Bottom Up Faculty Development

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What is Faculty Development?

One Definition:

“Faculty development is defined as any activity that encourages faculty to acquire knowledge, skills, techniques, and attitudes to provide quality teaching and develop research/scholarly/creative activity and effective service at their institution. Development is viewed as a process that is systematic and carefully planned. The plan is to be tailored to the individual and the individuals contribution to the Department, the College, and the University.”

Source: Fort Hays State University Faculty Development Application Form
MERLOT’s Faculty Development Collection is organized into the following categories:

- Accessibility
- Assessment and Evaluation
- Best Teaching Strategies
- Instructional Design
- Policies
- Scholarship of Teaching and Learning
- Selecting and Using Tools
- Support and Training
MELO = “Michigan Education through Learning Objects”
MELO: Who We Are

MELO

= “Michigan Education through Learning Objects”

Purpose

To develop human infrastructure to collect and deploy online resources to enhance undergraduate and graduate education at the University of Michigan.

Participants Include:
- Faculty Mentors
- Graduate Student Instructors
- Instructional Technology Specialist

From diverse departments:
- Chemistry
- Psychology
- Statistics
MELO: Who We Are

**MELO**

= “Michigan Education through Learning Objects”

**Purpose**

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**Makeup:**

Participants Include:
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- Instructional Technology Specialist

From **diverse** departments:
- Chemistry
- Psychology
- Statistics
“Faculty Development” was not a stated goal of the group.

Nevertheless, we think the MELO framework provides a natural way to develop *current* and *future* faculty.
What We Do

- Meet regularly.
- Engage in training activities.
- Present work, talk, and sometimes laugh.
- Scour MERLOT (and other sources) for excellent online learning objects.
- Design our own learning objects to meet felt needs.
- Determine creative ways to make excellent learning objects available to the UM community to enhance student learning.
- Faculty mentors guide and challenge graduate student instructors.
Faculty Development Models

Traditional:

- Senior Faculty
- Junior Faculty
Faculty Development Models

Traditional:

- Senior Faculty
- Junior Faculty

BUFD:

- Senior Faculty
- Junior Faculty
- Grad Student

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Traditional Faculty Development

Barriers Include:
- Time is *precious*.
  - Pressure to publish
  - Time spent teaching effectively
  - Time spent on service
- Teaching technologies change very quickly.

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BUFD benefits include:

- Faculty Development begins earlier, while still in graduate school.
- Development is *experiential* and *meaningful* rather than another activity that requires time.
The connections established in MELO provide faculty development in many unexpected ways.
Faculty Mentors → Graduate Students

**Experience**

- Teaching (Instruction Design, Best Teaching Strategies)
- Publishing (Scholarship of Teaching)
- University policies

Expertise

- Subject Area
- Technological (Selecting and Using Tools)
- Navigating politics

Collaboration Opportunities

- Faculty in MELO
- Other faculty in home department

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# Faculty Mentors → Graduate Students

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Faculty Mentors ← Graduate Students

Jay  Kira
Brian
Lynne
Brenda Nancy
Dave Joel Damian Noah
Faculty Mentors ← Graduate Students

**Traditional**

- Time and effort to implement faculty ideas
- More recent experiences and perspective as a student
Faculty Mentors ← Graduate Students

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**Collaboration Opportunities**
- Source of technological know-how and exploration
- Graduate student generated ideas
- Personal interactions with students for assessment of student needs and effectiveness of learning resources
- Faculty mentor reflection on teaching strategies, assessment, instructional design, etc.
Common Student Struggles

- Assess common student struggles
- Evaluate online learning resources to help
- Design resources to address struggles
### Common Student Struggles
- Assess common student struggles
- Evaluate online learning resources to help
- Design resources to address struggles

### Sharing Ideas and Techniques
- Discussions on needs, implementation strategies, and evaluation
- “This doesn’t work for us, but it might work for you.”
Instructional Technologies → Departments

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Brian
Brenda Nancy
Dave Joel Damian Noah

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Instructional Technologies → Departments

Tools

- Greater knowledge base of available teaching technologies (e.g. MERLOT)
- Expert knowledge of tools provided by university
- Help accessing these tools
Instructional Technologies → Departments

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Policies
- Knowledge of legal issues concerning technologies
- Training in technology usage policies at UM
Benefits of BUFD

- Training and experience selecting, using, and developing tools
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- Forum to participate in scholarship of teaching and learning