Professional Development for FYE Faculty – Campus Models

During this session, participants exchanged ideas of various models for professional development opportunities for FYE faculty. What follows is a list of these models by campus as well as some self-identified successes and challenges in providing training for FYE faculty.

**Dominguez Hills** – “ownership” – teaching for a long time – not embracing new ideas
- no training until now
- now 3 full day seminars ($250 per day)
- post assessment in winter
- Course continuity concerns
  - need to agree on - goals/objective same
  - “evidence”/outcomes
  - SCO – Standard. Course Outline

**Monterey Bay** – Began with handing out a “binder” - go to it
- now – one day outside contract ($275) + time once semester has started
- some core faculty – helps continuity/expectations
- issue: -what to do if don’t come to training
  - faculty want autonomy
- is pay the only reward? ----- Pizza
- what other “recognition”?

**San Francisco** – Talk about what is/not working
- no real structure → develop evaluation
- topics agreed upon - $ management/ debt management
- want Instructor website - ideas

**San Marcos** –
(1) annual (GEL 101) retreat - $100. Stipend for off contract + lunch
  - “living document” – goals/outcomes
  - coordinate w/resources – set dates
  - packet on reserve re: 1st year readings
(2) partnership w/ reader cc’s/task force on working with 1st year
  - Book publisher workshop(s)
(3) Instructor retreat for #1 & #2

**Sacramento** – was a day long convocation, too superficial or too specific
- now – faculty invites doing break-outs
- issue – identifying lecturers earlier for training

**Long Beach** – Not ideal
- Lunch/breakfast meeting
- SCO
- Faculty do it to get units not student centered
- resources available
- use university accepted/dev. book – not consistent
* LC faculty do meet monthly & before semester and agree on approaches
SHORTFALLS
- coordination between faculty & time
- course continuity vs. flexibility
- lack of planning time – too last minute
- sustainability → rewards
- ownership – Academic Freedom
  → alignment of philosophy & purpose
* relevance of curriculum/content for students

- what are the goals of the course?
  Walk that talk → say FYE important BUT …

IDEAS:
- vehicle for “new” faculty development
- RTP- value it
  - gets them to buy in, sets relationships in motion, develops a community
- guest lecture in courses
- offer mentorship program SEASONED/NEW
- give faculty copies of programmatic assessments – DATA TALKS
- make web resources (IDEAS/examples) available

WHAT WE WANT:
The great overview of CSU First Year Programs making FYE as central as we say it is
integrating FYE w/ faculty orientation making the connection for the 1st year.

WHAT’S GOOD:
- 2 day workshops w/ compensation & food & gifts
- guest speakers
- continuity
- sustainability – part and full time RTP
- mid course corrections
- bringing CC together w/ CSU (San Marcos)
- keeping it simple
- playing to faculty strengths

WHAT’S NOT:
- $$$
- inconsistent
- changing teachers at the last moment
- being able to plan
- the correct, critical choice of instructor
- PT doing the community (institution) building