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
Faculty Roles

- Creating Faculty Presence
- Developing Teaching Presence
- Managing an Online Classroom
- Understanding the Faculty Role 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

- Copyright Compliance and Fair Use
- FERPA Guidelines
- ADA Compliance Guidelines
- Academic Integrity
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.

• Institutional Coordination of Quality Assurance Standards
• Time allowance for Course Material Development and Training
• Comprehensive Student Support – Tutoring, Advising, Counseling, Writing, etc.
Institution Specific Expectations

• Faculty Mentoring
• Adequate Professional Development Opportunities for Online Teaching
• Strong Orientation System for Faculty
• Policy
• Online Class Evaluation Process
Staffing Support

- Instructional Designers/Technologists
- Technology Staff
- Library Staff Support
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
KSU Next Steps

• Evaluate Current Professional Development Offerings
• Fill Gaps
• Review Elements of Institutional Support For Online Education
## Kansas State University Inventory & Gap Analysis

### Faculty Roles
- Creating a faculty presence in the online classroom
- Developing a teaching presence
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### Classroom Design
- Planning, structuring, and organizing an online classroom
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### Learning Processes
- Writing measurable course objectives
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### Understanding Legal Issues in the Online Classroom
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- PERPA guidelines
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### a. KSU Faculty Development Offerings

### b. OLC INSTITUTE FOR PROFESSIONAL DEVELOPMENT

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OLC Innovate
EDUCATION REIMAGINED 2019
Full Framework Review

The Framework can be found online for download and distribution:

https://onlinelearningconsortium.org/read/online-faculty-professional-development-framework/
## Quality Scorecard for the Administration of Online Programs

**OLC Quality Scorecard Suite**

**Quality Scorecard for the Administration of Online Programs**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Deficient</td>
</tr>
<tr>
<td>1</td>
<td>Developing</td>
</tr>
<tr>
<td>2</td>
<td>Accomplished</td>
</tr>
<tr>
<td>3</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

### Institutional/Administration Support (24 POINTS)

1. The institution's mission, value and strategic plan are inclusive of online learning and the structure for delivering online education supports the institution's mission, values and strategic plan. ▲

2. The institution has clearly defined and communicated the strategic value of online learning to all stakeholders (students, faculty, staff, community, etc.). ▲

3. The institution has a governance structure to enable clear, effective and comprehensive decision making related to online education. ▲

4. The institution has a process to enable systematic and continuous improvement related to the administration of online education. ▲

5. The institution has a process for strategic planning and resource allocation for the online program, including human and financial resources. ▲

6. The institution demonstrates sufficient resource allocation, including human and financial resources. ▲
# Quality Course Teaching & Instructional Practice (QCTIP)

## OLC Quality Scorecard Suite

### Quality Course Teaching & Instructional Practice

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

- 0 = Emerging
- 1 = Accomplished
- 2 = Exemplary
Categories (97 Indicators)

- 1. Course Design (13 indicators)
- 2. Accessibility, ADA Compliance, and Universal Design (2 indicators)
- 3. Course Learning Outcomes (11 indicators)
- 4. Course Content (9 indicators)
- 5. Assignments (7 indicators)
- 6. Instructor Role (15 indicators)
- 7. Class Discussion and Engagement (8 indicators)
- 8. Building Community (12 indicators)
- 9. Communication (15 indicators)
- 10. Continuous Course Improvement (5 indicators)
Focused Components of QCTIP

• **QCTIP: Course Fundamentals**
  • Evaluate quality in course design
  • Ensure an effective classroom experience before the session starts
  • Post-course evaluation

• **QCTIP: Learning Foundations**
  • Ensure that key quality learning components are incorporated to create an effective learning environment for students
Focused Components of QCTIP

• **QCTIP: Faculty Engagement**
  • Evaluate course learning outcomes, course content, and assignments and the critical steps to improve the student learning experience.

• **QCTIP: Student Engagement**
  • Ensure a quality student learning experience by following the identified steps to create an engaging and effective classroom environment.
Contact OLC to discuss opportunities to help your institution implement the Online Faculty Professional Development Framework

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Evaluate Sessions and Win!

- Download and open OLC Con mobile app
- Navigate to specific session to
- Select "Evaluate Session" on screen (located under session
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) =