

Online Faculty Professional Development Framework

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Welcome



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Focus

- Research Study
- Framework Rationale
- Why Utilize The Faculty Professional Development Framework

Successful Online Programs

- Prepare faculty to teach in the online classroom.

Kerrick, Miller, & Ziegler, 2015

- Faculty need ongoing training around:
 - Learning Theory
 - Technical Expertise
 - Pedagogical Shifts

Shelton, Saltsman, Holstrom, & Pedersen, 2014



Need For This Study

- Faculty need training for how to facilitate in the online environment.
- Institutions need plans for how they provide faculty with professional development.

Research Purpose

- Identify and develop best practices for offering effective professional development for higher education online faculty.

Delphi Methodology Selection

- Delphi Method
 - Structured flow of information using a series of systematic surveys and reciprocal feedback.
 - Used to gain consensus from a panel of experts.

Methodology

- Delphi methodology
 - Four rounds of surveys
 - 57 experts started the research process
 - 39 completed all four rounds of surveys
 - Majority of experts had more than 10+ years of experience in a leadership role related to online programs or faculty professional development.
 - Experts achieve consensus around essential faculty development items.



Faculty Professional Development Framework

Planning Online Faculty Development

- Given the continued growth of online education, administrators need to understand faculty needs to help plan for effective faculty development (Kane et al., 2016).
- Delphi Research Resulted In:
 - Faculty Professional Development Framework
 - Institutional Support Framework

Faculty Professional Development Framework

Faculty Roles

- Creating a faculty presence in the online classroom
- Developing a teaching presence
- Managing an online classroom
- Understanding the role of the faculty member in the online classroom

Classroom Design

- Planning, structuring, and organizing an online classroom
- Utilizing course objectives as the foundation for developing an online course
- Managing the online classroom
- Upholding quality standards online

Learning Processes

- Writing measurable course objectives
- Applying active learning strategies
- Adapting teaching pedagogy for the online classroom

Understanding Legal Issues in the Online Classroom

- Copyright compliance and fair use
- FERPA guidelines
- ADA compliance guidelines
- Academic integrity



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Institutional Support Framework

Institutional Support

- Linking professional development to the institutions mission.
- Provides a planning tool for institutions to help faculty throughout different stages of a faculty members online teaching career.

Institutional Benefits

- Carefully implemented professional development programs can increase faculty loyalty and satisfaction.

James & Binder, 2012

- Can be a key component for the continued success of higher education.

Elliott, 2014



Institutional Support Framework

Supportive Campus Climate for Online Learning

- Support from the institution for online education
- Institutional culture supportive of online education
- Adequate resources for online programs
- Clear organizational structure to support online programs
- Institution coordination of quality assurance standards
- Time allowance for course material development and training
- Comprehensive student support – tutoring, advising, counseling, writing, etc.

Institution Specific Expectations for Online Learning

- Faculty mentoring
- Adequate professional development opportunities for the online teaching environment
- Strong orientation system for faculty that includes best practice resources and course design templates
- Policy
- Online class evaluation process

Staffing Support

- Instructional designers/technologists
- Technology staff
- Library staff support



Supportive Campus Climate

- Institution Support for Online Education
- Institution Culture Supportive of Online Education
- Adequate Resources for Online Programs
- Clear Organizational Structure to Support Online Programs

Supportive Campus Climate Cont.

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Development Takeaways

- Supporting faculty is essential to help meet their professional development needs with the goal of influencing faculty's effectiveness in the online environment.

Williams, Layne, & Ice, 2014

- Collaboration of all stakeholders at an institution is important to create a supportive environment for online education to thrive.

Carpenter, Sweet, & Blythe, 2016



Institutional Next Steps

- Evaluate Current Institutional Professional Development Offerings
- Review Elements of Institutional Support For Online Education.

Full Framework Review

The Framework can be found online for download and distribution:

<https://onlinelearningconsortium.org/read/online-faculty-professional-development-framework/>



RESEARCH CENTER FOR DIGITAL LEARNING & LEADERSHIP

ONLINE FACULTY
PROFESSIONAL DEVELOPMENT FRAMEWORK



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With Foreword by Jennifer Mather

OLC Suite of Quality Scorecards



[OLCQuality.org](https://www.olcquality.org)

Quality Course Teaching & Instructional Practice

OLC QUALITY SCORECARD SUITE



Quality Course Teaching & Instructional Practice

0 = Emerging 1 = Accomplished 2 = Exemplary

| COURSE DESIGN (26 POINTS) | | SCORE |
|---------------------------|---|-------|
| 1 | Consistent course design is used. | |
| 2 | Clear structure and course organization is provided with opportunities for students to share in the responsibility for their learning. | |
| 3 | Course design is cohesive and aligns the course objectives, assessments, and activities. | |
| 4 | Course is designed so that student workload is reasonable and evenly distributed. | |
| 5 | Content has logical progression and facilitates student interaction/understanding. | |
| 6 | The course is designed to facilitate easy navigation of course content. | |
| 7 | Course syllabus is learner-centered and sets the tone for learning and engaging the student. | |
| 8 | Course module or unit outcomes are stated. | |
| 9 | Course resources are clearly identified and easy to access. | |
| 10 | Terms and labels are consistent throughout the course shell. | |
| 11 | Course offers multiple opportunities for students to gain information (for example - due dates are found in Course Content, Course Calendar, Assignment Listing). | |



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Quality Scorecard for the Administration of Online Programs

OLC QUALITY SCORECARD SUITE



Administration of Online Programs

0 = Deficient

1 = Developing

2 = Accomplished

3 = Exemplary

INSTITUTIONAL SUPPORT (27 POINTS)

SCORE

| | | |
|---|---|--|
| 1 | The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education. | |
| 2 | The institution has policy and guidelines that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and passcode, (b) proctored examinations, or (c) other technologies and practices that are effective in verifying student identity. | |
| 3 | The institution has a policy for intellectual property of course materials; it specifically addresses online course materials and is publicly visible online. | |
| 4 | The institution has defined the strategic value of online learning to its enterprise and stakeholders. | |
| 5 | The organizational structure of the online program supports the institution's mission, values, and strategic plan. | |
| 6 | The online program's strategic plan is reviewed for its continuing relevance, and periodically improved and updated. | |



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Collaboration Opportunities

Contact OLC to discuss opportunities to help your institution implement the Online Faculty Professional Development Framework

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Questions



Thank You

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