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"Indirect" Routes for Encouragement of Faculty Engagement in SoTL

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Indirect Routes for Encouragement of Faculty Engagement in SoTL

Deborah Richardson, PhD
Robert Bledsoe, PhD
Adam Wyatt, PhD
Ray Whiting, PhD
“Stealth” Faculty Development: Covert Action

“cautious and surreptitious action or movement”

“secret, clandestine, or surreptitious procedure”
Faculty Development for SoTL

The Overt Approach

• research methods-focused workshops
• individual consultations, collaborations
• SoTL Fellows program
Faculty Development for SoTL

The Covert Approach

• Collaborative training program on development and assessment of student learning outcomes

• GRU Complete College Georgia ➔ Curriculum Design Academy
Student Learning Outcomes and Stealth Faculty Development

In 2012 Georgia Regents University found itself with a problem.

• It had just been created, as the result of a consolidation of two universities
• Both predecessor universities' had a history of non-compliance with SACS standards for the assessment of student Learning outcomes
• The faculty were suffering from change saturation and had little interest in “something new.”
Student Learning Outcomes and Stealth Faculty Development

• Top down approaches to student learning outcome assessment had failed at both universities in the past
• We had to find a way to engage faculty and make the process meaningful to them.

Stealth Faculty Development was the Answer
Student Learning Outcomes and Stealth Faculty Development

Training sessions for all program directors that included:

• SACS requirements [“Its Required”]
• The virtue of continual improvement [“Its the Right Thing to Do]

More importantly we included:

• The publication quality of much of SLO data
• The potential for faculty to use this work as a foundation for the production of journal articles
• The demand for high quality articles in this area
Student Learning Outcomes and Stealth Faculty Development

Faculty reaction to our training:

• Some Resisters
• Some
• Some Investors

In almost every presentation we did you could see the eyes of some faculty members open wide when we talked about using this work for publication
Curriculum Design Academy: A GRU Complete College Georgia Initiative

Robert Bledsoe, Pam Hayward, Deborah Richardson
English and Foreign Languages, Communications, Center for Teaching and Learning
• To encourage experimentation with new instructional methods in core courses with retention and progression challenges.

GOAL

• Improving Student Engagement
• Lowering DWF Rates
• Improving Retention, Progression and Graduation Rates

FOCUS
The Plan had **three primary components:**

- A Curriculum Design Academy
- Instructional Design Proposal
- Faculty Development Proposal
Included sessions on:
• How Learning Works
• Backwards Course Design
• Writing Student Learning Outcomes
• Teaching Strategies
• Assessment
Following the Curriculum Design Academy, teams worked independently to develop a proposal that articulated course design changes.

Proposals required:

• Articulation of student success challenge(s)
• Description of proposed change(s) in course(s) or curriculum
• Explanation of how the change addresses the student success challenge(s)
• Development of an assessment plan to measure success
FACULTY DEVELOPMENT

• Departments proposed a plan for continuing faculty development for faculty who teach in the core in the department based on the principles reviewed in the Curriculum Design Academy.

Proposals required:
• Plan for faculty development for faculty who had not participated in the CDA
• Plan to evaluate the effectiveness of the faculty development and its impact on student learning/success
• Description of internal or external resources required to develop or implement the faculty development plan
• Timeline for implementation and assessment
IMPACT as Stealth SOTL Incubator

YEAR ONE

• Biological Sciences
  – BIOL 2111/2112 Anatomy And Physiology I and II
  – BIOL 1107 Principles of Biology I (For Science Majors)

• Mathematics
  – MATH 1111 – College Algebra

• Humanities
  – HUMN 2001/2002 - World Humanities I and II

• English
  – ENGL 1102 - Freshman Composition II
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YEAR TWO

• History
  – HIST 2111/2112 United States History Sequence

• Psychology
  – PSYC 1101 Introduction to General Psychology

• Chemistry
  – CHEM 1211/1212 Principles of Chemistry

• Political Science
  – POLS 1101 - Introduction to American Government
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• Biological Sciences
  – BIOL 2111/2112 Anatomy And Physiology I and II
  – BIOL 1107 Principles of Biology I

• Piloted model units
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Mathematics

- MATH 1111 – College Algebra

• Able to study effects of
  - Individual Tutoring and Tutorials
  - Stretch classes
  - ...
Humanities
  – HUMN 2001/2002 - World Humanities I and II

Proposed studying
  – DWF
  – Student Engagement
  – Outcomes Assessment

• Projects in Progress
• Individual Instructor developed own project.
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• English
  – ENGL 1102 - Freshman Composition II

• Outcomes based assessment project
  – Ran pilots
  – Continuing monitoring
  – Publishable quality
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YEAR TWO

• History
  – HIST 2111/2112 United States History Sequence

• Psychology
  – PSYC 1101 Introduction to General Psychology

• Chemistry
  – CHEM 1211/1212 Principles of Chemistry

• Political Science
  – POLI Introduction to Political Science
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History

– HIST 2111/2112 United States History Sequence
Psychology

– PSYC 1101  Introduction to General Psychology

• Turned curriculum redesign into SOTL project
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• Chemistry
  – CHEM 1211/1212 Principles of Chemistry ????
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• Political Science
  – POLS 1101 - Introduction to American Government
• Pay off vis-à-vis goals

• Pay off via SOTL
  – Team approach helpful
  – Need to build SOTL component into workshop
  – Results are varied, but promising