

**QEP Development Committee
Faculty Development and Recognition work group
Meeting 1
Tuesday, March 15, 2022 3 - 4:30 p.m.**

CHARGE: *This work group will assist with designing the faculty development and recognition components related to the QEP. This includes determining the needs for faculty development (focus groups with current and future LA faculty), suggesting timeline, compensation, content, and assessment of the faculty development components. Additionally, the group will assist with identifying opportunities for recognition of faculty related to the QEP/LA program.*

Group Members (all attended except Jay who was out of town but shared a video):

- Brittaney Adelman, facilitator
- Jay Mireles-James, Associate Professor, Mathematics
- Donna Chamely Wiik, Associate Dean, Undergraduate Research and Inquiry
- Kim Dunn, President, Faculty Senate
- Bianca Nightengale-Lee, Assistant Professor, Curriculum & Instruction
- Terje Hill, Professor, Mathematics, Honors College
- Morgan Cooley, Associate Professor, Social Work
- Daniel Raviv, Professor, Electrical Engineering & Computer Science

Observers/Notetakers

- Jennifer Bebergal, Co-Lead QEP
- Angel Nevin, Assistant Director, QEP

GOAL for TODAY'S MEETING: Suggest components of faculty development related to the QEP.

AGENDA

- 1) Welcome and introductions
- 2) Reminder of importance of this work group
 - a) Review SACSCOC QEP Framework (in Canvas)
- 3) Our goal for the upcoming April 11 meeting
- 4) Overview of the LA model
 - a) Faculty questions:
 - i) Is pedagogy just for students or for faculty too?
 - ii) Are we limiting this to math or STEM or expanding beyond?
 - iii) What is the main problem that FAU has these days that could lead us to be more focused? *Can't try to fix everything at the same time* Work groups may have more overlap than we thought
 - iv) Are there levels of involvement - like with OURI - can faculty participate partially? Maybe less stressful and can get more buy-in.

Education Reimagined: Engaging Students through Peer-Assisted Learning

- v) Kim asked - do we need to hit all students, all campuses, all levels?
Donna says we need to make sure we are having broad based impact
- vi) "Early wins build momentum" - Donna
- 5) JAY VIDEO - -what do faculty need to know about teaching in the LA model
- 6) What is a faculty member's experience? What do faculty need to successfully redesign their courses? What topics should be discussed with faculty transforming their courses? How can the LA program support faculty in redesigning their courses? (*breakout rooms; keep notes in google doc*)
 - a) Narrow ideas down into 6 categories/themes
- 7) Share out with larger group components of faculty development
 - a) How do we deliver?
 - b) How much time (how long is faculty development)?
 - c) Compensation
- 8) Next steps
 - a) Decide on a representative to share with QEP Development Committee at next meeting

Angel's Notes:

Much focus was on the course selection process- thus answers can be best tailored for the faculty development.

Attendees were invited to join additional committees.

Are there 'levels' of involvement (in the classroom redesign/faculty buy-in).

Jay's video: This is a reasonable request if the course is already redesigned.

Overarching QEP site visit and review questions were asked.

Look into faculty recognition for teaching improvement.

Look into incentives that are more than monetary.

What does a faculty portfolio for tenure look like? How can we tie LA participation into the tenure process for faculty?

Consider 'tracks' to redesign a course. Some may be 'light', some may be 'heavy'.

Strong positive suggestion for virtual meetings/trainings

***Faculty assemblies each semester- plant an LA advocate!**

Group 1

You are tasked with redesigning a 35-75 enrollment course to include active learning and Learning Assistants.

What do you need as faculty to be successful?

Discussion Notes:

- Identify certain sections of the course that students have the most difficulty understanding
- How can we rewrite the narrative to teach them in a different fashion to elicit a different outcome
- Understanding active learning and getting to deeper cognitive understanding; how do we develop something more meaningful?
- Are there sections of the course where we can remove content? What are the essential elements/learning outcomes - what is really important? Then focus on where they struggle.
- Champion behind any changes we make. How do we excite people? (also identify faculty who may not be a fit in this model; who may not be open to change)
- People expect to be rewarded (monetary and recognition)
- How do we instill a love of learning in students?
- How students learn (they learn differently)
- Resources and database (consortium of knowledge specific for our students at FAU)
- How do we embed LAs? How do we intentionally use them so active learning can occur across the course?

What do you think will be the biggest challenges for faculty?

Discussion Notes:

- Prior knowledge of students

Group 2

You are tasked with redesigning a 200-350 enrollment course to include active learning and Learning Assistants.

What do you need as faculty to be successful?



Discussion Notes:

How many LAs would there be?

What is an appropriate expectation for LA number/support?

How is the room layout? Is it conducive to LA work model?

Clear instructions and collaboration with LAs is crucial- may include more time with LAs, prep time, etc.

How are students prepared? Large lectures are typically lower division- how will these students know what the expectations of group work/LA experience.

Are faculty in charge of teaching students how to work together in excess of their topic?

Be explicit on time expectations.

What do you think will be the biggest challenges for faculty?

Discussion Notes:

Will faculty members' unique strengths or expertise be accommodated. Will they still be able to bring their authentic teaching styles, etc?

Developing worksheets/examples

Overall time consumption

'Crowd control'

Freeloader problem \Impact of the LA activity on final grades

How do they incentivize participation?

Various levels of interactions based on enrollment

Addition of activity that can be considered distracting

Possibly not seeing the fit to their class

Finding a way to blend the topic and style with the LA program.

Selection of student LAs -does it align with equity? Are we getting faculty buy-in on the LAs that are selected for their courses

Education Reimagined: Engaging Students through Peer-Assisted Learning

Discussion prompt: 2

In breakout rooms:

- Say hello, again :)
- Notice which group you are in: your group number is your breakout room number
- Select someone to record notes
- **Use your group's discussion space to take notes**

Group 1

As faculty, it is important to reflect on our own teaching techniques and consider how we approach teaching today's students.

Given the previous conversation of what faculty need, what topics, in order of importance, do you think faculty should be exposed to during faculty development?

Discussion Notes:

1. What is the LA model?
2. Effective active learning strategies (how do I do it? What does/can it look like?)
3. Examples of current successful LA courses [video (no more than 10 mins): how they used to teach, how they redesigned the class]
4. How to plan a whole course with the LA model and how to prepare for each class session - do you have to plan for the whole semester? What if you have it planned and it isn't working? How do you manage the "disaster"?
5. What is the role of the LA: what are LAs allowed to do and not allowed to do.
6. Written FAQ or best practices (if-then) - contingency plans (e.g.: what if LA is sick?)
7. Pre-implementation tips
8. Technical assistance - who do I call if I need immediate help or help over time in strategizing
9. What do weekly prep meetings look like? Outcomes of those meetings? Examples of questions to ask and what to do.
10. How can we implement this in part? Is there a minimum threshold of what needs to be done?
11. Faculty concerns:
 - a. Content (how can we cover content while using effective active learning strategies)
 - b. What if students hate the LA model and it negatively impacts student evaluations (SPOT)? Can revising a course with the LA model be considered an "Indicator of excellence in instruction"? Can lead to a positive sustained performance evaluation (SPE). "I survived" badges.

OVERALL:

- CAN we spread compensation out of multiple terms so faculty members can implement it over time?
- How do we get the people who want to use this and plan to use it well.

Indicators in excellence in instruction

Semester long is good - the more you can spread it out, the better - do smaller pieces

for a longer amount of time.

Regardless of how much you plan to implement in first semester, you should know the whole model. Payout modeled after what is accomplished. Go every week or every other week to learn something and then have a deliverable is a great model. Doing it virtually is the way to go - we are so used to popping on for an hour and it isn't intrusive to their day.

Faculty assemblies might be willing to share feedback. Can get them to start thinking... Kim can add something in her Faculty Senate report.

How you are going to target courses (lower division is a good place to start with this model).