, *What the Best College Teachers Do*. For the spring dinner we again discussed Bain, chapter 5, "How Do They Conduct Class?" In the spring we also had a panel of teaching award winners.

- **Time Management Workshop:** Last year Dean Kilpinen suggested that we try to hold one faculty workshop per year that, though open to all, was especially geared toward the concerns of new faculty. Therefore we polled new faculty from the past three years for their time management issues. Also, when we saw that not many new faculty were enrolling in this workshop (even though they had responded to the poll), we added a second day/time, **About seven new faculty attended these two sessions.** (For details, see under "All-faculty Workshops" above.)

- **NEW: Mentoring for New Faculty Proposal:** This year Rick Gillman and I developed a proposal for a more in-depth orientation for new faculty that would expand Valpo's one-year orientation into a three-year program in which each new tenure-track faculty member would work with a mentor. Once or twice a year, mentors and mentees will participate in a joint session on topics that will help new faculty balance their time and commitment to teaching, research, and service. Funds will be provided for one mentor/mentee on-campus lunch meeting per semester. The proposal was approved by the Provosts' Council and the Council of Deans and Chairs with the suggestion that it be further developed into a proposal to the Lilly Foundation for one of their mentoring program grants.

C. OTHER FACULTY DEVELOPMENT ACTIVITIES:

- **Faculty Writing Circles:** As we have done for the past several years, the TRC ran faculty writing circles during the summer, fall, and spring semesters. This year 21 faculty indicated an interest in the circles and each semester 4-5 faculty met weekly to share our writing and encourage each other to write more regularly. Those who participate tend to become regulars because they find that the weekly meetings help them to write more and better.

- **Classroom Observations/Feedback:** I did classroom observations for three pre-tenured faculty this year in education, physical education, and economics. One instructor requested that I attend multiple sessions to be able to give more detailed feedback. I met afterwards with the instructors to review what I had observed. When requested to, I also wrote reports for their files.

- **India/Nigeria Pedagogy Workshop:** At the request of Provost Rowland, John Schemmel (Engineering) and I drafted a two-week pedagogy module that was partly based on the very successful ExCEEd program touted by several of our engineers. Although the module was created as part of a proposal for a program involving visiting engineers from Nigeria, it is designed to work equally well with the Indian faculty from Kalyani University and from our diploma programs in India.

- **NEW: Faculty Learning Communities:** This fall the CELT committee formed a subcommittee to explore the idea of Faculty Learning Communities (FLCs). FLCs are small interdisciplinary groups of faculty who meet regularly to gain a deeper understanding of an educational issue in which they share a common interest. Together they read, discuss, and practice the scholarship of teaching and learning. As a member of that subcommittee, I drafted a proposal, which was approved by the Provost's Council and The Council of Deans and Chairs

- **NEW: Problem-Solving Institute and FLC:** Melissa Desjarlais (Mathematics) secured on-campus funding from a variety of sources for Valpo to host a Problem-Solving Institute on June 6-8. The goal of the Institute was to help faculty enhance student learning through problem-solving, active learning, self-assessment, metacognition, and other techniques designed to help students assess and improve their own performance. I worked with Melissa and IMC to promote the Institute, especially to humanities faculty, who wrongly perceived this as a STEM event. **31 Valpo faculty signed up and 26 participated (7 of those were from non-STEM disciplines**

D. COMMITTEE WORK RELATED TO FACULTY DEVELOPMENT:

- **Committee to Enhance Learning and Teaching (CELT):** As is customary, I am a member of this committee *ex officio*, and I regularly reported to them about TRC faculty development activities and received feedback and suggestions. I also participated in the selection of CELT grant recipients. This year I was a member of the three-person subcommittee on Faculty Learning Communities, which met all year. (This is reported on in more detail above, under "Other Faculty Development Activities.")

- **Academic Technology Advisory Group (ATAG):** This committee, advisory to the Provost and the CIO, provides recommendations on all matters of information technology related to academic activities. As a member *ex offico*, I report to them about any TRC faculty development activities that involve technology. I also take note of any technology issues that might require faculty development work.

- **NEW: Lynda.com:** Last year the University began a partnership with lynda.com, to provide the entire campus community with access to its Online Training Library. This library offers 66,000 videos on software and design topics including digital photography, editing media files, and productivity software. For faculty, much precious classroom time can be saved by having students use the training library outside of class to learn skills--such as Power Point, Excel, etc.--that they will need for class projects. This year IT formed a committee to make faculty, students, and staff more aware of this new tool. As a member of the committee, I met several times to share ideas and drafted emails to faculty about how to use the lynda.com library with students.

- **NEW: Training and Development Cooperative:** Paul Shreve, from HR called together this group of staff who do training, workshops, or development for faculty and staff. Per Paula, the goal is to "make the most of our resources, coordinate efforts to reach a wide audience, advance staff/faculty

development, and support the strategic plan." We began to meet in May and plan to meet regularly going forward.