Proposal for Faculty Learning Community AY 2013-2014
Teaching Strategies for Early Career Faculty

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Description
This cohort based Faculty Learning Community (FLC) will focus on teaching strategies for early career faculty. We will work on pedagogical development, trouble-shooting problems as they arise over the course of the year, how to build a new course, integrating research and teaching, institutional fluency, and creating work/life balance. At UAF, the demands on College of Liberal Arts faculty to teach multiple different classes and perform in the classroom are especially intense. As such, this FLC will target early career CLA faculty as participants but will consider applications from early career faculty from the other colleges.

Justification
Evidence (both empirical and informal) suggests that early career faculty often feel alienated, overwhelmed, and unclear about where to find answers to their questions. Teaching can be a particular source of stress for new faculty who struggle to balance teaching with other duties, who sometimes lack pedagogical foundations, and who have fears about how students will assess their teaching. This FLC will prioritize the concerns and challenges faced by early career faculty generally, but also specific to UAF.

Goals
- enhance teaching skills (lecturing, active learning, testing, grading, assessment)
- offer opportunities for non-threatening observation, assessment, and discussion of teaching
- supply materials (readings etc.) and information for successful teaching for early career faculty
  (but not burden participants with extra work)
- create a comprehensive list of resources/ideas for incoming faculty
- provide intellectual and emotional support to early career faculty at UAF

Outcomes
- strengthening of teaching skills/talents
- individualized plans that provide participants with a set of objectives and time-line for implementing their ideas over the next few years
- creation of online “handbook” for future faculty with information, tips, and useful links
- development of collaborative, cross-departmental, intellectual and personal bonds that will lead to invigorated teaching, research, more satisfying personal lives, and a sense of belonging at UAF

Gatherings
Over the course of the academic year this FLC will gather together approximately 10 times on dates, times, and at locations agreed upon by the group.