

Building Faculty Learning and Redesign Communities to Expand Inclusive Pedagogies

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FLC Overview: Goals

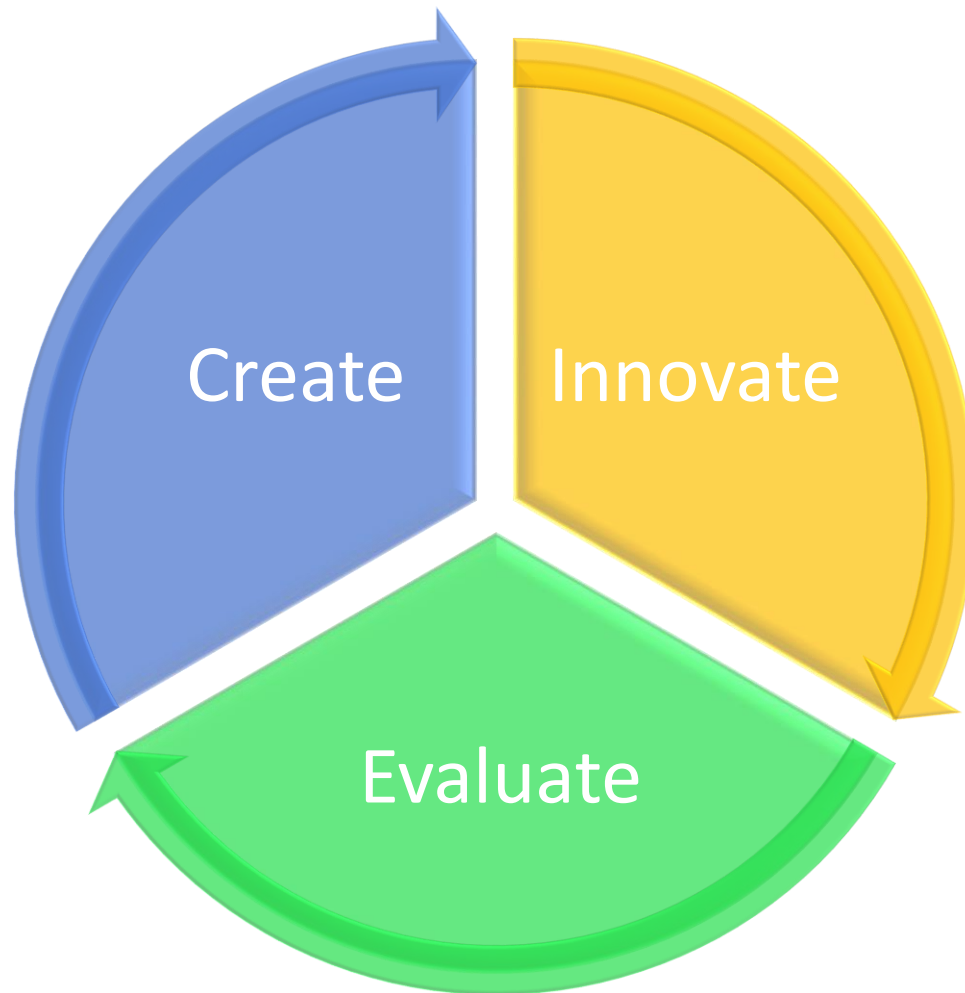
- ❖ Learn about research-based instructional innovations that engage all students
- ❖ Support (re)design of first-year science and mathematics courses; and
- ❖ Provide resources and support structures for faculty

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



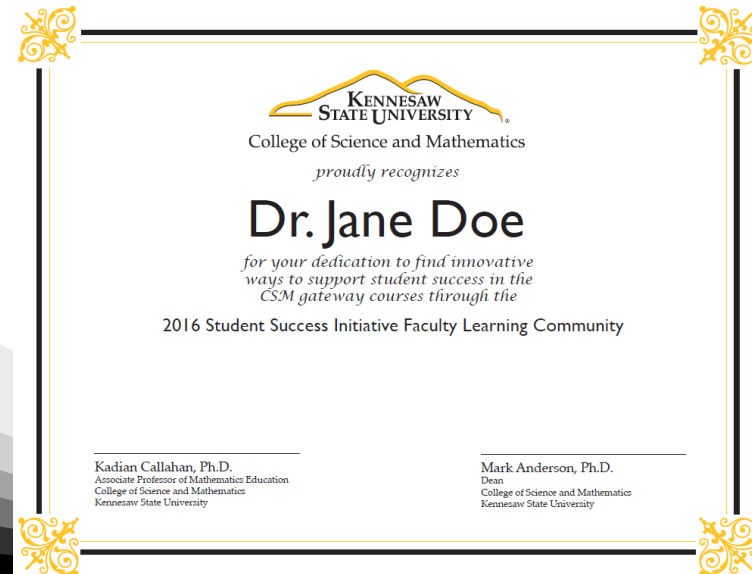
FLC Overview: Key Features



- ❖ 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



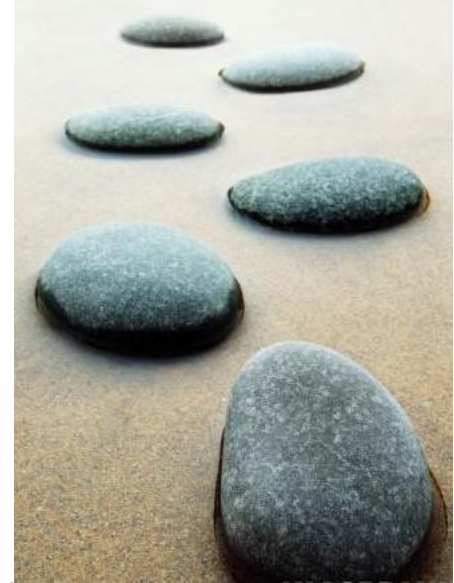
Generative Learning: Faculty

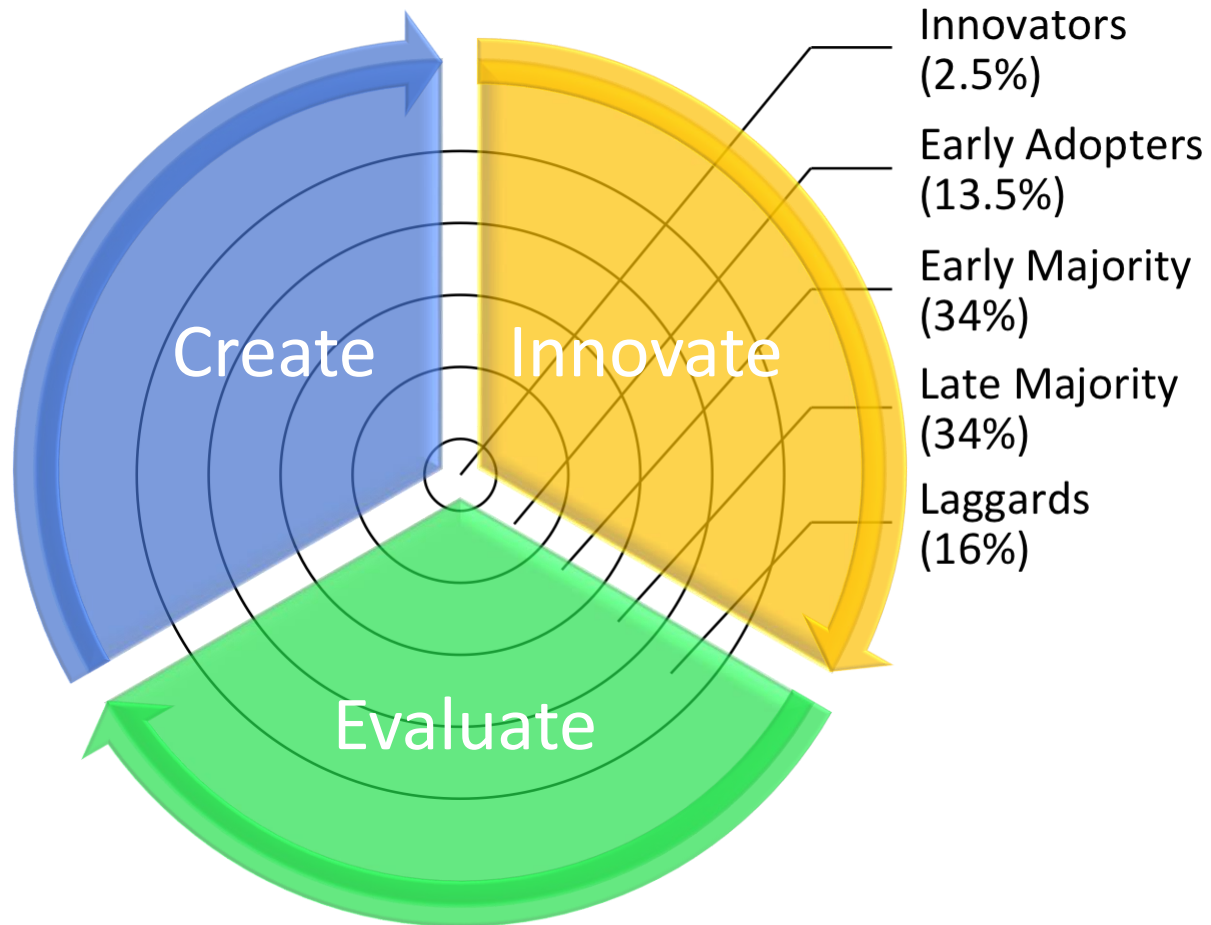
- ❖ Sharing resources with other faculty
- ❖ Implementing models tried by colleagues
- ❖ Recognizing college support for instructional innovation
- ❖ Discussions about making instructional changes to meet students' needs (with faculty outside of the FLCs)
- ❖ Greater willingness to take a risk



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





Rogers, E. M., (2003). Diffusion of Innovations, Fifth Edition. New York: Free Press.

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?

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