FACULTY DEVELOPMENT

Stop, Drop and Roll Out the New!

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Abstract

Join the University of Central Florida’s (UCF) Center for Distributed Learning (CDL) instructional designers as they share taskforce results addressing stakeholder needs to create an updated faculty development program. Taskforce mission, goals, surveys, and recommendations will be presented. Participants will reflect on processes and a group summary will be completed.
Faculty Development Starts at UCF 1998

DACUM Completed 2005

FD Curriculum Redesign 2009-2011

FDET Assembly 2019
## Current Ecosystem*

### REQUIRED

- IDL 6543
- DLI 7836
- OFRA
- ADL 5000

### OPTIONAL

- IDL 7000
- PAL 6000
- HQR 4444
- ESSNTLS
- FSOT
- TLC

*Pre-coronavirus updates
Faculty Development Needs

Professional development (2011) created with these priorities in place:

- Systemic
- Scalable
- Sustainable
Faculty Development Challenges

From 2011 - 2019, CDL’s professional development has been “successful” but is in need of major overhaul and a revisit to student/faculty/UCF online teaching and learning needs and desired learner outcomes.
The Faculty Development Ecosystem Taskforce (FDET) was tasked to create a plan that would maximize the effectiveness and reduce the administrative burden of CDL faculty development offerings.*

*Not an actual redesign of the CDL FD courses
Plan of Action

1. Analyze current offerings and processes
2. Solicit stakeholder feedback
3. Analyze and summarize responses
4. Make recommendations for revisions
FDET Timeline

Current Offerings Analysis
Jan 2019

Survey Development/Distribution
Feb - Jun 2019

Survey Analysis
Jul - Aug 2019

Report Development
Aug - Sept 2019

Proposal Submission
Sept 2019
Survey Development/Distribution

- **Eight** key stakeholder groups were surveyed.
  - Surveys were hosted in Qualtrics and delivered via email and LMS.
- Existing data from IDL6543 and ADL5000 **graduates** were also compiled and analyzed.
External to DDL/CDL
Faculty, Staff, Students, Dept. Chairs, FCTL, OIR

34

Internal to DDL/CDL
Executive Leadership Team, Instructional Designers, Support Staff

5

External to UCF
Instructional Designers external to UCF

690
Overall, the stakeholder surveys show that the current faculty development offerings are effective in preparing faculty to teach online.
ADMINISTRATIVE RESPONSIBILITIES
FDET Recommendations for Administrative Responsibilities

- Revisit the process by which new hires are given access to FD programming
- Provide outlines/workflow charts for the process of each FD offering
- Create a separate FD team
  - Team will oversee (1) design, (2) delivery (3) evaluation and (4) revision of all CDL FD
- Develop self-paced online learning modules
- Allow self-enrollment into select faculty development modules
MAXIMIZING EFFECTIVENESS
FDET Recommendations for Maximizing Effectiveness

- Programmatic
- Content
- Marketing
Programmatic Recommendations

- Conduct a **faculty needs assessment**
  - Identify the different types of faculty, current levels etc.
  - Implement a pre-assessment/placement test to classify faculty
- **Develop a strict** evaluation, implementation, and revision period (e.g., 3 yrs)
- Create and implement a **systematic data collection process** for all new FD programs
- Design and develop a **re-certification program**
- **Assigned instructional designers**. Not a pool of IDs assigned to a department
- **Offer incentives** identified by faculty and aligned with annual reviews
# Programmatic Recommendations

## Incentives

<table>
<thead>
<tr>
<th>Incentive</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of completion</td>
<td>25%</td>
</tr>
<tr>
<td>Monetary compensation</td>
<td>27%</td>
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<tr>
<td>Course release</td>
<td>23%</td>
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<tr>
<td>Signed letter for DDL execs</td>
<td>8%</td>
</tr>
<tr>
<td>Digital badges</td>
<td>10%</td>
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<tr>
<td>Activity report</td>
<td>9%</td>
</tr>
<tr>
<td>Permanant access to course materials</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>
Content Recommendations

- Redesign current FD courses using a **modular approach**
  - Identify level specific prerequisites (e.g., Webcourses@UCF training)
  - Modules assigned based on faculty specific needs (e.g., Course Modality, discipline, faculty skill set)
  - allow advanced faculty to select additional training
- Design FD programs using **adaptive learning technology** when possible
- **Align** all FD programs with **Quality** and **High Quality** standards
- Integrate content with a greater **focus on the student perception/data and from faculty experts**
Content Recommendations (cont.)

- Dedicated training modules focused on **current technology trends**
  - (e.g., video production, course design, AR/VR etc.)
- Dedicated training modules focused on **LMS-specific training**
  - (e.g., Gradebook, Syllabus, etc.)
- Use **face-to-face FD sessions** only for content NOT recommended for delivery online
  - Utilizing active learning strategies
- Develop approved **course template(s) for faculty** to adopt
Marketing Recommendations

- **Frequent dissemination** of information regarding services available to faculty through a variety of channels
  - FCTL
  - OIR
  - Library
  - Departments
- **Increase awareness** of other available UCF FD resources outside of CDL
  - e.g. library assistance, OIR, FCTL
- **Solicit additional partnerships** with other UCF entities
Participant Activity

Please see session worksheet/handout.
Questions?
Comments?

View the full Faculty Development Ecosystem Taskforce Report at http://bit.ly/2uP3xL0