Faculty Activity Report for Professional Learning

This Professional Learning Faculty Activity Report recognizes and acknowledges faculty activity that improves teaching for the faculty member or for other faculty members. Professional learning includes learning that improves the "knowledge of the academic subjects the teachers teach; the understanding of how students learn; and the ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis." -*Learning Forward, The Professional Learning Association*

The Office of the Provost expects minimum engagement with professional development in teaching to be a minimum of 8 hours per school year. The Office of the Provost will work with deans and chairs to provide the requisite support to meet that expectation.

Reflection, Analysis, and Active Implementation of Teaching Change

The items in this category make a direct change to teaching practice.

Estimated Time	Description
1-10 hours*	Designing a new course (either new to you or new to your department) *over and above the common expectations* such as working with someone from the Center for Teaching and Learning a peer mentor or a colleague in another institution
1-10 hours	Working with DLiT instructional design team to create a new online course (actual meeting hours with the instructional designer not hours spent on the course development)
1-5 hours	Working with DLiT instructional design team to revise an online course (actual meeting hours with the instructional designer)
2 hours for *Colleague* (observer) 3 hours for faculty being observed if they write a report	Formative dialogue
5 hours	Collection, analysis, reflection on data showing evidence of student learning within a course. Planning change for the next session of the course based on the data
8 hours	Mentoring another faculty member, meeting at least once a month for one school year
Report the actual hours	Authoring supplementary materials for student use

Report the actual hours	Mentoring others in the use of multiple strategies for assessing learner outcomes and using the data to improve teaching or mentoring others in any area of teaching
Report the actual hours	Other

Presentations on the Scholarship of Teaching

Presentations which do not receive research credit in the FAR can be reported here.

Estimated Time	**Description**
4 hours	Presenting one session at Faculty Institute, Celebration of Research, Seminary Scholarship Symposium (multiply the presentation time by 4)
Report the actual hours	Other

Attendance

Awareness of teaching strategies and methods is the beginning of teaching improvement.

Estimated Time	**Description**
10 hours	Attendance at Faculty Institute (report actual attendance hours)
Report the actual hours	Attendance at a Teaching and Learning Conference
3-15 hours	AU Book Club (3 sessions + reading time)
1 hour each	Faculty Technology Showcase Lunch and Learning (per session)
Report the actual hours	Attendance at a discipline content conference
8 hours	Attendance of an Online Learning Consortium Workshop (sponsored by DLiT)
Report the actual hours	Attendance of an online course such as a MOOC (Massive Open Online Course), webinars, or videos on teaching or content in your discipline
Report the actual learning hours	Reading about teaching (articles, scholarly articles, web articles, books) and writing a reflection or implementation plan

Report the actual learning hours	Reading about the integration of faith and learning and writing a reflection or implementation plan
Report the actual learning hours	Writing or updating your philosophy of teaching

*More than estimated time requires an explanation and documentation.

Evidence can include: registrations, programs, webinar links, MOOCS certificate, thank you emails.