

# Faculty Cohort Teams at UMC

Questions and Answers, October 19, 2001

*Marilyn Grave, Program Coordinator, Bush "Enhancing Student Learning"*

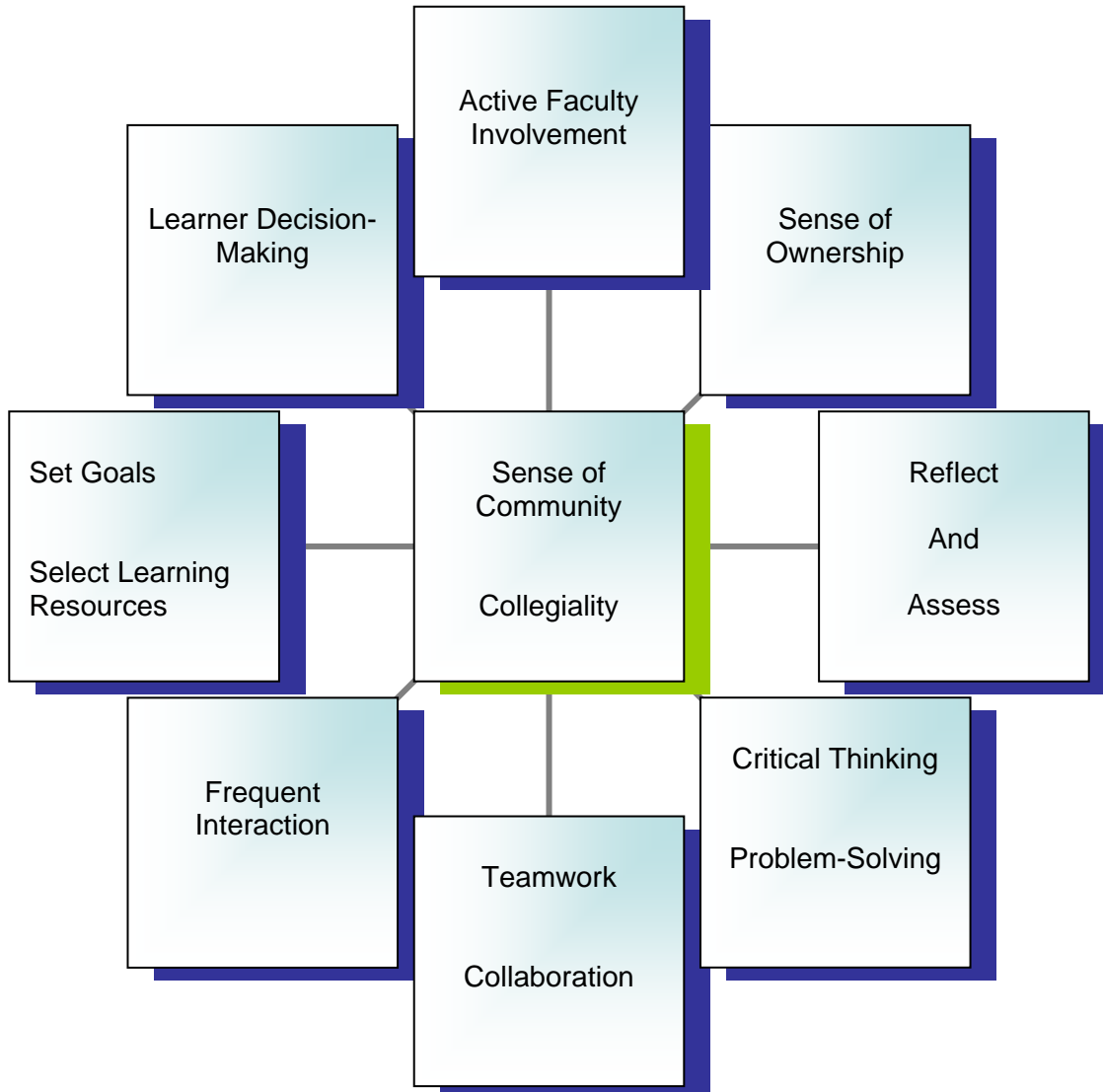
## Why are we creating Faculty Cohort Teams at UMC?

At the cornerstone of reflective practice and the scholarship of teaching, is the idea that educators continually examine what they do and the contexts in which they do it. It is through reflective practice that faculty can create more coherence between what they do or intend to do and how students experience these actions.

Research documents that faculty collaboration in teaching is associated with improvement of teaching ability, increased intellectual stimulation in teaching, and reduction in the degree of isolation associated with traditional teaching.

Faculty Cohort Teams are the vehicle we are using at UMC to create a community of discourse about learning and teaching.

## CHARACTERISTICS OF CULTURES THAT SUPPORT TEACHING and ITS IMPROVEMENT



## **What are the Goals of Faculty Cohort Teams at UMC?**

1. To create a process which will empower and support faculty as they attempt to improve their ability to help students learn.
2. To engage faculty in an effort to diversify and integrate their teaching strategies to create active, constructive processes of teaching and learning.

## **Do I have to stay in the same Faculty Cohort Team all year?**

No. Length of time in the same Faculty Cohort Team will facilitate collaboration.

## **Do I have to stay in the same Faculty Cohort Team for the length of the program?**

No.

## **How much time will it take for me to participate in Faculty Cohort Teams?**

Depends...time for reading, time for a minimum of one meeting per month, time for designing a classroom assessment activity, time for implementing new strategies to improve student learning and to improve your competence as an educator.

## **Are we simply going to get together in our Faculty Cohort Teams and read these articles and discuss or talk about them?**

No. But, that's how you'll begin.

## **What Will Faculty Cohort Teams Do? What do we need to accomplish? What are the objectives for Faculty Cohort Teams?**

**General Goal:** To develop individual and team goals for addressing particular problems in the learning environment, from which appropriate teaching innovations and technological strategies will emerge.

- Objectives:**
1. Choose a process or method to structure your work on assessing the teaching and learning environment. During the year consideration must be given to needs assessment results (*UM survey, 2000*) which noted the most problematic teaching and learning issues at UMC.
    - ✓ Students lack adequate study skills.
    - ✓ Students do not complete the reading or note-taking needed to learn successfully.
    - ✓ Students are hampered in their learning by a lack of adequate preparation in math, reading, and writing.
    - ✓ Students appear to lack sufficient motivation to learn successfully.
    - ✓ Students performance on assignments and tests is less than desirable.
  2. Design and/or implement a classroom assessment activity. (*min. of one per school year*)
  3. Determine learning outcomes and instructional purposes for your content area and courses.
  4. Deliberate regarding potential approaches to affect desired change in the teaching and learning environment

5. Discuss and/or seek technical support for the selection of the teaching strategies and/or technology most suitable to facilitate meeting the learning outcomes for a specific course.
6. Work collaboratively to design and implement at least one teaching and learning activity (*per year*) to improve student study skills, student reading or note-taking, student motivation, student preparation, and /or student performance.

### **Do I have any responsibilities as a Faculty Cohort Team Member?**

YES!

1. Read and review relevant literature prior to team meetings.
2. Participate in discussion, reflection, and feedback at team meeting.
3. Design and implement at least one classroom assessment activity during the school year.
4. Design and implement at least one new teaching and learning activity during the school year.
5. Attend at least two of the Bush sponsored Teaching and Learning Workshops or one Workshop and the Fall Retreat during the school year.
6. Design and participate in an ongoing assessment of the program's impact on your students and your own teaching goals, methods, and philosophies.

### **How do I benefit by participating in this Bush Faculty Development Program?**

1. Availability of opportunities to talk about teaching with your colleagues.
2. Food and/or refreshments during your Faculty Cohort Team meetings.
3. Professional development funds.
4. Professional growth in the scholarship of teaching.

### **What are the expected outcomes for Faculty Cohort Teams at UMC ?**

Increased interaction, collaboration, and sense of community among faculty.

Faculty cohort members will practice the scholarship of teaching and learning as they participate in self-assessment activities, review literature, engage in reflective dialogue, collaborate with campus colleagues, make changes in the courses they teach, observe and record changes in student learning, and communicate with peers regarding their experiences.

Student study skills, student failure to do reading and note-taking, lack of motivation, and performance on assignments and tests will become less problematic, as perceived by faculty cohort members based on data collected for program evaluation.

## What are the GOALS of Faculty Cohort Teams at UMC?

1. To create a process which will empower and support faculty as they attempt to improve their ability to help students learn.
2. To engage faculty in an effort to diversify and integrate their teaching strategies to create active, constructive processes of teaching and learning.

## What are the OBJECTIVES for Faculty Cohort Teams?

**General Goal:** To develop individual and team goals for addressing particular problems in the learning environment, from which appropriate teaching innovations and technological strategies will emerge.

- Objectives:**
1. Choose a process or method to structure your work on assessing the teaching and learning environment. During the year consideration must be given to needs assessment results (*UM survey, 2000*) which noted the most problematic teaching and learning issues at UMC.
    - ✓ Students lack adequate study skills.
    - ✓ Students do not complete the reading or note-taking needed to learn successfully.
    - ✓ Students are hampered in their learning by a lack of adequate preparation in math, reading, and writing.
    - ✓ Students appear to lack sufficient motivation to learn successfully.
    - ✓ Students performance on assignments and tests is less than desirable.
  7. Design and/or implement a classroom assessment activity. (*min. of one per school year*)
  8. Determine learning outcomes and instructional purposes for your content area and courses.
  9. Deliberate regarding potential approaches to affect desired change in the teaching and learning environment
  10. Discuss and/or seek technical support for the selection of the teaching strategies and/or technology most suitable to facilitate meeting the learning outcomes for a specific course.
  11. Work collaboratively to design and implement at least one teaching and learning activity (*per year*) to improve student study skills, student reading or note-taking, student motivation, student preparation, and /or student performance.

## What are the RESPONSIBILITIES of Faculty Cohort Team Members?

1. Read and review relevant literature prior to team meetings.
2. Participate in discussion, reflection, and feedback at team meeting.
3. Design and implement at least one classroom assessment activity during the school year.
4. Design and implement at least one new teaching and learning activity during the school year.
5. Attend at least two of the Bush sponsored Teaching and Learning Workshops or one Workshop and the Fall Retreat during the school year.
6. Design and participate in an ongoing assessment of the program's impact on your students and your own teaching goals, methods, and philosophies.

