

DRAFT

DATE: November _____, 2000
TO: Garry Gordon
FROM: Faculty Development Committee
Janet Gooch, chair
RE: Faculty Development needs

The Faculty Development Committee would particularly recognize that Truman University is strongly committed to "maintaining and supporting a strong faculty development program" (Master Plan, p. 36) and is very supportive of professional development, teaching effectiveness, and quality research (1995 Self-Study Report, pp. 43-45 and 145-150). Student learning and teaching excellence are the highest priorities of this institution. The committee believes that the number one need in faculty development is leadership. Leadership includes innovation, motivation, organization and coordination, among other important skills. The committee would like to emphasize the skills of scanning and communication. Faculty development leadership must scan the environment, distill the information, and effectively communicate the essence of what is found to faculty (and administration and staff as warranted.)

The committee has grouped these needs into two categories: long-standing faculty development needs and those more closely associated with instructional technologies.

1. Long-standing faculty development needs

The more traditional needs broadly include supporting teaching and learning; strengthening the culture of LAS teaching and learning; consulting with individual instructors about their curriculum and teaching experiences (formative evaluation); orienting new faculty to the Truman mission, students, teaching, advising, and research; and assisting colleagues with curricular instructional design and diverse pedagogical practices.

Somewhat more specifically that leadership will assist and support faculty as they

- Reflect on their teaching assumptions and practices
- Identify and use “good practices in undergraduate (and graduate) education”
- Assist students across the curriculum in their development as critical thinkers, readers, and writers with academic integrity and a clear understanding of the use and misuse of intellectual property
- Innovate with diverse pedagogies such as teaching for diversity, collaborative learning, problem-based learning, team teaching, service learning, learning communities, and interdisciplinary learning
- Acquire more expertise in and confidence about their use of lecturing, facilitating discussions, organizing and guiding labs, prompting critique sessions, tutorials, and studio
- Engage students through various active learning skills and classroom assessment techniques
- Investigate and participate in the Truman assessment culture
- Assist students to value life-long learning and civil engagement
- Engage in research and the “scholarship of teaching”

That leadership will also

- Identify relevant state and national teaching initiatives
- Identify and report other professional development needs to the VPAA
- Identify appropriate guest speakers and lecturers who have influenced the direction of higher education initiatives and/or the scholarship of teaching and student learning
- Identify teaching/learning and research grant opportunities in conjunction with the VPAA and Grants and Foundation Relations
- Assist faculty (and disciplines?) in team building and group efficacy
- Disseminate in forums large and small, through traditional and electronic means, information that may enhance the day to day and long term teaching, learning and advising experiences and morale of Truman faculty

2. Faculty Development needs in light of new instructional technologies

Faculty Development needs for instructional support accelerated with the ever-increasing use of instructional technologies at every level of education. Some of those needs will be provided by Information Technology Services as described by Chief Information Officer, Richard Coughlin:

- Provide support and programs for identified faculty development needs in the area of instructional technology.
- Instruct faculty, staff and students in the use of hardware and software for the production of computer-based instructional materials; this includes the production of web-based materials.
- Consult with/assist faculty and students in the design and execution of digital multimedia projects. Train a corps of expert students to assist in this process.
- Provide training for faculty, staff and students in the use of applications and presentation software (for example, Word, Excel, PowerPoint, Access, etc.).
- Work with Faculty Development, the TLTR and others to identify emerging technologies that may be helpful to faculty and students in instruction and curricula development.
- Maintain a computer/multimedia laboratory to accomplish the above.

Beyond those needs identified by Coughlin, leadership by faculty developers and instructional designers would entail:

- Collaborating with teaching colleagues through the Teaching, Learning Technology Roundtable (TLTR) discussions and the TLTR Faculty Development Support Committee to identify and respond to the teaching and advising needs of faculty who plan to use information technology in their practices.
- Sponsoring and assisting in any TLTR project, survey, forum, exhibition, etc. which will enhance teaching and learning at Truman
- Consulting individually and through workshops on the development and use of information technologies in the classroom
- Facilitating conversion of teaching materials from non-digital to digital formats, and vice-versa
- Encouraging and enhancing computer literacy of all faculty

- Assisting faculty in their endeavors to enhance and increase the computer literacy of our students
- Providing faculty with workshops and list serves which will enable them to use and/or share their use of the web for research, for online network collaboration, for teaching (e.g., CourseInfo) and for disseminating information about innovative uses of technology at Truman to support teaching & learning
- Organizing workshops and consulting in something like the New Media Center about use of instructional technologies to enhance and facilitate student learning. Examples from recent practice include presentation software (like PowerPoint), I- movie, digital scanning, construction of web pages, and, necessarily, cutting edge instructional technologies that will be introduced
- Identifying, recruiting, training, and directing technologically astute students, a pool of qualified talent, to assist faculty development in meeting the needs of faculty as they decide to try new technology in their teaching, advising, research and scholarship.

The Faculty Development Committee understands that, when faculty engage in reflective practice and when they explore and apply innovations in their pedagogy to better serve their students, they may lose time needed for research and other professional development.

The Committee recommends that the integration of teaching technologies into the classroom (which absorbs time and has a steep learning curve) be recognized in annual reviews and credited during tenure and promotion decisions as all good practice in teaching is recognized.

A sampling of those resources can be found on the following page of links (still under construction):
http://www2.truman.edu/~gjones/facdev_resources.html