**Faculty Development Committee Report, April 29, 2016**

## I. Introduction

*The Provost's Charge*
The Faculty Development Committee (FDC) was formed in mid-January 2016, led by Education Professor Tom Bassarear, who was joined by professors Jeannie-Marie Brown (TAD), Pru Cuper (Education), Pat Dolenc (Economics), Karen Jennings (Psychology), and Emily Robins Sharpe (English), Associate Provost Glenn Geiser-Getz, and CELT Instructional Consultant Chris Odato. The FDC was given the following charge by Provost Walter Zakahi:

"The Faculty Development Committee will create a five-year plan for faculty professional development at Keene State College. The committee will study past and present efforts, analyze the needs of the faculty, and make specific recommendations to the Provost that will:
1. Create a culture that considers professional development a basic expectation for faculty members across the campus.
2. Invigorate efforts to engage faculty in regular programs designed to support their teaching and scholarship.
3. Provide specific ideas regarding new faculty orientation and mentoring, department chair development, peer evaluation, and advising.
4. Examine the possibility of re-launching the Professional Development Week tradition in the two weeks following commencement.
5. Identify changes that may need to take place in order to advance these goals."

Additionally, the FDC was asked to focus its efforts primarily on the fundamentals of face-to-face teaching and learning rather than academic technology. The FDC was directed to complete its recommendations by Friday, April 29, 2016, with implementation of the approved recommendations taking place during subsequent semesters. With the Charge before us, the FDC began its work together.

*Envisioning Possible Approaches to Faculty Development*
During the months the FDC spent together, we discussed repeatedly what a vision for KSC faculty development might entail. For example, we envisioned becoming "a community of faculty dedicated to continuous improvement in teaching and learning;" or, "a college where graduating seniors would report that all of their classes were well-taught and helped them develop the necessary skills and knowledge to pursue meaningful life work after graduation."

We believe that a Center that works toward such a vision is not one that is developed in its final form by a single committee nor is such a Center the sole responsibility of the people who run that Center. Rather, such a Center is one that belongs to the whole faculty. Therefore, the FDC proposes two parallel approaches for building the kind of Center—and broader culture at the College—that will best reflect the needs and interests of the KSC faculty community.

The first approach would be the more traditional one of having a member of the Center visit departments and/or meet with department chairs, deans, and adjunct faculty to hear their wants and needs.

The second involves soliciting more direct input from the faculty at the outset. To this end, we would propose an activity that would be similar to the successful *Speak Out* activity that was held at KSC some years ago to develop the framework of the next Strategic Plan for the College. The goal of a *Speak Out* is to have an event to which everyone is welcome and to convey the tone that everyone's voice matters and there is a willingness to discuss all aspects of the College

that might affect faculty development and enrichment, from organizational structures to the impact of student evaluations on teaching to how to make mentoring more effective to specific ideas for workshops. Such an event can also uncover important ideas, considerations, and issues while getting a sense of how important they are, whether to a handful of people or to most faculty.

*Shifting Current Perceptions and Names*
The FDC wants to be clear that we viewed our task as doing research on faculty development structures, principles, and issues in order to create a framework and recommendations that can be discussed widely during the 2016-17 school year. We believe that as many faculty as possible should be involved in shaping the content, structure, and practices of faculty development at KSC. So, it is essential to be clear that this report is not *the* plan, but rather the offerings of a group of people who have worked hard together to examine what has been successful at other colleges and what might be the best step forward at KSC. We therefore look at our work as foundational—a means for getting the conversation started and encouraging input and ideas we might have overlooked.

During our work together, we discussed a variety of frameworks for conceptualizing and implementing professional development efforts. One important insight was to think about faculty learning efforts as *enrichment* rather than *development*. Where *development* implies progress toward an end product, conceptualizing faculty learning as *enrichment* emphasizes that such efforts represent institutional investment in the faculty, and faculty's investment in themselves, to promote continuous improvement in teaching and learning (Stabile & Ritchie, 2013).

Practitioners in the field recognize what is generally referred to as "faculty development" as actually comprising three major areas: *faculty development* refers to programs that focus on a faculty member as an individual, most often as a teacher, but also as a scholar, a member of the community, and as a person more generally; *instructional development* refers to programs that focus on courses, curriculum, and student learning; and *organizational development* refers to programs that focus on the organizational structure of the institution to be effective in supporting faculty and students (see POD Network, 2016). Because of the nature of the job, professional development efforts that support faculty as individuals in enriching their teaching practice will necessarily overlap and intersect with professional development efforts that support scholarship and service. Recognizing this overlap led us to emphasize the need for coordination of professional development efforts among all the faculty-led initiatives and campus offices whose work supports faculty.

By way of acknowledging that a unit responsible for implementing these recommendations would need to both lead faculty enrichment programs and coordinate efforts across the institution, we came to the decision to recommend that this unit be called the Faculty Enrichment Collaborative. We agreed that it is vital for the person in charge of the Faculty Enrichment Collaborative to serve as a Coordinator, rather than a Director. (What a joy it would be if our efforts were more coordinated.)

For more information about the history of faculty development at KSC and national trends in faculty development, please see the Appendix.

## II. Principles that Guide Faculty Enrichment
We have chosen to offer first a discussion of principles, considerations, and concerns before our recommendations about organization and programming, because we believe the discussions next

year about the ultimate organization and programming should be informed by some consensus about principles and important considerations.

As stated, the FDC spent considerable time researching the elements and processes of successful centers on other campuses and in discussing the history of faculty development and enrichment at KSC over the past 30+ years. Taking this information into account, we believe it is important to keep the following principles in mind as we construct a new Faculty Enrichment Collaborative.

*Clearly Defined and Inclusive Process for Developing the Center*
- Ensure that what is created is something both needed and valued by the faculty.
- Have programs and offerings that meet the needs of our faculty.
    - Faculty have different development needs at different points in their careers (e.g., new faculty, mid-career faculty, late-career faculty, adjuncts).  We also need to provide offerings that involve a single session as well as ones that run a semester or a year; that are theoretical and practical; that are in-person and online.
- Create programming that follows the rhythms of KSC life.
    - This includes offerings in summer institutes, August, January, mid-semester and end-of-semester.
- Be thoughtful and deliberate as opposed to hasty.
    - We recommend beginning with a smaller number of (specific) manageable goals and growing carefully.
- Coordinate initiatives across the campus in order to reduce conflict and increase the effectiveness of faculty enrichment efforts.
- Not only to aspire to a continuous improvement model but to also follow through on this ideal.
- Ensure equity in expectations and requirements of faculty members across KSC.
- Recognize participation in professional development initiatives in tenure, promotion, and evaluation processes.
- Balance faculty empowerment and clear administrative support for the success of this effort.

*Structures and Practices*
- Target instructional competencies expected of all faculty, for example: inclusion and diversity, working with first generation students, etc.
- Coordinate all faculty enrichment and support efforts.
    - There are many committees, programs, and offices that address and support faculty and student needs (see Faculty Development Efforts, Table 3 of the Appendix). We need to coordinate these efforts in a focused and thoughtful way. Toward that end, we recommend that the Faculty Enrichment Committee address this need in at least one meeting each year.
    - It would be helpful if faculty could know as early as possible, before classes start, about upcoming speakers and on-campus events so they could build them into their courses when appropriate.
- Examine assessment as it is currently implemented and develop an ongoing system. A strong assessment plan will be essential in order to continue to develop and refine our work on supporting the growth of individual faculty and the growth of the whole faculty. Some principles that we think lie at the heart of a good assessment plan and structure are:
    - Clarity about the role and function of both formative assessment (the ongoing gathering of useful information, from multiple sources, about what the Faculty

Enrichment Collaborative is doing) and summative assessment (making judgments as to the overall effectiveness of both the FEC and the quality of teaching, scholarship, and service of the faculty as a whole).

- o A transparent and timely process, in which useful data is gathered, and the results disseminated and discussed.
- o Openness. The College needs to address some challenging questions including: How do we assess teaching effectiveness? How do we document our progress on learning outcomes, including the ISP and College-wide ones? The College also needs to address widely stated concerns about the usefulness of the current system of course evaluations.

## III. Considerations and Concerns

Along with examining development initiatives on other college campuses we simultaneously took into account points made by our KSC colleagues (both newcomers and established faculty) in order to personalize our work. To this end (and in addition to the Principles detailed above), we offer the following list of critical considerations to keep in mind as we move forward.

*Historic Perceptions—Revisiting and Revising*
- We need to be sensitive to perceptions regarding the history of faculty development at KSC to avoid a "been there, done that" response. How can we maximize our current talents, resources and interests in ways that are timeless (simply good practice) without feeling we are involved in an endless/tired loop?
- We have some old narratives to move beyond, including…"no money, top down, the current structure doesn't work."
- The evolving landscape of higher education (e.g., demographics of our students, changing role of technology, assessment, adjunct faculty) makes faculty development work imperative.

*Fostering and Rewarding Teaching "Excellence"*
- How do we recognize excellence?
- We value critical thinking for our students; we need to practice it as well.
- Research (on all educational levels) has determined that class size is critical to teaching success. What can be done to ensure equity across the disciplines regarding class size, course expectations and content?
    - o What is the value of co-teaching (particularly within the ISP)? What is a realistic class size for a course that is co-taught?
    - o How much depends on the nature of the course (i.e., capstone research projects with a field component vs. an on-campus course)?
    - o Do we need to revisit department-level autonomy on class size?

*The "Overwhelm" Factor—Motivation to Participate*
- Faculty are very busy with teaching, service and scholarship and don't feel they have much time for faculty development.
    - o Many faculty resources exist, but some require faculty members to take the initiative, to seek out the opportunities.
    - o How do we encourage an awareness of the options, but avoid making people feel guilty for not doing everything?
    - o Do we need more or simply better faculty development? (What is sustainable? What is truly useful?)

- What incentives are possible? What incentives make sense?
  - o Time is often more useful than money (for faculty)
  - o Intrinsic incentives are "lasting"; extrinsic incentives are "fleeting"
  - o New faculty in many disciplines are given start-up funds for labs and research with the expectation that they will secure external funding to continue that work.

*Location, Accessibility and Collective/Connected Goals*
- A faculty development center should not be off campus but in a central location
  - o Could we include/create a lounge where faculty could meet and talk?
  - o This includes food and time for socializing.
  - o How about a lending library (both hard copy and suggested online resources)?
- There has been an increased emphasis on traditional scholarship; how might we also value, develop and research the "scholarship" of teaching? How might we reduce the need for a choice between teaching and scholarship?
- We currently support teaching and learning in a variety of ways (see Table 2 in the Appendix); however, we need to develop more clarity and stronger connections across the varied initiatives and offices.
- The work on this committee is connected to so many other aspects of the campus—we don't exist in isolation.

*Leadership/Support*
- What forms of professional preparation would benefit faculty development leaders (and hence, the campus)?
- How can we balance the empowerment of faculty leaders with strong administrative support?

*Other Topics…*
- The requirements for receiving a sabbatical have changed (e.g., creating a new course is no longer considered to be a legitimate sabbatical project).
- Could we possibly host or create a regional conference on teaching?

## IV. Recommendations Regarding Structure and Organization

One of the most time-consuming (yet necessary and productive) tasks of the FDC involved reviewing the benefits and drawbacks of common structures of faculty development units (Lee, 2010; Reder, 2010; Sorcinelli, 2014). Drawing on current literature and results of the faculty survey conducted by the KSC CELT team in 2015 (see Table 1 in the Appendix), the FDC recommends a restructuring of current efforts, with more emphasis on faculty ownership of professional development efforts.

Specifically, the FDC recommends the following:
- The new faculty development unit be called the **Faculty Enrichment Collaborative**.
- The Office be led by a **Coordinator of Faculty Development**, who will be a tenured member of the faculty serving a 3-5 year term with 66% reassigned time, a summer stipend, and professional development funds appropriate to the role.
- The **Collaborative continue to include**
  - o A position similar to the current CELT Instructional Consultant.
  - o One to three faculty fellows with 33% reassigned time, appointed for (overlapping) one to two-year terms with responsibility for working on specific aspects of the unit's programming
  - o An administrative assistant

\*\*RELATED NOTE: Currently CELT includes the Academic Technology group and the Service Learning and Internships Coordinator. These areas of responsibility are outside the scope of our charge, and so are not directly addressed in these recommendations. However, we do wish to emphasize that, whatever organizational structure develops, the staff in these units provide valuable resources and professional development for faculty in support of instruction and will be important contributors to ongoing faculty support and professional development efforts on campus.

- We recommend that the new unit be supported by a **Faculty Enrichment Committee**, composed of faculty and staff, that will serve as an advisory board for the unit.
  - o The Faculty Enrichment Committee will continue the work of the Faculty Development Committee and guide the work of the Collaborative in partnership and consultation with the Coordinator.
  - o The members of the committee will include four elected faculty (representing the three schools and the library), two appointed faculty (representatives from the two faculty unions), the Coordinator, the Collaborative's Instructional Consultant, and the Associate Provost (ex-officio).
- We recommend that, under the leadership of the Coordinator and the guidance of the Faculty Enrichment Committee, the Faculty Enrichment Collaborative will:
  - o Engage the entire faculty in a conversation about professional development and related issues.
  - o Coordinate faculty development activities across departments, schools, programs, and offices at Keene State College.
  - o Oversee the continuing redesign of Keene State efforts to support faculty development.
  - o Support the needs of all types of faculty at all seniority levels across the institution.
  - o Organize and lead new faculty orientation and mentoring programs.
  - o Engage in communication efforts related to faculty development including marketing materials and a website.

## V. A Sampling of Programming Possibilities

As we reviewed literature and websites related to current faculty enrichment across the country, we came upon a wide variety of exciting possibilities. While not an exhaustive list, and not necessarily to be taken on simultaneously, the FDC recommends that the faculty consider these programs and structures as part of our future work together:

- Newly (re)designed programs focusing on: mentoring, new faculty orientation and development programs, support for adjunct and part-time faculty.
- Professional Development Days before, during, and at the end of each academic year.
- Workshops and meetings including both stand-alone events and series.
- Individual consultations with program staff.
- Teaching circles, Great Conversations events, book groups, and lunch discussion series.
- Enrichment efforts focused on: diversity, teaching different student populations, the scholarship of teaching and learning, the role of grades and evaluation, peer observation, using technology to enhance learning, and peer mentoring.
- Various mechanisms for faculty to share their insights and experiences, such as a newsletter and social events to build community.
- A website that contains both internal and external resources, such as: faculty

development grants, technology support, open education links, and resources for teaching such as *Faculty Focus*.

**VI. Next Year: 2016 -2017**
While there is much work ahead, the FDC believes it is work that can be exciting and rejuvenating—a strong means for connecting our faculty community. We recommend the following efforts next year.

1. The development of a useful and user-friendly website with teaching resources both within and beyond KSC, including teaching with technology resources.
2. Redesign of
   a. Mentoring
   b. New Faculty Support and Development
   c. Adjunct and Part-time Faculty Support
3. A follow-up to the comprehensive survey of faculty last Fall to identify and prioritize workshops and discussions that would be most useful, for example, a continuation of the Great Conversations initiative begin this past Spring, how to support first-generation students, etc.
4. Development of an ongoing assessment plan not just for the Faculty Enrichment Collaborative but of faculty enrichment and development efforts across the campus.
5. Plans for coordination of the many offices and committees who have connections to faculty development and support .
6. Discussion of other issues that need to be addressed in any new organizational structure

*Mentoring*
We offer, for example, an enrichment focus that would be a likely place to start—mentoring. Beyond that, we believe that it is up to our faculty community to determine where we should turn our time and attention next.

Faculty mentorship currently exists in a variety of contexts for new faculty at Keene State College. The committee would like to recognize the value of the work done by KSCEA, deans, chairs, senior faculty, as well as a pilot program initiated by CELT in 2015. It is clear that faculty mentorship is an important part of the Keene State culture.

Our review of current research and best practices associated with faculty mentorship identified several models and approaches that could enhance and/or build upon our current mentoring models. The committee therefore proposes to take next year to redesign mentoring at KSC, with input from any members of the KSC community who are interested in being involved. Models that might be explored include one-to-one mentoring, group mentoring, team mentoring, peer mentoring, e-mentoring, informal mentoring and reverse mentoring.

Conversations around mentoring could consider different populations for mentoring including new faculty, mid-career faculty, late-career faculty, adjunct faculty, female faculty, and faculty from marginalized and minority groups. In addition, we suggest the implementation of formal mentor training as well as activities. Some mentorship activities to consider might include a

faculty peer feedback program; a professor swap; and individual consultations on teaching, research, and service.


## VII. 2017 and Beyond

2016-2017 marks an initial year of research, reflection, and discussion by the interim coordinator, the Faculty Enrichment Committee, and interested members of the campus community. In the following years, with a new organizational structure in place, the Faculty Enrichment Collaborative can continue to implement new programming around mentoring, new faculty support, and adjunct and part-time faculty support. The FEC should also focus on developing a useful website with teaching resources, including teaching with technology resources.

As our emphasis on faculty-generated programming suggests, the FEC must be responsive to faculty members' teaching needs. To that end, we suggest that each year, FEC assess its work to determine what efforts are working well and what needs to be rethought, refined, added, or overhauled. FEC will necessarily need to develop new programs each year to respond to faculty members' evolving needs and interests.

**Appendix**

**Our Culture and History**
The Faculty Development Committee synthesized the multidimensional history of professional development on our campus. Several influential factors and trends emerged and coalesced through this analysis. First, faculty development activities have assumed many different forms. There were 'centers' established to spearhead initiatives. The collective memory of this committee converged on the recollection of **an Instructional Innovation Center** operating from 1986 - 2001. There was a full-time director of the Instructional Innovation Center with one Administrative Assistant. A variety of important professional development resources, i.e. a library of pedagogy, workshops, and grant opportunities were available to faculty. There was a subscription to *The Teaching Professor* which came in the mail to each faculty member. The next iteration of a center was the **Faculty Resource Center** that was open from early in the 2000s and was reorganized circa 2008. The Faculty Resource Center had a director who spearheaded new faculty orientation and professional development efforts. With the creation of **CELT** the scope of the Center was broadened to include professional development and support for faculty around academic technology and service learning and internships in addition to instructional consulting and pedagogy-focused professional development efforts. Bringing these areas together would facilitate collaboration in support of CELT's vision that all Keene State students will be active participants in engaged, inclusive learning environments facilitated by exceptional teaching.

Second, concomitant with the 'center' approach to professional development, there were several days of PEPT (titled Professional Enrichment & Professional Training) in May after grades were due. A faculty committee each year organized this period which kicked off with a speaker and dinner after grades were due. There were many days of events, sometimes all-day events (for on-going projects), with many workshops or sessions led by KSC faculty. The Vice-President of Academic Affairs reorganized the Professional Development work in 2001 through cutting back on the professional development meetings to make room for other committee meetings as well as time for DPEC committees. Two other changes afterwards that cut back on time for collective faculty work on pedagogy were: 1. Summer school commencing the week after grades were due and 2. Losing the Tuesday, Thursday 12:30 – 1:30 time slot when no classes were scheduled. This top-down establishment of professional develop structure was associated with less feeling of ownership by the faculty at large.

Third, there have been myriad other department and units across campus contributing to faculty development activities (**see Table 3**). Unfortunately, many events were scheduled at the same times and so attendance for some events was limited. The implementation of the ISP ushered in a number of workshops on pedagogy development funded by a generous grant from the Davis Foundation. Once the grant had been distributed and coupled with the ongoing financial challenges of the College, programming about pedagogy gave way to programming on assessment.

And finally, other factors which contributed to less emphasis on pedagogy as a regular part of faculty expectations at KSC are as follows:
- An increased emphasis on traditional scholarship was emergent.
- New faculty in many disciplines have been given start-up funds for labs and research but with the expectation of the faculty then getting external funding to continue that work.
- The requirements for receiving a sabbatical have changed. Creating a new course, for

example, was not considered to be a legitimate sabbatical project.


**National Trends**

As a precursor to the development of this proposal, the Professional Development Committee reviewed extant literature on theories and research of professional development initiatives. This summary represents a culling of this literature into 5 omnibus principles. These principles form a foundation for the report. The committee thought it important to present these principles as we articulate a possible vision for moving forward. Each of these principles will be presented and briefly discussed in this document.

These principles are as follows:

1.  **Acknowledgement of fluidity of higher education**: The evolving landscape of higher education (e.g., shifting demographics of our students, changing role of technology, assessment, adjuncts) makes faculty development work imperative.

2.  **Salience of life-long learning and professional enrichment**: Faculty needs naturally change over the course of the professional life-span. Therefore, faculty development programs must be responsive to these changes in offering programming, workshops and other activities suited to the faulty needs across the early, middle and later phases of faculty members' careers.

3.  **Faculty ownership and investment**: Not surprisingly, the literature is replete with evidence highlighting initiatives that bring faculty together into a unified collective. A key arena for enhancing the collective includes shifting the norm for engagement from competitive to more collaborative and relational one.   Techniques range from uniting around integrating teaching and scholarship as a valued commodity to inculcating a collective vision for the formulation of a for specific and prioritized professional development plan. The valuing of the scholarship of teaching, as an important component of faculty self-evaluation and the P&T process, frees faculty from the constraints inherent in the norm of separation and competition. It acknowledges and encourages diversity of faculty expertise, and promotes faculty collaborations.

4.  **Leadership** models: While research indicates that a faculty team, perhaps a director/coordinator and co-director, is preferable to the division of leadership onto several faculty leaders, multiple contributors working together are essential to the efficacy of any program.

5.  **Systematic and iterative:** The Professional Development programs that are most successful prioritize foci and strategically implement specific initiatives. A smaller number of initiatives was associated with more successful implementation of programs. Continuity and follow through on initiatives along with continuous evaluation of efficacy are additional important components for success.

# Table 1: Fall 2015 Faculty Needs Assessment Survey Results

The listing below shows the category (**bold**) and below it is the answer along with response count (in parentheses). Topics that have been addressed or will be addressed in CELT-sponsored programs during the 2015-2016 academic year are in *italics*.

**Classroom Methods**
*Active learning strategies for the classroom (100)*
*Facilitating discussions (76)*
Building Community in the classroom (75)
*Facilitating group work (73)*
Effective lecturing (62)
Experiential learning (60)
Using learning games and simulations (53)

**Approaches to Instruction**
Project-based learning (88)
Inquiry-based/discovery-based learning (83)
Problem-based learning (72)
Cooperative/Collaborative learning (64)
*Team-based learning (57)*
Using case studies (55)

**Engaged Learning Experiences**
Supervising undergraduate research (73)
Designing and teaching a study abroad course (61)
Incorporating I experiences into your course (54)

**Course and Syllabus (Re)Design**
Flipped classroom (74)
New approaches to syllabus design (68)
*Designing authentic assignments and projects (67)*
Curriculum development (50)

**Designing Courses for Alternate Learning Environments**
*Designing and teaching hybrid/blended courses (66)*
*Designing and teaching online courses (56)*
*Online assessment/evaluation (55)*

**Academic Technology**
*Using technology to enhance teaching effectiveness (75)*
*Developing your course in Canvas (62)*
*Integrating academic technology into your courses (56)*

**Teaching in the ISP**
Critical thinking (70)
Promoting and supporting interdisciplinary teaching (48)
Written communication (40)
Promoting and supporting integrative learning (41)
Promoting ethical decision making (46)

**Learners and Learning**
*Teaching underprepared students (84)*
*Student motivation (75)*
Enhance academic rigor (62)
How people learn: Implications of cognitive science research for teaching (57)
*KSC students, their needs, and implications for teaching (57)*
Teaching first-year students (56)
*Encouraging academic integrity (48)*

**Writing Across the Curriculum**
Providing feedback and grading writing assignments (57)
Using peer feedback (53)

**Assessment**
*Alternate approaches to grading (69)*
*Evaluating group work (55)*
Use and evaluation of portfolios or ePortfolios (49)

**Issues of Diversity and Inclusion**
Incorporating global/international perspectives (56)
Working with students with disabilities (55)
Inclusive teaching practices (50)
Teaching for social justice (49)

**Classroom Management**
Challenging students' misconceptions (70)
Facilitating controversial issues in the classroom (65)
*Dealing with difficult students (61)*

**Professional Issues**
Identifying and maximizing your teaching style (47)
Evaluating teaching (39)
Conducting peer observations of teaching (37)
Time management (36)
Preparing promotion and tenure reviews (36)

**Scholarly Endeavor**
Pursuing external grants and fellowships (62)
Engaging students in your scholarly work (49)
Academic publishing (4)

**Table 2: CELT-Supported Events in the 2015-2016 Academic Year (through 4/29/16)**

## Academic Technology
**4** Intro to Canvas, 1.5 hours
**3** New in Canvas, 1 hour
**2** Canvas Refresher, 1 hour
Strategies for the Canvas Gradebook, 9/2/15, 2 hours
Using Canvas to Communicate with Students, 9/10/15, 2 hours
Screencasting! Using Video to Guide Student Understanding, 10/1/15, 1.5 hours
iPad: Beyond the Basics, 10/21/15, 1.5 hours
Apps, Apps, and More Apps for iPad, 10/28, 1.5 hours
Teaching with Your iPad, 11/4/15, 1.5 hours
Rethinking Canvas Discussions, 11/12/15, 1.5 hours
Google Search and Additional Products and Services, 1/21/16, 2 hours
Google Drive and Docs, 1/28/16, 2 hours
Google Sites and Forms, 2/4/16, 2 hours

## Service Learning, Internships
**2** Info Session for the Service Learning Fund, 1 hour
**5** Internship Paperwork Clinic, 1 hour
Considerations for internship placements in medical facilities, 2/17/16, 1 hour
Prescription for Health - SL project with Cheshire Med, 2/17/16, 1 hour
Networking and Learning Dinner for KSC Faculty and Community Partners, 4/6/15, 1.5 hours
Service Learning Connections, 3/30/16, 1.5 hours

## Course Design & Pedagogy
Refreshing Your Course:
       Goals & Objectives, 10/9/15,1hour
       Alignment, 10/30/15, 1 hour
       Authentic Assessments, 11/13/15, 1 hour
Encouraging Self-Regulated Learning, 9/16/15, 1 hour
Supporting Academic Motivation, 10/1/15, 1 hour
**3** Weatherproofing Your Course, 1.5 hours
**2** Peer Observation: An Opportunity for Constructive Dialog and Development, 1.5 hours
Debriefing Peer Observations: Constructive Conversations for Professional Growth, 3/4/16, 1.5 hours
Crash Course in Teaching Online (2 days), 1/14,15/16, 8 hours
Open Education Presentation with Dr. Robin DeRosa, 1/29/16, 2 hours
Supporting KSC Students - KSC CARES, 3/3/16, 1 hour
Teaching Innovation Studios:
       Theory and Practice of Student Empowerment and Learner-Centered Teaching, 9/24/15, 1.5 hrs
       Concept Mapping: Strategies for Classroom Application, 10/22/15, 1.5 hours
       Beyond the Lecture: Integrating Active Learning Strategies in the Classroom, 1/29/16, 1.5 hours
       Collaborative Learning: Making Groups Work, 2/26/16, 1.5 hours
       Passivity: Enhancing Students' Participation in Class, 4/1/16, 1.5 hours
Teaching and Learning Book Club: *Cheating Lessons* by James M. Lang (5 meetings)
Great Conversations on Learning and Teaching:
       Teaching the Students We Have, 2/19/16, 1.5 hours

Academic Standards at KSC, 3/31/16, 1.5 hours
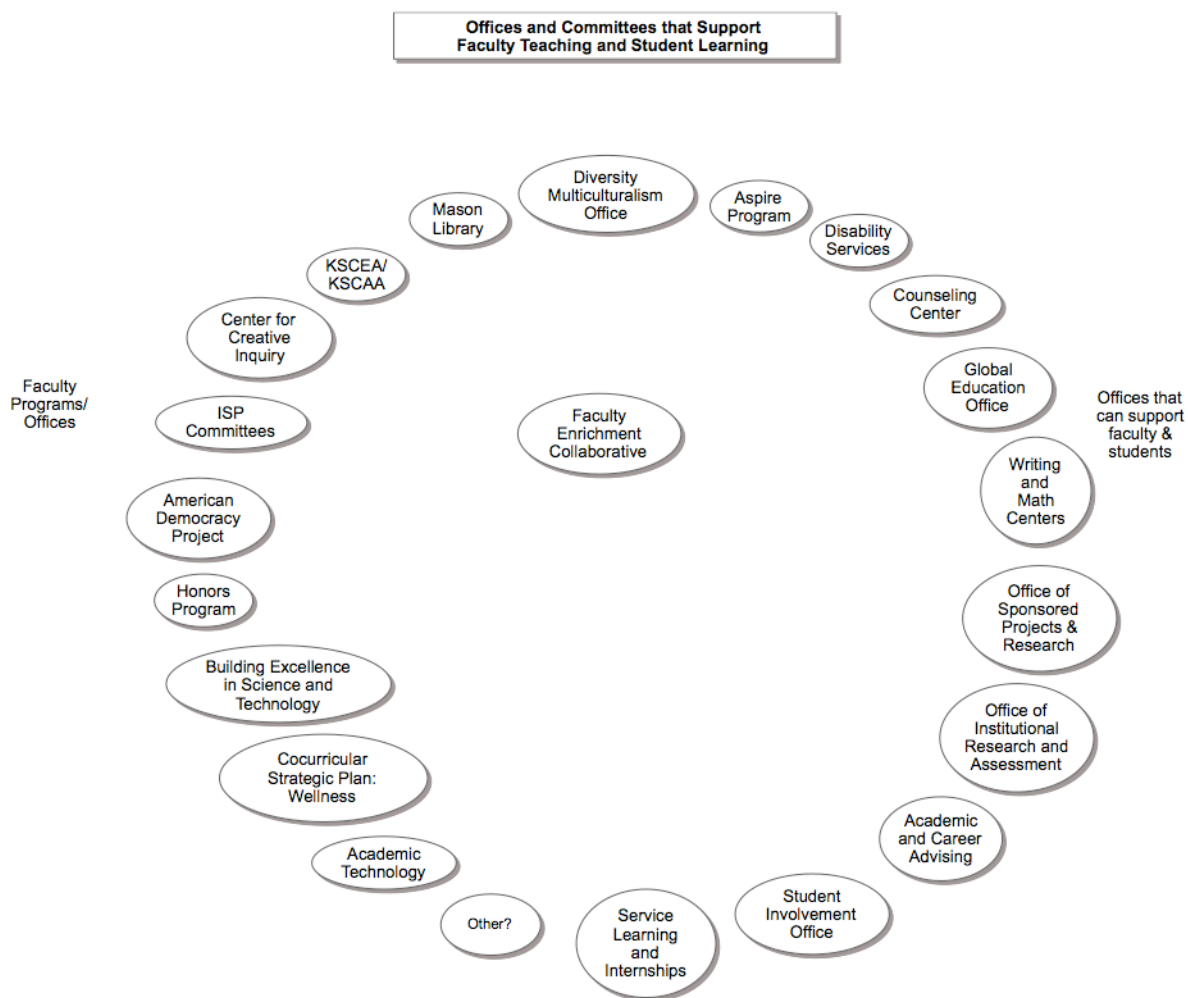
## New Faculty
New Faculty Orientation (2 days), 16 hours
**5** New Faculty Meetings, 2 hours
**4** New Adjunct Orientation, 2 hours

### Table 3: Faculty Development Efforts at KSC

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