Building Faculty Learning and Redesign Communities to Expand Inclusive Pedagogies

Kadian M. Callahan
Assistant Dean for Faculty and Student Success

Scott A. Reese
Assistant Dean for Curriculum

College of Science and Mathematics
Kennesaw State University
FLC Overview: Goals

- Learn about research-based instructional innovations that engage all students
- Support (re)design of first-year science and mathematics courses; and
- Provide resources and support structures for faculty
FLC Overview: Structure

- Individuals or teams, mentor support
- Regular meetings
- Commitment is 1-3 years
- Targeting first-year (gateway) courses
- Data collection and analysis
FLC Overview: Cycle

Create

Innovate

Evaluate
FLC Overview: Key Features

- Design and test innovations tailored to meet diversity of students' learning needs
- Collegial support
- Dissemination to colleagues at KSU and outside of KSU
- Resources available to other faculty
Administration Support

- Soliciting instructional needs
- Demonstrating teaching effectiveness for annual review
- Encouraging, not requiring participation
- Recognition at departmental and college levels
- Stipend
Generative Learning: FLC Structure

- Individual applications (Y1) to team applications (Y2)
- Involvement of different faculty groups (part-time/full-time; lecturers, tenure/tenure-track; early, mid-career, senior faculty)
- Interdisciplinary interactions
- LAs for participants
Generative Learning: Faculty

- Sharing resources with other faculty
- Implementing models tried by colleagues
- Recognizing college support for instructional innovation
- Discussions about making instructional changes to meet students’ needs (with faculty outside of the FLCs)
- Greater willingness to take a risk
Next Steps

- LA pedagogy course
- Strategic hiring of lecturers
- Leveraging senior-faculty experience and expertise
- College-wide symposium on teaching and learning
- Support at the University-level
Think-Pair-Share: Questions for You

1. What is the primary challenge you face when encouraging faculty to make evidence-based, instructional change?

2. Have you offered support to address that challenge and, if successful, what worked?
Questions?

Kadian M. Callahan
kmcallahan@kennesaw.edu

Scott A. Reese
sreese3@kennesaw.edu