



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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**COMPLETE
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innovate



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Ins...



All USG institutions share . . .

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

Faculty, through course enrichment,
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



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
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	Conferencing on successive drafts; 'Minute Papers'

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

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: $4 \text{ CLS} \times 26 = 104$ 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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