

Online Faculty Professional Development Framework

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Thank you for joining us today. Our goal is to review the Online Faculty Professional Development Framework and then answer any questions that you may have as long as time permits.

You have many options for workshops to attend. What helped you select this one today and are there any specific items that you hope to learn over the next 45 minutes?

Welcome



<https://onlinelearningconsortium.org/read/quality/>



Jennifer - As the leader in quality for online, blended and digital learning, OLC is pleased to introduce the Online Faculty Professional Development Framework. Developed by Sandra Mohr earlier in 2017, the framework reflects best practices in online faculty professional development. We hope that you enjoy learning more about this resources and download the free PDF at <https://onlinelearningconsortium.org/read/quality/>.

Focus

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



Jennifer - Our goal today is to share with you the rationale behind the Online Faculty Professional Development Framework and to provide you with information on why this framework is helpful to your institution.

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



Karen

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.



Kaye - Online learning continues to grow, just look at the number of attendees at the conference this year who are learning, sharing, and collaborating around issues of Online learning. Through a literature review, it became evident that no framework existed that helped institutions systematically design professional development that meets the faculty needs to facilitate in the online environment. For quality online programs to start and continue, faculty need to have the resources and support necessary to make their classrooms a place for learning to occur.

Research Purpose

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



Kaye

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.



Kaye - The Delphi Method was selected to create this Online Professional Development Framework so that standards could be developed for faculty that institutions could use this when planning and developing their professional development strategy and resource allocation.

The Delphi Method was developed in the 1950's through the Rand Corporation and was used for forecasting. This method structures the flow of information using a series of systematic surveys and reciprocal feedback that gain consensus from a panel of experts on the selected topic. Results get shared during each survey version to the panel experts and iterations occur until consensus is gained.

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.



Kaye

Faculty Professional Development Framework



Kaye - The research panel came to consensus on the following framework to help prepare faculty for teaching in the online environment. This framework can be used to plan new or improve existing faculty development programs.

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



Kaye - Faculty development is often a randomly grouped series of events to help faculty prepare for their online roles. As online offerings grow, it becomes vital that effective planning is done to help prepare faculty for their teaching responsibilities.

Prior research has shown that faculty development is often discontinuions and not connected to any plan for change (Reeves, 2012).

This framework helps to provide a way to categorize development opportunities in a manner that is effective in helping faculty

Faculty Professional Development Framework



Kaye - This slide provides the faculty professional development framework. The next few slides will go into further detail on each segment of the framework.

Let's start with a little background:

Professional development provides an opportunity for faculty to learn but also allows them to be in the student/learner role. It is not uncommon for a faculty member to be placed in the student role and making mistakes in a place where one cannot lose face (Kress, Therig, Lalonde, Kim, & Cleeton, 2012).

Faculty Roles

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



Kaye - Faculty need to adapt their roles in the online classroom. Facilitation techniques in the traditional classroom are not the same as in the online classroom and faculty need a way to learn strategies to use in their classrooms.

A critical component of online programs that are successful is preparing faculty to teach online (Baran & Correia, 2014; Kerrick, Miller & Ziegler, 2015) . Helping faculty understand their roles in the online classroom can help to produce quality-learning experiences for their students (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

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



Kaye -

Learning Processes

- Writing Measurable Course Objectives
- Applying Active Learning Strategies
- Adapting Teaching Pedagogy for the Online Classroom



Kaye

Understanding Legal Issues

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



Kaye

Institutional Support Framework



Karen - Faculty are just one part of the online learning experience. Institutions need to support all aspects that interact with the online program (Shelton & Saltsman, 2005). This framework can help an institution structure a culture and resources around online programming.

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.



Karen - Institutional leaders need to build and foster a vision around online learning so that it can spread into the faculty and campus culture.

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



Karen

Institutional Support Framework



- Karen - This slide shows the three different categories for the institutional framework.
- A Supportive Campus Climate
 - Expectations for Institutions
 - Institutional Support Staff

Each of these categories will be discussed in more detail through the next few slides.

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



Karen - Institutions need careful planning and resource allocation to create an environment that supports online learning. Successful online programs have aligned goals of administration, faculty, and the institution (Velez, 2015).

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.



Karen

Institution Specific Expectations

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



Karen - Institutions need to develop expectations that are institution specific so that faculty and students know what is expected from them in the online classroom (Shelton & Saltsman, 2005).

Institutional expectations can help faculty feel supported and serve as guides for professional development initiatives that are responsive to faculty needs (Elliott, Rhoades, Jackson, & Mandernach, 2015)

Staffing Support

- Instructional Designers/Technologists
- Technology Staff
- Library Staff Support



Karen - Collaboration is needed among all stakeholders within higher education (Carpenter, Sweet, & Blythe, 2016). Often times faculty need assistance from experts who improve the learning experiences for their students (Weaver, Robbie, Borland, 2008).

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

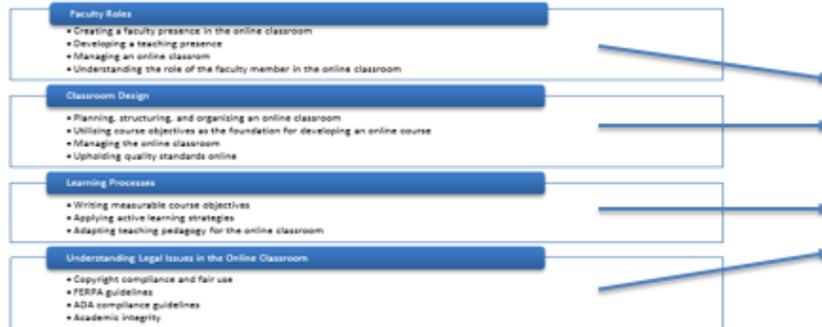
- Collaboration of all stakeholders at an institution is important to create a supportive environment for online education to thrive.

Carpenter, Sweet, & Blythe, 2016



Karen

Kansas State University Inventory & Gap Analysis



a. KSU Faculty Development Offerings

b.



Karen

KSU Next Steps

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



Karen –
Where to go from here?

As an institution, it is important to evaluate and gather what professional development opportunities are being offered to online faculty to prepare and continue their development. Findings from the institutional evaluation can be compared against the framework to help understand the opportunities to offer additional professional development to online faculty. Strategic planning around these opportunities is necessary to provide professional development at the right times to online faculty members to assist them in their development.

Another suggestion is to evaluate what institutional support resources are available. Are there areas that could be strengthened to help enhance support available for online education? Do the institutional resources need financial resources and need to be budgeted for or do they require gathering support from key stakeholders on campus?

Full Framework Review

The Framework can be found online for download and distribution:

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



Jennifer

OLC Suite of Quality Scorecards



OLCQuality.org



Jennifer - To maximize effectiveness, organizations using this tool are strongly encouraged to deploy this with other resources available at [OLCQuality.org](https://www.OLCQuality.org). Creating a quality online learning environment for students starts with course design using the OSCQR Course Design Review and extends to the classroom experience as evaluated through the OLC Quality Course Teaching and Instructional Practice (QCTIP) scorecard. To further support a quality online program, online learning leaders should use the Quality Scorecard for the Administration of Online Programs to ensure the necessary foundations are in place to support overall program success. With this combination of tools, institutions now have best practices at their fingertips to create an effective learning environment for their learners.

Quality Course Teaching & Instructional Practice (QCTIP)

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 clearly defined, learning activities are clearly defined, etc.)	

“Improving Quality in the Online Classroom”

QCTIP Overview
2:30 – 3:15 Hermitage D



Jennifer

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.	



Jennifer

Collaboration Opportunities

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

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Jennifer

Questions



Jennifer

Thank You

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Again, thank you for joining us today. We hope that this presentation has given you some ideas to take back to your campus around professional development opportunities for faculty teaching online. We have provided our email addresses in case you have questions after the presentation today.

Enjoy the rest of the conference!