

# **Floating All Boats: Faculty Development for FYS Instructors**

**USG FYS Workshop  
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# Some Quick UWG Context:

A FYS Seat for Every Student. *New for fall 2019!*

- 90 uniquely themed courses (~2,000 students)
- 88 unique instructors
  - 57 (65%) of our instructors are faculty
  - Majority teaching outside of their workload

Two-Credit Course fixed within Core Area B2

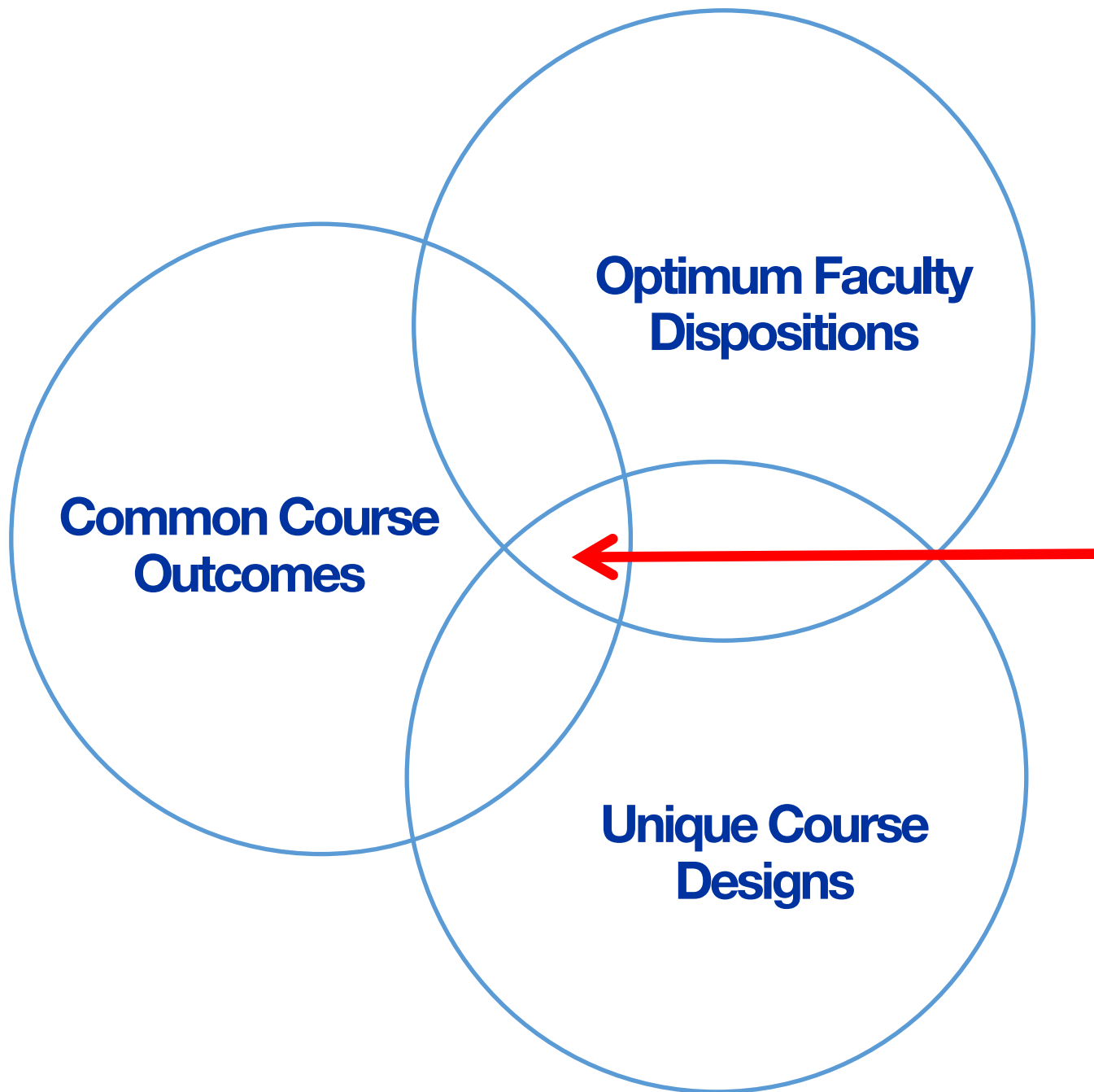
- Is **NOT** an extended orientation course

Course Housed within new Undergraduate College

- \$2,000 for teaching the course
  - Offered as either salary stipend or travel funds

# Philosophical Underpinnings:

1. Capitalizing on FYS professional development for engaged instructors helps ALL students
1. FYS Professional Development Curriculum fosters Optimal Instructor Dispositions
1. FYS Faculty should be compensated for, or have exclusive access to, their own professional development program



**An exceptional  
FYS course  
lives here.**

# **Philosophy: The Rising Tide Floats All Boats**

1. Our FYS faculty teach heavily in the core curriculum and have access to first-year students in many meaningful capacities.
1. Our development program not only helps them in our course, but could help them be effective in all student facing roles

# Philosophy: Exclusive Development Opportunities

1. Because most of our faculty teach overload, it is important to be good stewards of their time.
  - As such, we compensate faculty for our summer FYS Workshop (as some are off contract)
2. In addition, there are some professional development opportunities (and rewards) that are intended as exclusive opportunities for our faculty

# Philosophy: Optimal Instructor Dispositions

It is our goal that all instructors are committed to certain dispositions regardless of their course content or delivery method.

Our instructors should: (inspired by Chickering and Gamson, 1987)

- show outward investment in each student and their success
- offer frequent feedback on academic skill development and application
- show outward support of the course lab assignments

# **Our Development Timeline:**

**May: Faculty Course Design Workshop**

**Summer: Digital Syllabus Migration Workshop**

**July: Lesson Plan Roundtable**

**Franklin Covey Seven Habits Certification**

**QPR Suicide Prevention Workshop**

**August to December: Digital Newsletters with**

**Pertinent Information**

**Monthly: FYS Pedagogy Workshops**



# **FYS Course Design Workshop:**

1. Offered three different times in May
  - Faculty compensated \$250 for attending
2. Three and a half hours in length
3. Focuses on common course expectations:
  - Optimum Faculty Dispositions
  - Course Outcomes
  - Course Lab Components
  - Common Assessments
  - A pedagogical theme for the year

# Additional Development Opportunities:

1. Digital syllabus migration support (ADA compliance)\*
2. Development topics fitting to first-year needs:
  - Suicide prevention support
  - Franklin Covey
  - Lesson Plan Design
  - TILTING an assignment
3. Newsletters with pertinent event and follow-up information

*\*This is the only mandatory activity on this list*

## **Activity:**

1. Think to yourself about what students in your FYS student NEED to be successful at your institutions.
1. What do your FYS faculty have to DO in order to foster your students' needs?
1. What is a development activity you could do with your FYS folks to foster one of the above actions?

# Questions and Discussion