



UNITED STATES
AIR FORCE ACADEMY

New Faculty Orientation Program Summer 2019



Outcomes

Faculty participating in New Faculty Orientation will be able to...

1. Describe the distinctive context of USAFA and analyze the ways in which that context shapes teaching and learning.
2. Engage with a community of colleagues on topics of teaching and learning.
3. Develop strategies for creating a respectful, inclusive, and engaging learning environment in their classroom.
4. Adopt and adapt evidence-based, learning-focused teaching practices (supported by instructional technology) that faculty will subsequently apply in their classes.
5. Align lessons, units, activities, and assessments based on the principles of instructional design.
6. Cultivate a growth mindset in regard to teaching, and develop strategies for fostering a growth mindset in their students.

SCHEDULE AT A GLANCE

Day	Time	Sessions			Location
8-Jul	0800	Registration (coffee, bagels)			Arnold Hall Ballroom
	0830	Introductions			
	0845	USAFA's Mission and Officer Development			
	0915	Vice Superintendent's Briefing			
	1015	Vice Dean's Briefing			
	1100	USAFA Institutional Outcomes			
9-Jul	0800	Faculty Perspectives: Panel Discussion			McDermott Library
	0930	USAFA Standards			
		Intro to Upholding Standards (Cyberworx)	Being a Leader in the Classroom (4D47)	The Contemporary USAFA Cadet (4D60)	
	1035	Honor Code Briefing			Library Foyer
	1135	Faculty Mentoring Circles			
10-Jul	0800	Respectful, Inclusive and Engaging Learning			Library Foyer
	0840	Care in the Classroom (Cyberworx)	Difficult Conversations (4D47)	Educating for Moral Knowledge (4D60)	
	0950	Introduction to Growth Mindset			Library Foyer
	1035	Introduction to Metacognition (Cyberworx)	Scaffolding to Promote Growth (4D47)	Growing into Our Identities as Teachers (4D60)	
	1135	Faculty Mentoring Circles			

SCHEDULE AT A GLANCE

Day	Time	Sessions			Location
11-Jul	0800	Introduction to Learning-Centered Teaching			Library Foyer
	0900	Evidence-Based Practice in STEM Courses (Cyberworx)	Best Practices for Utilizing Educational Tech (4D47)	Assessing for Student Learning (4D60)	
	0950	Introduction to Instructional Design			Library Foyer
	1045	Introduction to Lesson Planning (Cyberworx)	Aligning Tech, Outcomes and Activities (4D47)	Introduction to Backwards Design (4D60)	
	1135	Faculty Mentoring Circles			
12-Jul	0750	Cadet Panel			Library Foyer
	0900	Scavenger Hunt!			
	1120	Q&A with the Vice Dean			
	1210	Orientation Wrap-up			

Describe the distinctive context of USAFA and analyze the ways in which that context shapes teaching and learning.

Develop strategies for creating a respectful, inclusive, and engaging learning environment in their classroom.

Adopt and adapt evidence-based, learning-focused teaching practices (supported by instructional technology).

Align lessons, units, activities, and assessments based on the principles of instructional design.

Cultivate a growth mindset in regard to teaching, and develop strategies for fostering a growth mindset in their students.

Monday, July 8 – Arnold Hall Ballroom

USAFA Mission and Vision

0800-0830 Registration

Please register at the sign-in table. Coffee and bagels/snacks will be available.

0830-0845 Welcome and Introduction

Dr. Rob Flaherty

Associate Dean for Educational Innovation

0845-0915 USAFA's Mission and the Officer Development System

Col Gary Packard

Vice Dean, Curriculum and Strategy

0915-1000 Vice-Superintendent's Keynote

Col Houston Cantwell, Vice-Superintendent

1000-1015 ———Break—————

1015-1100 Vice Dean of the Faculty Briefing

Col Troy Harting, Vice Dean of the Faculty

1100-1200 USAFA Institutional Outcomes

Dr. Steve Jones, Senior Associate Dean

Afternoon: Blackboard 101: 1530; Location 2N300

USAFA Mission and Vision—Reflection Journal

What was your essential takeaway from today's presentations and how has it shaped your concept for New Faculty Orientation?

Tuesday, July 9 – McDermott Library Foyer

Perspectives and Standards at USAFA

0800-0915

Faculty Perspectives Panel Discussion (Foyer)

*Capt. Kevin Stoll (DFC), Dr. Rich Johnston (DFENG),
Dr. Shelby Stanhope (DFMS), Col Gary Packard (DF)*

0915-0930

Break (find your breakout session)

0930-1020

Breakout Session 1: USAFA Standards (Choose 1)

Introduction to Upholding Standards [Cyberworx] – *Dr. Julie Tetley (DFR)*

During this session, attendees will learn about the essential standards by which cadets must comport themselves, and develop strategies for creating a learning environment in which those standards are upheld and promoted.

Recommended for: New civilian faculty or military faculty who wish to review essential standards.

Being a Leader in the Classroom [4D47] – *Maj Wolfgang Weber (DFL)*

Teaching presents a unique opportunity to embody and foster the ideals of leadership. During this session, attendees will learn about the overlaps between being a teacher and being a role model for cadets.

Recommended for: New military faculty or civilian faculty interested in learning more about officer development.

The Contemporary USAFA Cadet [4D60] – *Col Gary Packard (DF)*

Given some of the unique parameters of contemporary higher education, it is useful to consider how current cultural and generational trends can affect USAFA faculty as we strive to create leaders of character. During this session, we will learn about the challenges and opportunities facing the current generation of USAFA cadets.

Recommended for: Any faculty interested in the impact of cultural changes on the USAFA mission

1020-1035

Break—Return to Library Foyer

Use break time to reflect on what you gained from the panel/breakout sessions (see next page).

Perspectives and Standards at USAFA—Reflection Journal

Which Breakout Session Did You Attend? _____

Write down your two essential takeaways from today's sessions. Also, write down one question you still have regarding these subjects.

Tuesday, July 9 (continued)

1035-1125 Honor Code Briefing (Foyer) – Maj Ken Hyle (DFL)

The USAFA Honor Code is one of the central components of the cadet ethos/culture. In this session, you will be introduced to key parameters of the Honor Code and discuss the process for dealing with suspected violations.

1125-1135 Break

1135-1215 Faculty Mentoring Circles

New Faculty will take part in a faculty mentoring community (FMC), working with an experienced faculty member throughout the school year. During FMC breakout sessions, faculty have an opportunity to discuss key ideas/takeaways from NFO. FMCs will meet in McDermott Library.

Afternoon:

Blackboard 102: 1530; Location 2N300

Wednesday, July 10 – McDermott Library Foyer

Inclusivity and Growth Mindset

0800-0830 Respectful, Inclusive and Engaging Learning – *Dr. Rob Flaherty (DFEI)*

Inclusive learning environments respect cadet differences and emphasize the value of diversity to learning and mission success. At USAFA, excellence in teaching includes intentional teaching practices that empower student voices and break down social barriers to learning.

0830-0840 Break (find your breakout session)

0840-0935 Breakout Session 2: Inclusive Teaching (Choose 1)

Care in the Classroom [Cyberworx] – *Lt Col Rod Smith (DFBL)*

This session offers an exploration of how the concepts of “love” (defined here as the “joining of the separated”) and “care” can be used as transformative and inclusive tools to develop leaders of character in an academic setting. We will offer a conceptual framework for love and leadership development derived from learning theories. Participants will have an opportunity to explore evidence from a case study here at USAFA.

Recommended for: Faculty who wish to consider strategies for caring for their students so as to help students own, engage, and practice inclusion.

Difficult Conversations [4D47] – *Dr. Karin DeAngelis (DFBL)*

Teaching about complex, controversial topics is an ongoing challenge. Most faculty strive to create a space where students can consider the complexity of different perspectives; however, faculty may also experience a silent or tense classroom, especially when the discussion is on “hot-button” topics. In this session, we will discuss strategies for managing difficult classroom discussions.

Recommended for: Faculty who are anticipating class discussions of controversial topics, or who wish to learn how to manage difficult conversations.

Educating for Moral Knowledge and Respect for Human Dignity [4D60] – *Dr. Adam Pelsler (DFPY)*

Many undergraduates today are suspicious of the possibility of moral knowledge. Many college instructors are, too. In this session, we will consider how we, as educators in this skeptical age, can help our cadets to appreciate – indeed, to know – their own dignity and the dignity of all their fellow humans.

Recommended for: Faculty who seek to enhance the moral dimensions of their pedagogy and to better orient their classes toward moral knowledge.

Inclusivity—Reflection Journal

Which Breakout Session Did You Attend? _____

Write down two takeaways and one lingering question.

Wednesday, July 10 (Continued)

0950-1030 **Introduction to Growth Mindset** – *Dr. Julie Tetley (DFR) and Dr. Marc Napolitano (DFEI)*

Dweck’s work on the subject of mindset stresses the importance of being open to the possibility for continuous development (as opposed to resigning oneself to a certain level of competence.) As educators, it is important that we cultivate growth mindsets, and that we look for opportunities to promote such mindsets in students.

1030-1040 **Break (find your breakout session)**

1040-1125 **Breakout Session 3: Mindset (Choose 1)**

Introduction to Metacognition [Cyberworx] – *Dr. Rob Flaherty (DFEI)*

Metacognition is about being able to successfully plan, monitor, and evaluate one’s learning. Students are sometimes so focused on processing the content that constitutes their classes that they do not take the time to engage in metacognitive reflection. During this discussion, we will introduce some of the essential concepts behind metacognition and how it can help foster a growth mindset.

Recommended for: Faculty who are interested in developing a deeper understanding of how to move students beyond surface learning.

Wednesday, July 10 (Continued)

Scaffolding to Promote Growth [4D47] – Dr. Kim Hosler (DFEI)

One significant way in which we can foster a growth mindset in students is to structure our courses (and our assignments) in such a way that students have opportunities to develop and practice key subskills that they will need to utilize when executing longer assignments. During this session, we will discuss how scaffolding assignments can help promote a sense of growth.

Recommended for: Newer faculty interested in the iterative development of cadet learning throughout their course.

Growing into Our Identities as Teachers [4D60] – Dr. Marc Napolitano (DFEI)

The popular representation of teachers conveys the problematic notion that great educators are born and not made. In actuality, teaching is a nuanced skill that requires continuous practice and sustained reflection. During this session, we will focus on how to grow gradually and deliberately into our identities as learning-centered teachers.

Recommended for: New or experienced faculty interested in developing or refining their philosophy of learning-centered teaching.

1125-1135 Break—Return to Library Foyer

Use break time to reflect on what you gained from the morning sessions (see next page).

1135-1215 Faculty Mentoring Circles (McDermott Library)

FMC's will discuss the issues and ideas presented in today's sessions.

Afternoon Blackboard 101: 1530; Location 2N300

Growth Mindset—Reflection Journal

Which Breakout Session Did You Attend? _____

Write down your two essential takeaways and one lingering question

Thursday, July 11 – McDermott Library Foyer

Learning-Centered Teaching and Instructional Design

0800-0850 Introduction to Learning-Centered Teaching – Dr. Marc Napolitano
 Previously, the college classroom was designed around a “teacher-centered” model in which the instructor acted as a content expert and transferred knowledge of their subject matter to students. The contemporary college classroom is becoming increasingly learning-centered. During this workshop, faculty will consider ways of fostering student engagement and helping students to cultivate proficiencies through their engagement with the course content.

0850-0900 Break (find your breakout session)

0900–0940 Breakout Session 4: Learning-Centered Teaching (Choose 1)

Evidence-based Practice in STEM Courses [Cyberworx] – Col Brian Neff (DFEC)

STEM courses can present specific pedagogical challenges, particularly if teachers and students feel that there is only one way of learning the material. During this discussion, faculty will consider various evidence-based strategies that can help to foster greater understanding.

Recommended for: STEM faculty who are interested in expanding their repertoire of pedagogical techniques and developing methods that will help to foster student learning.

Best Practices for Utilizing Ed Tech [4D47] – Dr. Bob Bryant (DFEI)

Ed Tech is oftentimes mistakenly regarded as a panacea, the result being that many “fads” in ed-tech come and go quickly. During this discussion, we will focus on practical applications and best practices for utilizing Ed Tech in ways that will improve learning.

Recommended for: Faculty who wish to incorporate technology in a meaningful way so as to foster student learning.

Assessing for Student Learning [4D60] – Dr. Cali Holaway (DFEI)

Assessment is a key component of teaching and program improvement; it is also the essential methodology for ensuring that students are learning. During this discussion, we will analyze ways in which assessment can be used to improve learning.

Recommended for: New faculty and experienced faculty who wish to incorporate meaningful assessment methods into their courses.

Thursday, July 11 (Continued)

0950-1035 Intro to Instructional Design and Alignment – Dr. Kim Hosler (DFEI) and Dr. Calli Holaway (DFEI)

The careful development and application of instructional design strategies can help to create and promote more meaningful learning experiences for students. During this session, faculty will learn some of the essential tenets and techniques for designing and aligning activities, assessments, and learning outcomes.

1035-1045 Break—Find your breakout session

1045-1125 Breakout Session 5: Instructional Design (Choose 1)

Introduction to Lesson Planning [Cyberworx] – Dr. Calli Holaway (DFEI)

Creating a specific, focused, and detailed lesson plan is essential to executing a successful lesson (and, more generally, to cultivating a useful set of pedagogical skills). During this discussion, faculty will learn various techniques and criteria for creating successful lesson plans.

Recommended for: Newer faculty who are interested in taking a deliberate approach to planning out their lessons.

Aligning Technology, Outcomes and Activities [4D47] – Dr. Bob Bryant (DFEI)

Technology can have a positive impact on student learning, but faculty sometimes err in incorporating technology into their classes without truly integrating it into the learning activities. During this discussion, faculty will consider the importance of aligning technology with the other elements that constitute the learning experience.

Recommended for: Faculty who wish to incorporate technology in a way that will promote meaningful learning.

Introduction to Backward Design [4D60] – Dr. Kim Hosler (DFEI)

First promoted by Grant Wiggins and Jay McTighe, backward design is a design strategy by which faculty design courses, units, or individual lessons by first considering the intended outcome or conclusion. During this discussion, faculty will analyze the overarching principles of instructional design and how to apply them in various contexts.

Recommended for: Faculty interested in course directing and designing syllabi that align closely with overarching learning outcomes.

Instructional Design —Reflection Journal

Which Breakout Session Did You Attend? _____

Write down your two essential takeaways and one lingering question

Thursday, July 11 (continued)

1125-1135 Break—Return to Library Foyer

Use break time to reflect on what you gained from the morning sessions (see above).

1135-1215 Faculty Mentoring Circles

FMC's will discuss the issues and ideas presented in today's sessions.

Afternoon Blackboard 101: 1530; Location 2N300

Friday, July 12 – McDermott Library Foyer

0750--0850 **Cadet Panel – Maj Wolfgang Weber (DFL)**

The cadets have a unique perspective on their own learning (and on their overall USAFA experience.) During this panel, faculty will gain some insights into that unique perspective and have an opportunity to engage in Q&A with cadets.

0850-0900 **Break (break off into groups and meet with leaders for Scavenger Hunt)**

0900-1100 **Scavenger Hunt!**

There are numerous offices, programs, and groups that are set up to provide faculty with the support necessary to achieve the teaching/learning mission. During this activity, faculty will have the opportunity to visit these different offices, and to speak with representatives of key groups and programs.

1120-1210 **Q&A with the Vice Dean – Col Troy Harting (DF)**

As NFO reaches its conclusion, faculty will invariably have questions; they will have an opportunity to share these questions with Col Troy Harting, Permanent Professor and Vice Dean.

1210-1225 **Orientation Wrap Up – Dr. Rob Flaherty (DFEI)**

Later Today

Social Hour: 1600 at the Falcon Club!

Final Reflections: What was your essential takeaway regarding New Faculty Orientation? How are you going to transform that big idea into a concrete action that will facilitate your success as an educator here at USAFA?

Continuing Orientation Activities

Workshops for first-time faculty: July 15-19

For faculty who have never taught before, or who have not been in the classroom for some time, the Center for Educational Innovation offers a series of “hands-on” workshops that help to prepare new faculty for the “day-to-day” issues of teaching.

All workshops will run from 0830 to 0945 and will take place in 4D47

Supplementary Workshops for Interested Faculty: July 15-19

For faculty who have never taught before, or who have not been in the classroom for some time, the Center for Educational Innovation offers a series of “hands-on” workshops that help to prepare new faculty for the “day-to-day” issues of teaching.

All workshops will run from 830 to 945 and will take place in 4D47

Monday, 7/15 – The First Week of Class (Dr. Marc Napolitano)

First impressions are important, but a first impression is not simply constituted of an instantaneous reaction to an initial meeting. Many factors can shape our cadets’ first reactions to our courses: the course name, the syllabus, any emails we send before the first day of class, the activities we do during the first and second lessons, et cetera. During this workshop, we will discuss how to create a good first impression and establish a learning-centered and inclusive ethos. We will focus on pre-semester communication, the benefits and drawbacks of using traditional icebreakers, ways in which to frame our syllabi and other course documents, and introductory activities to help students understand the way in which your course/discipline “works.”

Wednesday, 7/17 – Classroom Management (Dr. Calli Holaway)

Classroom management does not simply refer to preserving order and maintaining discipline in your classroom; it can also refer to the broad swath of activities that constitute our lessons. Every lesson is made up of a number of parts; the way these structured parts are arranged or put together can be smooth or rough. In many ways, classroom management is about learning to handle these transitions and how to maintain a sense of structure and continuity. We will focus on how to create a meaningful routine for your lessons, one that will help make classroom management more meaningful.

Thursday, 7/18 – Fostering Student Success (Dr. Lauren Scharff)

We all want our students to succeed, but sometimes student success is contingent on framing the course (and the curriculum) in different terms;

if we perceive the course/discipline as just “one thing,” and approach it in only “one way,” we risk losing those students who have trouble conceptualizing or approaching the course on those terms. Moreover, students sometimes approach their classes with the wrong conception of how learning works and what types of study habits, reading habits, et cetera are most effective. We will discuss ways of fostering student success and ensuring that all of our students have the opportunity to succeed.

Friday, 7/19 – Time/Stress Management (Peak Performance Center)

Time and stress are two of the most frequently discussed subjects in relation to the cadet experience. However, these factors can also exert a pronounced effect on us as faculty: how do we effectively manage our time? What are some of the best techniques for coping with the stresses of academia? We will discuss time management and stress management activities to share with students, as well as ways of effectively prioritizing our competing responsibilities and duties as educators.



About the Dean's Teaching Certificate

The Dean's Teaching Certificate (DTC) program is a development program run through the Center for Educational Innovation. A key trait that distinguishes "faculty development" from other types of "professional development" is the fact that faculty development activities directly benefit a separate group of people: students. As USAFA faculty participate in development activities through the DTC program, they will cultivate knowledge, abilities, and skills that they can then utilize to advance and enhance student learning. The DTC program is one of several ways in which the Center for Educational Innovation seeks to promote, model, support, and celebrate evidence-based educational excellence.

By participating in the program and earning their certificate, faculty will...

- ...develop a growth mindset regarding their roles as teachers.
- ...identify and develop evidence-based strategies that align with learning objectives and focus on student-centered learning.
- ...implement and assess these strategies in their classrooms.
- ...evaluate their teaching practice through sustained reflection.
- ...formulate and communicate their philosophy of teaching.

To earn your certificate, you must fulfill these requirements:

- 1) Completing five core workshops**
- 2) Completing five elective workshops of your choosing**
- 3) Participating in a formal class observation**
- 4) Writing your teaching philosophy statement**
- 5) Submitting an implementation retrospective**

If you're interested in participating in this program, or in learning more about the requirements, email Dr. Marc Napolitano (marc.napolitano@usafa.edu)

New Faculty Orientation
brought to you by
The Center for Educational Innovation

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Center for Educational Innovation

Tours of the Terrazzo/Cadet Area

During New Faculty Orientation, faculty will have the opportunity to participate in tours of the central campus, including the cadet squadron areas.

Tour Option 1

07/08, 1400-1530 in front of McDermott Library

Tour Option 2

07/09, 1400-1530 in front of McDermott Library

Optional Session for New Military Faculty

Brigadier General Andy Armacost (the outgoing dean) will hold a lunchtime brownbag on the reasons why (or why not to) pursue a PhD.

07/09, 1230; Dean's Conference Room

Supplementary Training Sessions

During New Faculty Orientation, faculty will have the opportunity to complete some required ancillary training.

Religious Respect Training

07/10, 1400; Location TBA

SAPR/Suicide Prevention Training

Initial Training (for those who have not received it): 07/11, 1400; Location TBA

or

Refresher Training (for those who have done the initial training):

07/11, 1400; Location TBA

Jack's Valley Tour

Faculty will have the opportunity to visit Jack's Valley and see part of Basic Cadet Training.

Tour Option

07/24, 0745-1000

Meet bus at Mitch's Loading Dock

Contact Dr. Napolitano or Lt Col Vollmer for more information .