

Harnessing the Power of Multi Institutions for Faculty Development

Presentation Title

A Free, Open Course Supports New Adjuncts, Leading to Student Success: IE2ET

Presentation Description

Good teaching improves student learning at the post-secondary level. It has been long understood that certain teaching strategies have strong impacts on student learning. Yet less attention has been paid to the [impact faculty development has on student outcomes](#). Under California State University –MERLOT and SkillsCommons, the IE2ET IMPACT*community* accepted the challenge to produce a comprehensive faculty development open course for industry experts new to teaching which would have a demonstrable effect on student outcomes.

Outline of Presentation Engagement Strategies:

1) Introduction of the topic(5-7 minutes)—

- a) Highlight key teaching practices and research on faculty development, student success and how to scale faculty development wider than one institution
 - i) Key questions in aligning student success with faculty development initiatives
 - (1) Why create faculty development specifically for adjunct and or industry experts?
 - (2) Does institutional specific information matter when designing faculty development?
 - (3) How do you create flexible access, targeted learning for adjunct faculty?

1) Engagement, Explanation & Exploration (15-20 minutes)

- a) Discuss the development of a comprehensive course for those very new to teaching
 - i) Solicit ideas of participants in how institutions offer faculty development
 - (1) What are the successes and failures?
 - ii) Does a faculty course require you to include everything, including the “kitchen sink”?
 - (1) Technology initiation
 - (2) Curriculum development
 - (3) Classroom management
 - (4) Is there such a thing as information overload
 - iii) Are we all working off an outdated ideology of unidirectional transfer of institutional knowledge?
 - (1) Highlight the challenges and success of creating a multi-institutional course
 - (a) What Works; What Does Not
 - (i) Collaboration across time zones
 - (ii) Platform challenges

- (iii) What was important and when should a new instructor be exposed to that information
- b) Creating buy-in to pilot the newly developed faculty development course?
 - i) Necessary feedback loops
- 2) **Q&A & Closing** (10-15 minutes)—
 - a) Brainstorming: audience suggestions for widespread development of faculty development in teaching strategies encouraging metacognitive practices, providing effective feedback, and creating effective/clear communication.



This work is licensed under a Creative Commons Attribution 4.0 International License.

This workforce solution was created through a cooperative agreement between the U.S. Department of Labor's Employment and Training Administration and the California State University-Multimedia Educational Resource for Learning and Online Teaching (MERLOT).