

A Kick-start for First Year Faculty: The Faculty Forward Program

- **Thursday, April 13**
- **11:00 - 11:45 AM**
- **Concurrent Breakout Session 2E**
- Eli Collins-Brown (Western Carolina University)
- April Tallant (Western Carolina University)
- Alesia Jennings (Western Carolina University)
- **(Room 906)**

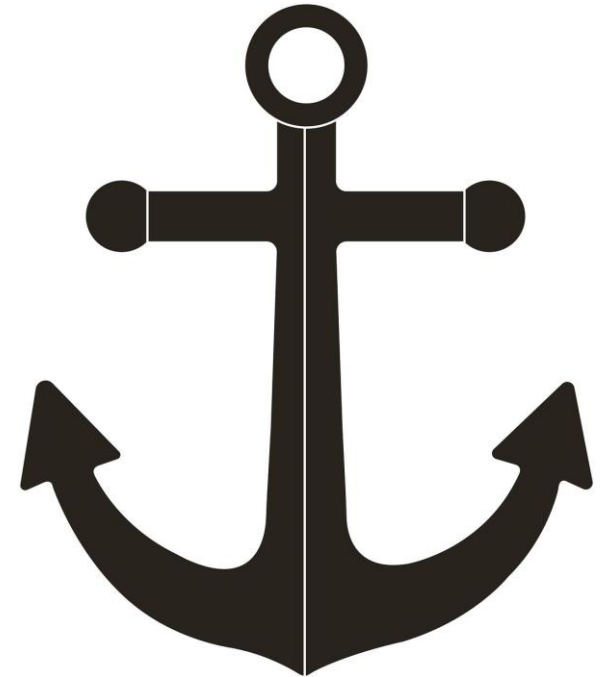
Abstract

Teaching and learning centers are poised to equip new faculty with tools needed to be successful during their first year of teaching (and beyond). Approaches to faculty development for new faculty members during the first year are varied and diverse across institutions. Some institutions extend their new faculty orientation with special seminars, workshops and mid-semester course analyses or plug new faculty into their existing services and events. Our interactive presentation will highlight the structure of Faculty Forward, a teaching and learning program series for new faculty during their first year at Western Carolina University. We will discuss the pilot program (2021-2022) and changes made to the current iteration (2022-2023), including the updated “anchors” of the program and our resource book selection. We will also discuss cultural and contextual considerations in the current academic climate and how we incorporated a faculty fellow into the program. Attendees will have an opportunity to connect and discuss their ideas for designing and implementing successful programs for first-year faculty at their own institutions.

Faculty Forward Program 2022-2023

Six Anchor Structure

1. "Big Question"
2. Mindfulness Moment
3. Community Building ---> Starter Questions
4. Content
5. Equitable Teaching Strategies
6. Reflection & Digging Deeper



Big Question

What are some ideas for designing a successful first-year faculty program?





Mindfulness Moment

Mindfulness with Ribbons

Mindfulness Moments

- Meditation
- Stretching
- Mindful Eating
- Mindful Listening
- Journaling / Doodling
- Blowing Bubbles
- Story-telling



Starter Questions (Community Building)

What are your ideas for designing and implementing successful programs for first-year faculty at your institution?

What are ways you can kick-start your new faculty program series?



Faculty
Forward Pilot
Program 2021

Richmond, A. S., Boysen, G. A., & Gurung, R. A. R. (2016). *An evidence-based guide to college and university teaching: Developing the model teacher*. Routledge/Taylor & Francis Group.

Pilot to Current Iteration

New Senior Instructional Developer
and

New Faculty Fellow

AND

New book!

Barkley, E.F., & Major, C.H. (2022).
*Engaged teaching: A handbook for
college faculty*. SocialGood/K.
Patricia Cross Academy.

Equitable Teaching Strategies

- Intentional effort made to recruit speakers from diverse disciplines, who had diverse career status (teaching 1 or 2 years, staff, retired professor).
- Intentionally invited mindfulness moment facilitators from across the university (Health Services, Campus Recreation, Counseling & Psychological Services).



religion philosophy
assistantdirectoroffitnessandwellness
psychologist researchspecialist
assistantprofessor
associateprofessor english
fullprofessor
medicaldirectorofhealthservices
writingandlearningcommons
psychology

Current Content

Ch 2

- Pedagogical Content Knowledge
- Guest speaker – retired professor

Ch 3

- Understanding student learning
- Writing and Learning Commons (tutoring center) Director and Associate Director

Ch 10

- Lecturing effectively
- Guest speakers - two faculty members from philosophy & religion

Ch 13

- Reflecting on teaching
- Guest speakers – faculty senator and CFC Research Specialist



Equitable Teaching Strategies University of Michigan



Equity-Focused Teaching

CRLT » RESOURCES » EQUITY-FOCUSED TEACHING » EQUITY-FOCUSED PRINCIPLES, STRATEGIES & RESOURCES



CRLT (Center for Research on Learning & Teaching at U-M) defines [equity-focused teaching](#) in this way:

Equity-focused Teaching is a corrective tool that allows instructors to acknowledge and disrupt historical and contemporary patterns of educational disenfranchisement that often negatively impact marginalized and minoritized students. It recognizes that systemic inequities shape all students' individual and group-based experiences of social identity and produce vastly different relationships of power in and outside of the classroom, which impact students' learning and success. The corrective work of equity-focused teaching involves deliberately cultivating a learning environment where students:

- Have equal access to learning
- Feel valued and supported in their learning
- Experience parity in achieving positive course outcomes
- Share responsibility for the equitable engagement and treatment of all in the learning community.

Equity-focused teaching is an ongoing commitment and practice that should develop across the life of a teaching career. This commitment is always in the service of achieving just experiences and outcomes for both students and teachers alike.

Principles

▶ [Critical Engagement of Difference](#)

▶ [Structured Interactions](#)

▶ [Academic Belonging](#)

▶ [Transparency](#)

▶ [Flexibility](#)

Equity-focused teaching

CRITICAL ENGAGEMENT OF DIFFERENCE: Acknowledging students' different identities, experiences, strengths, and needs; leveraging student diversity as an asset for learning crlt.umich.edu

Ask students for concrete observations about content (e.g., simply describe an image, passage, or diagram) before moving to analytical questions. This can provide everyone a common starting point, highlight multiple different approaches, and model analytical processes you want to teach.

Consider: "What's going on in this picture?"
NY Times

- What is going on in this picture?
- What do you see that makes you say that?
- What more can you find?



Dig Deeper



What information from today can you implement in your new faculty program?

How do you create long-lasting relationships with new faculty beyond new faculty orientation?



Dig Deeper

- Google Doc – let's continue the conversation!

Questions

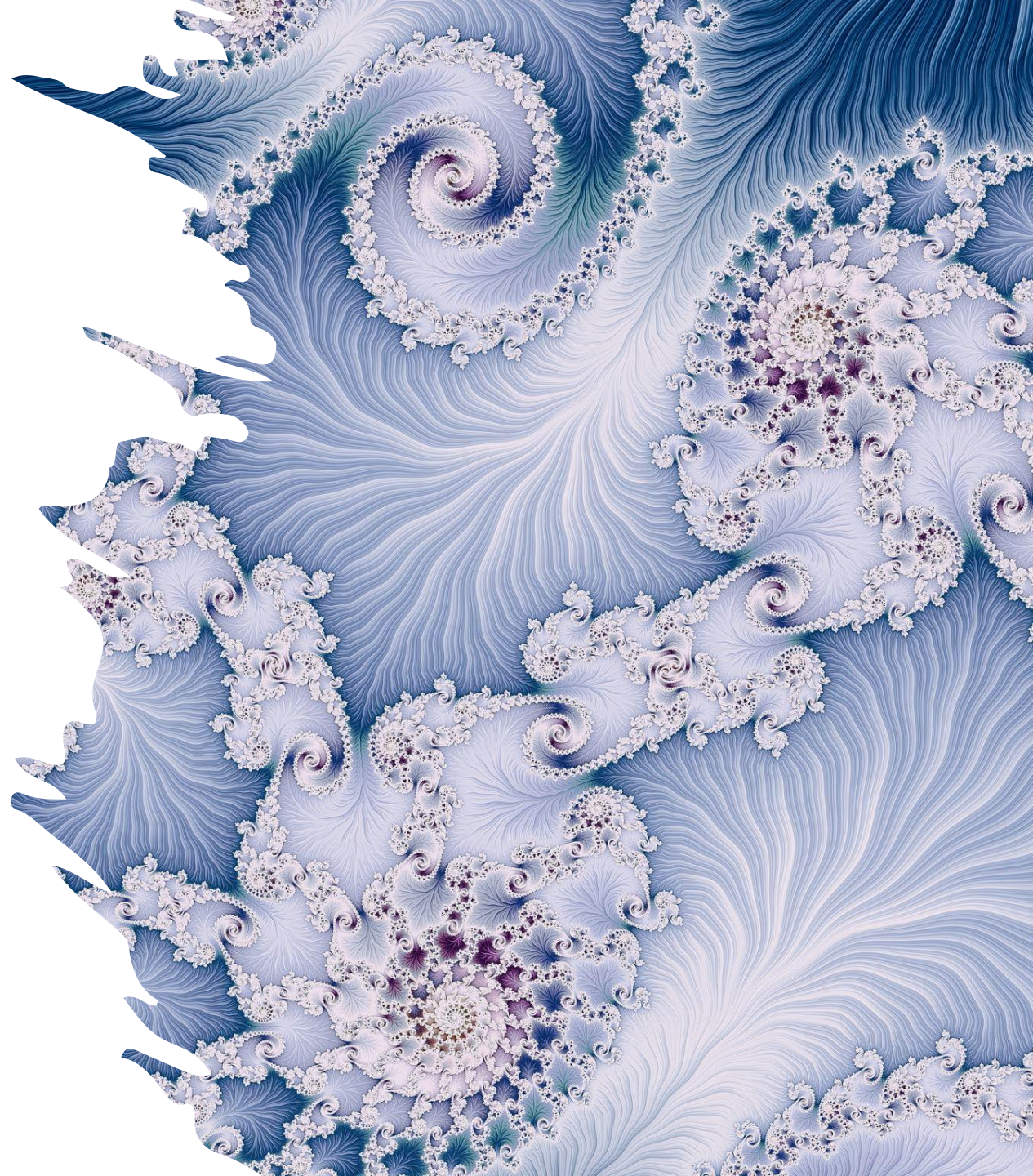
Thank you for your time!

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Authors/presenters have no competing interests.



References

New York Times (2018, May 7). *What's Going on in this Picture?* The Learning Network. Retrieved April 1, 2023, from <https://www.nytimes.com/slideshow/2020/09/30/learning/images-from-four-more-years-of-whats-going-on-in-this-picture.html>

University of Michigan (n.d.). *Equity-focused teaching*. Center for Research on Learning & Teaching. Retrieved April 1, 2023, from <https://crlt.umich.edu/equity-focused-teaching/principles-strategies-resources>