



Professional Development on Faculty Innovation

Sarah Bergbower, DCLS, MLS (ASCP)^{CM}

Associate Professor of Life Sciences, IECC Olney Central College

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Objectives

1. Identify experiential impacts on teaching, mentoring, and professional growth
2. Identify active approaches to faculty innovation

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Faculty quality is dependent upon professional development.

KEY POINT

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DCLS IMPACT

Research and publication

Professional society involvement

CLS advocacy

National/State meetings' posters and sessions

Faculty improvement →

Personal reflection

- Teaching/learning processes
 - Objectives
 - Material application
 - Student learning style
- Current in literature
- Practice

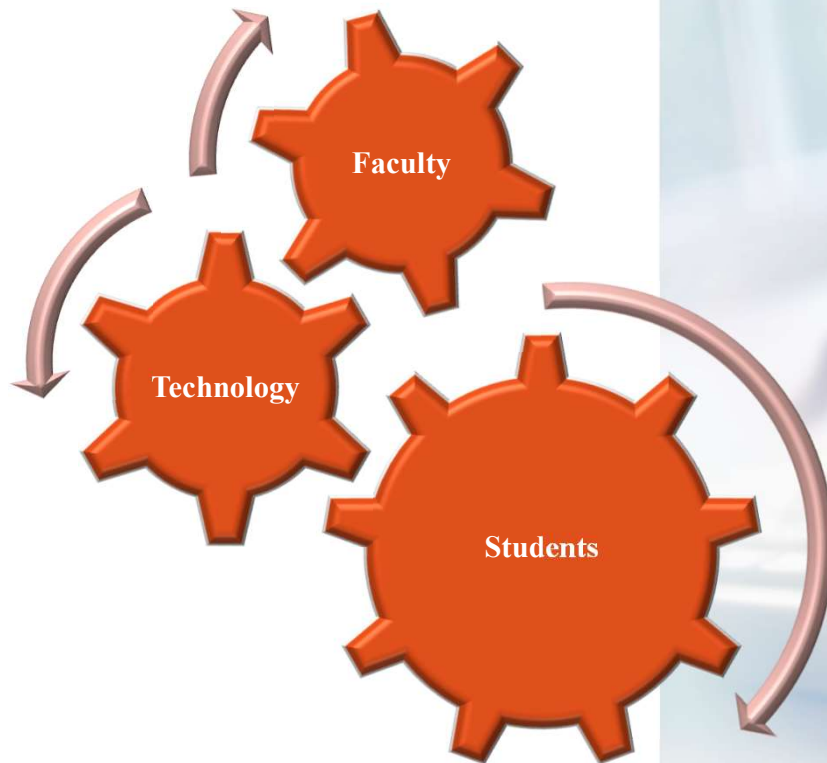
*I realized I wouldn't have had any of these opportunities
had I not attended UTMB.*

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Evolution of Education



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SYMPTOMS of Lifelong Learning

| | |
|-------------------------|--|
| Growth Mindset | • Effort, not birth |
| Curiosity | • Question vs accept |
| Self Discipline | • Manage emotion, thoughts, actions |
| Openness to Experiences | • Try new things |
| Resilience | • Overcome adversities |
| Critical Thinking | • Analyze and evaluate |
| Intrinsic Motivation | • Pursue a goal without reward necessity |
| Adaptability | • Cope with changes |
| Persistence | • Long term dedication |
| Reflective Practices | • Self-evaluation |

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Poll: Characteristics of Lifelong Learners

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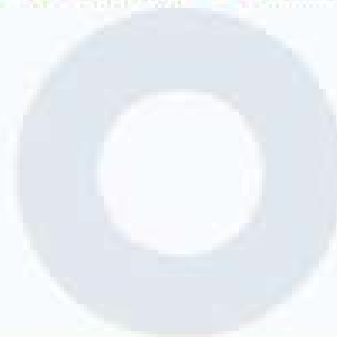
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Characteristics of lifelong learners:



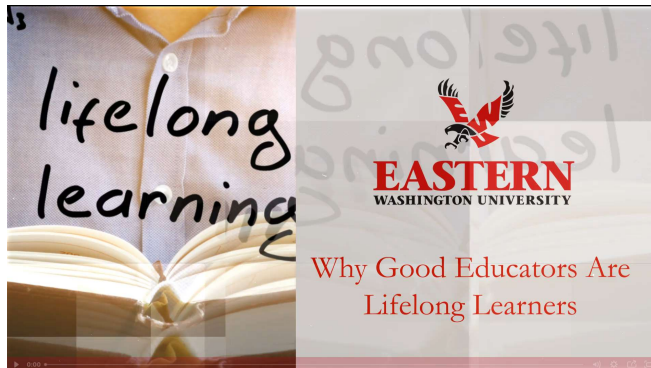
- Growth Mindset
- Curiosity
- Self Discipline
- Open to Experiences
- Resilience
- Critical Thinking
- Intrinsic Motivation
- Adaptability
- Persistence
- Reflective Practices



“Why Good Educators Are Lifelong Learners”

30 SECOND VIDEO @

[HTTPS://ONLINE.EWU.EDU/DEGREES/EDUCATION/MED/ADULT-EDUCATION/GOOD-EDUCATORS-LIFELONG-LEARNERS/](https://online.ewu.edu/degrees/education/med/adult-education/good-educators-lifelong-learners/)



“Lifelong learning helps educators incorporate new tools and strategies into teaching their students.”

“Educators who are lifelong learners:

- Conquer challenges
- Innovate to improve learning outcomes
- Act as a role model for students”

“Teaching is not a static profession.

Educators need to constantly challenge themselves to read and try new methods.”

Dr. Ann Van Wig, EWU

UTMB SHP'S FACULTY DEVELOPMENT PLAN



Scholarship of Teaching and Learning



Scholarship of Discovery and Integration



Application of Professional Expertise

IMPACT ON FACULTY IMPROVEMENT: Scholarship of Teaching and Learning



Poll: How did we learn to teach?

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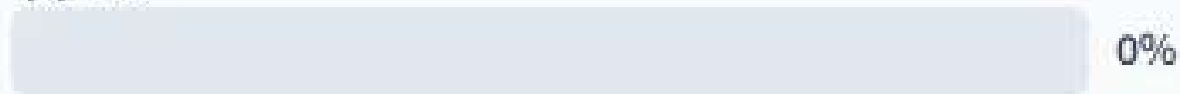


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How did we learn to teach?

(A) EdD



(B) Formal graduate course(s) in education



SEE MORE





Acquisition of Ideas to Make Your Own

- Previous experiences
- Publisher resources
- Campus workshops
- Active Learning Techniques
- Conferences



The Student Lens

When you're learning, you're taking in experiences right alongside your students and can see

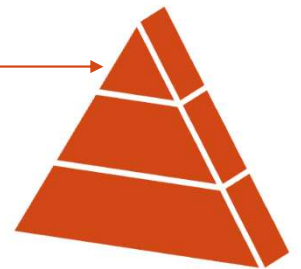
- Learning styles
- Subjective/objective grading system flaws
- Common points of error/misconceptions
- Ways to retain info (jingles, mnemonics, pop culture ref)

IMPACT ON FACULTY IMPROVEMENT: Scholarship of Discovery and Integration



Ways to Learn

- Take classes or enter a program
- Webinars
- Society meetings
- Reading the literature
 - Subscribe to a journal or create a database notification list
- Research
- Write a book chapter





Research and Publication

- Stay current and contribute
- Journal club
- Grants
- Mentor and teach

BENEFITS of Professional Meetings



CE CREDITS



ED SESSIONS



POSTERS



SESSION
SPEAKING



INDUSTRY
VENDORS



NETWORKING

IMPACT ON FACULTY IMPROVEMENT: Application of Professional Expertise



Poll: Professional Societies/Organizations

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< Professional Development presentations



Visual settings



Edit



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Every professional society you can think of -- go!

Loading...

Nobody has responded yet.

Hang tight! Responses are coming in.

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INVOLVEMENT in Professional Societies and Organizations

COMMITTEES

- Board of Directors
- Profession advocacy
- Political actions
- Bylaws
- Body of knowledge
- Educational program oversight
- Meeting organization

VOLUNTEER

- Write articles for newsletters
- Continuing education credit activities
- Evaluate poster abstracts
- Judge awards
- Moderate sessions
- Operate booths
- Review journal articles



Mentorship

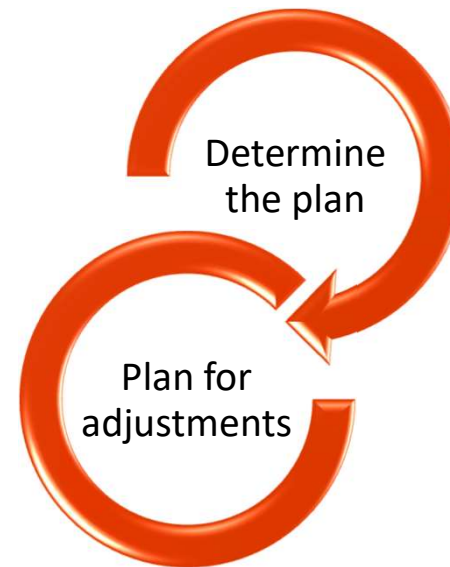
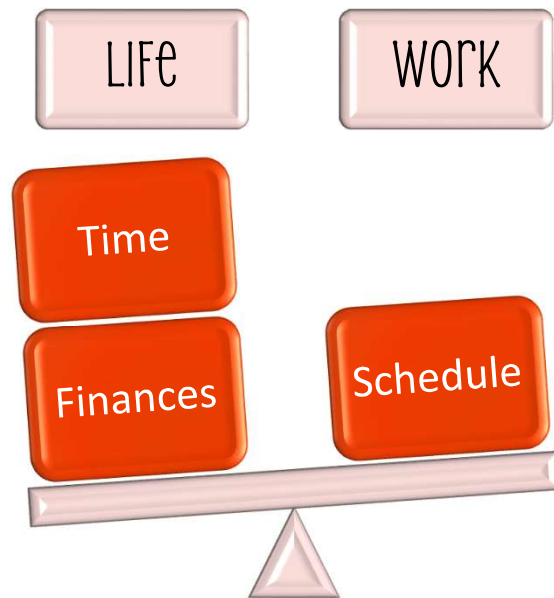
- Share victories and frustrations
- Ask advice
- Watch and learn
- Professional reference



Networking

- Inside and outside of the workplace
- Not random; set the groundwork
- Take the opportunities

Balance and Goals



Professional Development on Faculty Innovation

OBJECTIVES

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FACULTY QUALITY IS
DEPENDENT UPON
PROFESSIONAL DEVELOPMENT.

OUTLINE

DCLS impact on teaching and expertise

Characteristics of lifelong learners

Teaching/Learning

Ideas and student lens

Discovery/Integration

Learning, research, meetings

Professional Expertise

Societies, mentorship, networking



Active Learning: Silent Card Pass

Jot on your card something that you can plan to implement *this year*.

Pass to your right.

Read and add comment (optional).

Repeat passing, reading, adding.

Thank you, Illinois Eastern Community Colleges

Sarah Bergbower, DCLS, MLS (ASCP)^{CM}
Associate Professor of Life Sciences
IECC Olney Central College

Contact

bergbowers@iecc.edu
<https://www.linkedin.com/in/sarahbergbower>

