

UNIVERSITY SYSTEM OF GEORGIA

Momentum Through Chancellor's Learning Scholars and Communities

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Georgia's Investment in Student Success





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Gardner Institute



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Georgia's Investment in Student

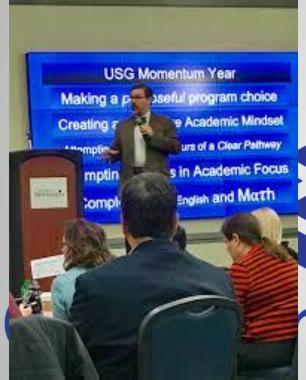


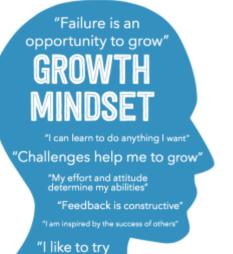




Institute

Georgia's Investment in Student Success





new things"





Georgia's Investment in Student







All USG institutions share . . .

- Retention, Progression, Graduation
- Deepening learning
- Affordability: ALG

Faculty, through <u>course enrichment</u>, can support every effort!



By the numbers . . .

• FT Instructional faculty: 10, 559

• Temporary: 477

PT Instructional faculty: 4,283

Grad Teaching Assts: 1,303

Any system effort for faculty faces a challenge of scale & opportunity of impact.



Which faculty development model speaks to scale?

- USG Teaching and Learning Conference
- Governor's Teaching Fellows
- Wisconsin's Faculty College

Possibly, identify and develop a new scalable faculty development structure



Not a lecture: 'lively small' Small faculty groups

- Teaching Circles,
- Reading Groups,
- Writing Tables, or,
- Learning Communities





What if . . .

- We establish communities at each institution
 - At a sustainable number
 - Each led by a faculty leader from the institution
 - Supported by USG CTL expertise

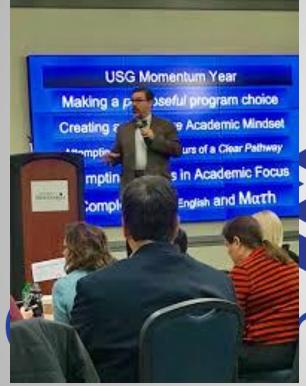


Fast forward

- Institutions nominated at least 4 faculty.
 Each invited to apply.
- Confirmed for a two-year appointment and recognized as Chancellor's Learning Scholars [Chancellor Wrigley]
- USG OFD established topics
- Directors of CTLs have created content for each topic
- CTL Retreat provided the venue



Another USG Innovation Begins







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Chancellor's Learning Scholars

- Faculty recognized for teaching excellence, who lead by consensus, and enjoy working with other faculty
- Participate in Macon workshops
- Reflect/refine topic of spring community
- Build community—contacts, colleagues, conversations
- Facilitate spring meetings, submit products



Course enrichment by type of product

- Activities in class
- Strategies, new pedagogies
- Assignments
- Revised course goals
- Course assessments



The Basis: Evidence-based Practices

- High Impact Practices
- Central disciplinary pedagogies: PBL, RTTP, CBL, INQ
- Active learning strategies
- Experiential learning strategies
- Teaching/Lng with technology



The Choices of CLS Topics

- Interactive lectures
- Inclusive pedagogy
- Integrated design
- Mindset strategies

CLS will select one or create a blend



From a default of 'enthusiastic telling'...

Literary Criticism

Conferencing on successive drafts;

19

'Minute Papers'

	Interactive	Student facilitation; paired problem- solving; think-pair share; research presentations in small groups
	Inclusive	Incorporating Cultural Criticism across the historical spectrum; LGBT school; Queer Studies; European criticism
	Integrated Design	Research project in which students apply their blend of critical perspective on a newly-published short without any critical history: Student as Critic



Mindset Strategies

	The Memoir	Literary Surveys	Literary Criticism
Interactive	Student led facilitation Think-Pair-Share	Student led facilitation Group work on course	Paired problem solving Inquiry research project:
	Presentations	theme: eg, the Canon Presentations	Interpretation Presentations
Inclusive	Creative nonfiction essays assignments	Individualized research project extending the canon, arguing for new works, comparison of criteria between canonical and noncanonical works	Class discussion and Research projects include LGBT theoretical work; Queer Studies; contributions of different cultures to critical canon
Integrative	Research project that integrates the decisions students made as reflected in their creative nonfiction essays: Student as Writer/Memoirist	Research project on the course theme or organizing issue, eg, the Canon, and arguing for extension, contra, or modification of Canon(s): Student as	Research project in which students apply their own blend of critical perspective on a newly-published short without any critical history: Student as Critic
Mindset Strategies	Conferences over successive drafts (Conference structure) Applying 'Issues in the Memoir' to student essays	Conferences (Conference structure)	Conferences (Conference structure)



CLS Intended outcomes

- 1000+ courses enriched
- Networking/sharing of pedagogy, strategies, assignments across each institution
- A course product reservoir in D2L eCampus
- Development of pedagogical expertise and leadership for a larger number of faculty
- Pushing the needle on student success through new learning experiences



A three-year cycle

- Year 1: 4 CLS \times 26 = 104 communities
- Year 2: 208 communities
- Year 3: 104 communities

Between 40-50% of full-time faculty could then participate in three years.











From lecture





To . . .







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