SoTL Commons Conference

Mar 29th, 10:00 AM - 10:45 AM

The Fourth Leg: Shifting Faculty Focus to Student Engagement

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Georgia Gwinnett College (GGC)

- 4-year public college in Lawrenceville, Georgia
  - Grown from 118 to nearly 10,000 undergrads since 2006
  - ~345 full-time faculty
  - No tenure available

- Vision
  - “learning will take place continuously in and beyond the confines of the traditional classroom”
  - “faculty engagement in teaching and mentoring students will be the hallmark”
Faculty Evaluation @ GGC

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<tr>
<td>Teaching</td>
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<td>60%</td>
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<tr>
<td>Student Engagement</td>
<td>15%</td>
<td>30%</td>
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<td>Scholarship &amp; Creative Activities</td>
<td>10%</td>
<td>30%</td>
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<tr>
<td>Service</td>
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Student Engagement

“Formal and informal enrichment experiences that lead to the purposeful holistic development of students.”

(2011-12 Faculty Manual, p. 5)
<table>
<thead>
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<td>Education</td>
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<td>Liberal Arts</td>
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<td>Student Success</td>
<td>29</td>
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<td>Science &amp; Technology</td>
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</table>
Role of the Faculty Mentor

• Be approachable and available
  ▫ GGC-provided cell phones
  ▫ Required meetings each semester to remove registration hold
  ▫ Student-centered events
    • Festival of Majors
    • March through the Arch
    • Commencement and graduation
    • Meet the Faculty events each semester
Helping Faculty Shift Focus
## Professional Development

### New Faculty Orientation
- Plenary session
  - Mentoring the first semester
  - Overview of General Education curriculum
- School-specific training the following week
- Talk with your faculty mentor about their experiences
- Shadow faculty during new student orientation

### During Academic Year
- Professional Development sessions for all faculty
  - 1 date each semester
  - 8-9 choices for sessions
- Center for Teaching Excellence
  - Elective workshops
  - New Faculty Academy
Workshop Topics (2012-13)

• Especially for New Faculty
  ▫ Technology tools for mentors
  ▫ Mentoring session dress rehearsal
  ▫ New mentor debrief and Q&A

• Mentoring Special Populations
  ▫ Mentoring future teachers
  ▫ Mentoring athletes for GAME mentors
  ▫ Internationalization and study abroad

• Student Success
  ▫ Building and maintaining a mentoring relationship
  ▫ Mentoring students in transition
  ▫ Working with Disability Services for Student Success

• Especially for Returning Faculty
  ▫ What’s new with Student Engagement programs?
  ▫ While you were at the beach.... Changes to the Mentoring Manual

• Academic Advising
  ▫ Graduation requirements and advising transfer students
  ▫ Financial Aid: An Overview for Mentors
  ▫ Advising Students for Pre-Med, Pre-Nursing, and other health professions
Program Components

- Workshops
- Microteaching
- Peer Review
- Reflective Journaling
- Discussion Forums
- Case Studies
- LMS Technologies
- Web 2.0 Best Practices

Georgia Gwinnett College
Center for Teaching Excellence

Email: cente@ggc.edu
http://cte.ggc.edu

http://teacherweb.ggc.edu/ssmith

1000 University Center Lane
Lawrenceville, GA 30043
The Academy

This academy will give new faculty the opportunity to participate in workshops focusing on issues critical to success in a typical GGC college classroom. New faculty must attend a total of eight monthly meetings for the academic year, the topics for which are listed under Mandatory Sessions. New faculty must also attend an additional two meetings from generally scheduled CTE programming.

Teaching and Learning

(Scheduled for multiple days/times)
- Who Are Our Students: What Does the Data Tell Us?
- Challenges of the First Year Student and How We Can Help Them
- Technology Tools for the Mentoring Role
- The Observation Process: Reflecting on Your Teaching
- Bottoms Up! Using Backwards Course Design
- Bloom’s Taxonomy and Powerful Questioning
- Your Academic Portfolio and Promotion

The key to a successful career with GA Gwinnett College starts here!

“What we must decide is perhaps how we are valuable, rather than how valuable we are.”

— F. Scott Fitzgerald

1. Participants will receive a certificate upon completing all program requirements.
2. This academy is open to all new full-time faculty to Georgia Gwinnett College.
3. Participants must either attend all mandatory sessions in person, or view a session recording online and submit a reflection paper. Online sessions are limited to two per semester.
Faculty Comments on New Fac Academy

What aspects of the sessions did you find **MOST** helpful? **Why?**

- Ability to reconnect with other new faculty I met at orientation, but don't see much since.
- From what I can tell, the sessions are most useful for those NOT trained in pedagogy.
- I most appreciated specific methods I could use in class, like the carousel or 1-minute reflections.
- Practical advice on improving student engagement.
- Seeing fellow faculty demonstrate techniques they have used.
- Strategies for motivating students was very helpful. I gained insight from other faculty.
- Techniques about how to interact with our students.
- The Starfish and mentoring session was most helpful because it introduced links and resources.
- The interactive aspects and the chance to engage with fellow faculty.
- The second session, where we got specific information about using technology in our teaching.
- All of them because they are closely relevant to my teaching, etc. All friends at CTE are so good!!!
Mentoring Resources
Mentee Web site

- my.GGC.edu ➔ Faculty/Staff ➔ Mentoring
Mentee Picture Book
• my.GGC.edu ➔ Faculty/Staff ➔ Mentoring

Your current mentees:

FERPA Advisory: Student images and course information are FERPA protected. Faculty cannot view student images.

Details Pictures

Banner ID:
Major:
Overall GPA:
Class:
Student Type:
# Mentee Picture Book details

## Current Enrollments

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<tr>
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<th>Midterm</th>
<th>Final</th>
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<td>Fall 2012</td>
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<td>Fall 2012</td>
<td>BIOL 1101K Biological Sciences I w/Lab</td>
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<td>4</td>
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<td>Fall 2012</td>
<td>ITEC 2110 Digital Media</td>
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<td>--</td>
<td>4</td>
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<tr>
<td>Fall 2012</td>
<td>ENGL 3800 Intro to Creative Writing</td>
<td>--</td>
<td>--</td>
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</table>

## Education Plans

- **Plans to graduate in:** 4 years or less
- **Degree/attendance plans:** Obtain BA/BS
- **Major plans:** none

## Skills Self-Assessment

- **Study Habits:** 3
- **Study Skills:** 3
- **Time Management:** 3

## Outside Obligations

- **Plans to work:** 11 to 20 hrs/wk
- **Level of Family Obligations:** 4

## Academics

- **Admission Status:** Traditional Freshman
- **High School GPA:** Not yet available

## Other Information

- **Native English Speaker:** Yes
- **1st Generation College:** No
Importance of Technology

Prospective Students/Applicants - Click here to review your application status.
Students and Faculty
Catalog
Class Schedule
RELEASE: 8.3.1

Banner
What programs have been successful in promoting student engagement at your institution?
Thank you!

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http://teacherweb.ggc.edu/ssmith
Mentor Assignment

Assignment Strategy

- Balance “mentor load” across faculty
- Assign new students to new faculty. Matching based upon
  - Students you have in class
  - Student’s major or career interest
  - Typically will be freshmen

Assignment process

- Completed once a semester
- Change of major may prompt immediate mentor change (for Education and Business upperclassmen only)
- Mentees listed in Banner and Mentee Picture Book
Student and Faculty Voices

http://www.youtube.com/watch?v=GclpPAJoO58