Campus Conversation II
FACULTY ACADEMY

Table 1

CHALLENGES:
1. Teaching ‘old dogs’ new tricks
2. Time & money

STRENGTHS:
1. Many good ‘teachers’/ resources to draw from.

TOPICS:
1. Mentoring students.
2. In pilot class have student services INPUT/PRESENTATION of services.

Table 2

CHALLENGES:
1. Monitoring.
2. How is it different from what we already do?
3. Not 12 hrs. of WEB CT 6 HR.
4. Encourage instructors to take advantage of all support offered-IDC, Library Instruction, Tutoring etc.
5. Scheduling.
6. Need to look at the process of learning help develop teaching strategies that have integrity with effective learning strategies?

STRENGTHS:
1. Social in addition to mentoring.
2. Class concurrent with beginning teaching?
3. Informing “new bees” and old bees.

TOPIC:
1. Assignment construction so you get the outcomes you want.
2. Will new faculty be required to pass class before teaching?
Table 3
**CHALLENGES:**
1. Formalize what are already in place.

**STRENGTHS:**
1. Good/Great IDC staff to support and implement this project.

**TOPIC:**
1. Advisors too would benefit from learning theory, assessment and measurement of these Services—is there a way to broad the group.
2. Role/Responsibilities of Faculty Advisors for the internships-Benefit to faculty for participating.
3. Dealing with challenging students disrupting behavior and student discipline.

Table 4
**CHALLENGES:**
1. 8 weeks is too long.

**STRENGTHS:**
1. Small class size is good!
2. Don’t make the training boring = make it hands-on and useful.

Table 5
**CHALLENGES:**
1. Might reduce workload requests for help various support staff- i.e., ITS, Secretarial staff.
2. Positive experience to be led on/mentored by co-workers.
3. Consistency of faculty processes knowledge.
4. Defining what’s to be included by fall 2006.
5. Will new faculty be required to participation in the academy? Will such a requirement cause resentment?
6. A challenge would be getting times/days that work well for the new faculty and do not overwhelm the providers with having to repeat too many times.
7. The class should also include a mentor relationship with an antique faculty member.
8. Perhaps not every new Heartland faculty will need every aspect of academy.
9. Please include library and ASC services that offer support as part of the instruction.

**STRENGTHS:**
1. We already have a foundation for this tracking system implemented.
**Table 6**

**CHALLENGES:**
1. Mentors for new staff?
2. Can this training be offered in an open-entry/open-exit self-paced format?
4. Provide professional growth opportunities for adjuncts for which they would be paid to attend.
5. Time commitment of adjuncts to 6-8 week class.
6. Bring in some outside experts.
7. Learning and applying neuroscience/brain study to enhancing learning.
8. Use of technology in the classroom.
9. Mentor program for new faculty.

**STRENGTHS:**
1. Adjuncts will understand more is required than just showing up for your class, Quality teaching.
2. We have a “core” of resources in place.
3. Excellent resources (especially the IDC people).
4. To teach the process of constructing a student syllabus, I used a color-coded one for four or five semester on adjunct faculty orientation nights. I still have the materials.
5. Increase a sense of belonging and increase opportunity for communication.
6. Knowledge of members to form program.
7. There are probably many people who have expertise in classroom technique and would be willing to share.

**Table 7**

**CHALLENGES:**
1. Coordinating schedules so that offerings are available to all who want them.
2. Faculty pack for pro tech employees.

**STRENGTHS:**
1. Good support in IDC.
2. Every one who starts here as a new employee knows how it went for them.
3. Mini sessions
4. Beyond WEB-CT, pod casting, screen casting, moving from closed source to open source.
5. Integration of new faculty and adjuncts into “our community” HCC.

**TOPICS:**
1. What do our L.O really mean?
2. What is assessment?
3. How do I assess myself as effective?
4. Issues that span multiple disciplines?
5. What is something that your discipline focuses on that affects mine as well?
Table 8

**CHALLENGES:**
1. Establish mentoring program for new faculty.
2. Must be meaningful for participants.
3. Might be repetitive for some.
4. When scheduled to meet diversity of faculty needs.

**STRENGTHS:**
1. Great opportunity to encourage communication among instructors. Instruction will be improved through collaboration.
2. Builds a cohort/community
3. We have lot of knowledge to draw on.
4. Support and guidance to new faculty.
5. Help with bonding with other new faculty.
6. Improve consistency with grading expectations.

**TOPICS:**
1. Are instructors carrying course loads while enrolled in the “Academy”.
2. Do they get paid for time in the “Academy”.
Table 9

CHALLENGES:
1. Weakness in the orientation for faculty: The concept is great with the majority of faculty are adjuncts; 6-8 week time commitment is huge.
2. Will require more time from the individuals to attend these classes.
3. How do you define “faculty”.
4. Political history of HCC.
5. Why not an ongoing Academy spaced at set intervals? We are often too busy teaching to stop and learn new things ourselves.
6. Build in follow up post-class (what worked is still working).
7. Broaden the “target” audience or develop a similar academy for all support people to better appreciate what the faculty does.
8. Time commitment/scheduling issues need to be addressed.
9. Team should develop understanding of the gap that exists in perceptions of proficiency with technology between older faculty (baby boomers) and younger students (web/next generation) and address this is the scope of this project.

STRENGTHS:
1. Promotes collegiality.
2. Strengths for the orientation for faculty: we have incredibly gifted faculty who could serve as mentors.
3. Opportunities for instruction via the available technology (Web-CT).
4. Prolonged exposure to processes and people at HCC.
5. Faculty Designed.
6. Increase confidence and morale among faculty groups.

TOPICS:
1. FIRPA
2. COPYRIGHT