

FACULTY DEVELOPMENT

Dunwoody College of Technology offers faculty a number of resources to aid in their development both as instructors and as technicians.

Faculty instructional development is coordinated and provided by the Faculty Development Program; technical development is coordinated and provided by Human Resources and/or in collaboration with the department manager.

Faculty Development Program Mission & Objectives

The Faculty Development Program advances Dunwoody's dedication to preparing high-quality graduates to engage in "the better performance of life's duties" by providing all faculty members with a framework that fosters a culture of innovation, supports continuous improvement, and affords opportunities for reflection.

As a result, instructors will be able to:

1. Strengthen their instructional capacity through growth in knowledge, application, and reflective practice
2. Make choices about content, delivery, and evaluation that focus around effective instruction and student learning
3. Formulate an identity about themselves as an educator that informs their short- and long-term professional goals, classroom policy, and educational philosophy

Structure

At the center of the Program is the Faculty Development Advisory Committee, which is charged with responsibilities related to advising the planning, delivery, and evaluation of this framework. The Committee provides insight, feedback, and guidance on the policies and activities that permit the Faculty Development Program to fulfill its mission. Committee membership consists of representatives of key areas on campus, especially pertaining to the academic experience. The Faculty Development Advisory Committee conducts a number of critical activities, including but not limited to:

- Identification of faculty development interests and needs
- Review of current programming, services, and overall framework
- Review of faculty development documentation, processes, and policies
- Assistance with the coordination, delivery, and assessment of faculty development programming and services
- Gathering, analysis, and dissemination of information related to faculty development activities and topics

Faculty development activities are coordinated, facilitated, and tracked by the Faculty Development Coordinator.

As part of setting yearly expectations, instructors develop a plan in collaboration with their managers. This decision is informed by end-of-course survey results, personal reflections, teaching observation results, and/or other instructional goals. Throughout the year, the Program provides opportunities to introduce, apply, and reflect on these new and/or reinforced skills. Managers will also check in during regular 1:1 sessions to discuss progress and/or to make modifications to that plan. At the end of the year, instructors and managers will document the impact on instruction.

Activities & Topics

Topics covered in these activities are related to current issues and interest, as informed by several stakeholders and measures. Notice of activities and topics will be given in the Dunwoody Observer e-mail newsletter.

The activities offered by the Faculty Development Program contribute to a yearlong, continuous effort toward improving instruction. These include:

New Faculty Orientation

The purpose of New Faculty Orientation is to prepare new instructors for their first semester of teaching by introducing them to fundamental skills and techniques that effectively facilitate learning; to the background knowledge that will equip instructors to make informed teaching decisions; and to the culture of teaching on campus.

Career and Technical Education Courses

Full-time faculty members at Dunwoody are required to take a Teacher Educational series of courses unless they have a degree in education. These courses may be taken at the University of Wisconsin-Stout (Career and Technical Education – CTE), or another institution with comparable courses. Adjunct and part-time faculty are strongly encouraged to take them. The CTE classes may transfer to a graduate degree. The following are the courses required at UW-Stout:

- CTE-302 Principles of CTE
- CTE-405 Methods to Teaching CTE
- CTE-438 Course Const for CTE
- CTE-440 Inst Eval CTE

All-Faculty In-Service Events

Once per year, Dunwoody holds an all-day workshop that includes activities related to either beginning or end-of-semester topics, shares administrative updates, and/or provides faculty a chance to share goals, experiences, and reflections.

Monthly Faculty Development Sessions

Each month during the academic year, the Faculty Development Program hosts a faculty development session. These sessions take many forms and focus on a high-interest, current topic related to classroom instruction.

faculty cohorts

To promote innovative instruction and collaboration between instructors, the Program supports and facilitates faculty cohorts. Faculty cohorts are teams of faculty who meet regularly over the course of a semester or year to engage in self-directed study about a teaching-related topic. A faculty cohort may focus on a particular area of interest or project (i.e., increasing cross-departmental collaboration), or a particular cohort (i.e., new instructors).

A cohort is:

- A small group of three or more peers
- Within a single discipline or trans-discipline

Self-directed course of study means:

- Cohort-defined topics within teaching and learning
- Cohort-defined activities

- Cohort-defined duration of weeks, months, or semesters
- Resulting in work-products that can be assessed by peers

Modes of faculty cohort include:

- Themed Study
- Personal Action
- Peer Observation
- Piloting
- Unconference

Collaborative Teaching Observations

Faculty participate in at least one teaching observation annually. This process is voluntary, but strongly encouraged as a tool for improving instructional practice; generating artifacts that demonstrate mastery of what Dunwoody has defined as effective teaching practice; sharing and discussing teaching ideas with fellow teachers; and informing current and future faculty development plans.

Resources

Faculty are also provided with a library of print and electronic resources to inform and reflect on their practices:

- The Teaching Professor
- American Technical Education Association (ATEA) Journal (included with ATEA membership)
- Faculty Development Canvas Site
- Faculty Development collection, Dunwoody library

Faculty Technical Development

Technical development opportunities are available for faculty through Human Resources and in coordination with department managers. These opportunities consist of a number of activities for the purpose of developing an instructor's effectiveness as a professional representative of his/her respective field, including developing content-area expertise.

Structure

Faculty will set a technical development plan in addition to an instructional development plan as part of yearly expectations. With their managers, instructors will determine appropriate professional development activities that serve the instructor's goal(s) for the upcoming year. Managers can then work with individual instructors to coordinate resources and support for such activities to be fulfilled.

Resources

A variety of print resources are available in the Learning Resource Center to inform and update instructors and their practice. Electronic resources, such as academic journals and an ebook collection, are available through the EBSCOHost database, accessed through the Learning Resource Center. Instructors are encouraged to work with their managers to request resources of more specific nature.

Activities

Dunwoody College of Technology encourages faculty to participate in activities that promote their abilities as content-area experts. Faculty should work with their managers to arrange, budget, and plan for these activities accordingly.

Industry Competence

Dunwoody encourages faculty to seek out and realize opportunities to gain additional experience in their fields in order to maintain technical competence. These include professional organization memberships, continuing education as necessitated by industry licensure or certification and/or work in industry. Instructors should work with their managers to arrange for these opportunities.

Conferences & Field Trips

Faculty are encouraged to keep current in their field of study by traveling to and participating in industry tours, site visits, museum visits, conferences and seminars.

Faculty Required Degree Plans

Technical faculty will have or attain a bachelor's degree in a relevant/ related field of study from an accredited college or university and complete all Dunwoody professional development requirements. Technical faculty without a bachelor's degree must have a plan in place and be actively pursuing their degree. Arts & Sciences faculty must currently possess a master's degree in a relevant field of study with 18 graduate credits in the content area from an accredited college or university and complete all Dunwoody professional development requirements. The documentation process for the approval and completion of professional development and/or continuing education hours will consist of one or more of the following:

- A Degree Planning Form (https://staff.dunwoody.edu/Departments/Human_Resources/Benefit%20Information/Forms/AllItems.aspx?RootFolder=/Departments/Human_Resources/Benefit%20Information/Tuition%20Reimbursement&FolderCTID=%7bF6B90DA5-F684-4F37-B02F-2E5E9EAC56E6%7d) completed and approved prior to attending any college or university courses under the tuition reimbursement program
- A Tuition Reimbursement Form (https://staff.dunwoody.edu/Departments/Human_Resources/Benefit%20Information/Forms/AllItems.aspx?RootFolder=/Departments/Human_Resources/Benefit%20Information/Tuition%20Reimbursement&FolderCTID=%7bF6B90DA5-F684-4F37-B02F-2E5E9EAC56E6%7d), receipts, and course grades submitted to Human Resources for reimbursement and the employee's professional development file