

Faculty Development Annual Summary Report, 2017/2018

Committee members: Angela Flury (chair); Seth Friedman; Kevin Kinney, Susan Anthony; David Newman; Tamara Beauboeuf (non-voting); Nahyan Fancy (non-voting)

1. An umbrella topic for 2017/2018 was: Has Faculty Development outgrown aspects of its current model (which was established in response to different needs and circumstances than those at present)? What parts/aspects? And if so, how might FDC serve in new capacities? What—in addition to “incentivizing”— might FDC provide?
 - In view of the Gold Commitment restructuring, this question seems likely to stay relevant in 2018/2019
2. In the course of the year, FDC took up the task of conceiving, discussing, and implementing a collective-communal faculty development model for engaging with the Power, Privilege, and Diversity graduation requirement. In the interest of inquiry and sustainability, this model combines three components—a workshop, semester-long reading group, and post-seminar peer outreach—for all of which participants will receive a compensation of \$600. At the end of the spring semester, the timeline/venues had been planned and the speaker invited. Faculty members wishing to participate declared their interest.

Related:

- It falls to FDC to organize and plan the 2018/2019 engagement with Global Learning (formerly I.E.)

Provisional Global Learning Faculty Development Program/Timeline

December, 2018: Solicitation of Participants

Early February, 2019: Friday keynote address: Who would be a suitable speaker? Saturday: workshops/discussion groups (Possible topics? Who should lead the discussions?)

Late February, March, April, early May: four monthly reading group meetings (Prindle) Sources for a bibliography?

Fall Semester, 2019: outreach activity

- FDC’s relationship to Day of Dialogue?
- FDC as possibly running and coordinating the writing groups?

3. FDC deliberated ways of making faculty development grants/awards more compatible with Asher funds (particularly with regard to the call for applications/awards descriptions). Towards that end, but also to become informed about undergraduate research opportunities, FDC invited Kate Knaul, Associate Dean of Undergraduate Research and Fellowships, to a FDC meeting in the spring semester.
 - Kate Knaul offered to come again in 2018/2019 for updates and more discussion about the Asher fund.

4. One question that came up in the spring is “How can FDC contribute to faculty members being the pedagogues or teacher-scholars they need to be in the 21st century?” The question wants more deliberation.
 - Are lunch workshops the most efficacious model to promote faculty development?
 - Discussion of classroom modalities for engaging our students—including lecturing
 - More emphasis on Q development?
 - Help with digital projects for faculty through workshops—mentoring faculty in digital technology

5. The role and future of course releases as part of faculty development—a topic to which FDC returned repeatedly and which will likely stay relevant in 2018/2019

Submitted by Angela Flury, July 17, 2018