

Faculty Professional Development Programmatic Decision Matrix

Program	Program Outcomes	Topic Complexity & Learning Timeframe	Sensitivity	Faculty Characteristics	Facilitator Characteristics	Format	Assessment
	What will participants know and/or be able to do as a result?	A quick skill to learn? Developing a mindset?	Level of trust and confidentiality and associated with topic. Will the results be public or private?	Full-time? Part-time? Contract Status? From a particular discipline/area?	Co-learner, Lead-learner or Expert? Different or same discipline? On- or off-campus? Collaborative or not?	Face-to-face, online, small-group, large-group	How will you know program has been successful? Short-term and long-term measures?
Part-time Faculty Orientation	Orient new part-time faculty to university policies and support services; focus on getting started in the classroom	Faculty must learn quickly! Hiring takes place close to the start of the semester	Orientation is open to all new part-time faculty - many of whom have never taught before	New part-time faculty - from all disciplines and teaching in departments with varying cultures	Led by faculty expert in collaboration with Disability Support Services, Information Technology, Library Services, Human Resources	3hr in-seat <u>or</u> online modules	Participant surveys - immediate and end of semester; embedded feedback surveys in online modules
First Year Faculty Mentoring Communities	Address first year faculty challenges, gain familiarity with faculty and student support resources, establish short-term and long-term goals	Many topics are relevant to new faculty: organized for just-in-time learning (internal funding deadlines; interpretation of student evaluations)	Requires high level of trust and an environment in which new faculty can ask questions, address challenges	Full-time tenure track and contract faculty from all disciplines	Led by faculty expert from a discipline different than participants	Yearlong, biweekly face-to-face meetings, supplemented by collection of online resources	Participant surveys at end of semester; focus groups and interviews every several years
Inclusive Excellence Teaching Institute	Course design that meets the needs of varied learners	Developing a mindset towards creating inclusive learning environments	Topics inherently sensitive and personal; outcomes are shared among IETI participants, publicly by choice	Full-time tenure track and contract faculty from all disciplines	Multiple lead learners with varied expertise, collaboration with Division of Inclusion and Equity	Small groups, mostly in-seat, some online components	Pre- and post-Institute syllabi and written reflection
Innovations in Distance Learning Initiative	Strategic implementation of online/hybrid courses and programs	Individual skills-based needs as well as collective planning among departmental faculty	Requires high level of trust among departmental colleagues; private during project, public as new curricula proposed	Faculty from within department or college; choice of which faculty to include in project	Lead learners from within department, as-needed support from graduate student, Pew FTLC, Library, and eLearning, off-campus experts	In-seat, small-group; virtual support; choice of individual OLC workshops	Lead learners submit process report and revised curricula