



# Faculty Development for Highly Effective (Online) Programs

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# Questions

1. Why are so many institutions developing online programs? How can we compete?
2. How many faculty need to be prepared?
3. In what ways do they need to be prepared?
4. **How in the world can we pull that off?**



# 1. Why So Many Online Programs?



- One way to compete: Offer highly effective programs

# “Highly Effective”

- Unusually valuable learning gains from entry to completion
- (Nonetheless) a wide variety of kinds of students (preparation, background, needs) have a good chance of graduating
- Affordable to students
- Creative use of available resources, including faculty time, money, and what the world might provide.

## 2. How Many Faculty?

- To offer a highly effective online **degree program**, more than just the usual suspects in the department need to become engaged.
  - Great courses
  - Great collaboration to ensure student learning gains, student success as they move through the program

3. For a program to be highly effective, what things should its faculty be great at doing?

Please write at least one such faculty capability

# Examples of Faculty Capabilities

- ...that can foster unusually valuable learning gains:
  - Meeting students where they each are
  - Making learning visible (assessment)
  - Using materials to present new information rather than live lectures
  - Backward design for programs, courses, assessments, activities
  - Comfortable working with faculty, staff to improve course materials, teaching.

# Typical Faculty Development Organization: Small Units with Limited Goals and Reach

Faculty Capability	Development Service From...
“Meeting students where they are” (1)	Teaching Center
“Meeting students where they are” (2)	Learning Resource Ctr
“Meeting students where they are” (3)	Disability Support
Using digital materials (1)	Academic Technology
Using digital materials (2)	Online learning unit
Using digital materials (3)	Library staff
etc.	etc.

# Suggestive finding from a study of faculty who developed *online* courses

- 85% of those faculty reported their subsequent *campus* teaching had benefited, usually in many ways, e.g.,
  - Better at creating clear syllabi
  - Use of development tools
  - Using images, animations, video
  - Beginning design by describing learning goals
  - (etc.)
- Faculty who'd been through the program 2 or more times: their campus teaching benefited even more.

# Suggestion: Create a Coalition for Teaching Support (CTS)



# Coalition Members

- Units that need to reach and influence faculty regarding what/how they teach. A few examples:
  - the Teaching Center
  - Online Education
  - Learning Resources
  - Library
  - Multicultural Center
  - Service learning
  - Disability Support
- A representative group of faculty providing guidance and feedback

# Preparing Many Faculty for Highly Effective Programs

- Leadership helps set the stage
- Select a few capabilities that many faculty might potentially want to strengthen
  - For many reasons
  - For online, hybrid, flipped, and other formats
- Discover which CTS members can accomplish their missions better by working together on this
- Administration support

# CTS Campaign #1

## Meeting Students Where They Are

Agenda	Who Does It (together?)
Embrace the goal that every admitted student can truly succeed, if taught and treated well	President, Alumni Association, Provost, Deans, web site, etc.
Online materials that give diverse students options that are appropriate, motivating for them	Teaching Ctr, Online Learning, Disability Support, Multicultural Center, International/Foreign Students Office, etc.
Spread muddy points, minute papers, etc. (easy to try, rewarding, low risk)	Teaching Center working with Online education, assessment, departments
Learning analytics supporting better guidance, early warning, etc.	Institutional Research working with Deans, Online Learning, etc.

# CTS Campaign #2

## [Another Faculty Capability to Develop]

Agenda	Who Does It (together?)

# Who Could Do It Together

- Teaching Center, faculty development program
- Online Learning unit; Continuing Education
- Librarians who work w faculty on course materials
- Assessment unit
- Disability Support
- Service Learning & Civic Engagement
- Multicultural Center
- Internship program
- Career Center
- (etc. etc.)

# Quick Poll

- Does a Coalition for Teaching Support sound both valuable and feasible at your institution:
  - A. Maybe not
  - B. Maybe so

**GRACIAS** **THANK**  
**ARIGATO** **YOU**  
**SHUKURIA** **BOLZİN** **MERCI**  
**JUSPAXAR** **DANKSCHEEN**

SPASSIBO NUHUN CHALTU YAQHANYELAY TASHAKKUR ATU SUKSAMA EKHMET  
SNACHALHYA MERASTAWHY ANHIA DHANYABRAD WABEEJA MAITEKA HUI  
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BANKA GOZAIMASHITA EFCHARISTO AGUY-JE FAKAAUE  
LAH MAAKE ATTO UNALCNEESH HATUR GUI EKOJU SIKOMO MAKETAI

# Additional Slides For Q&A

# Situational Factors

- For an institution to create, sustain and expand highly effective offerings requires more than just faculty development (topic of this talk).
- Next slide lists a few examples of other situational factors that either encourage or inhibit the development of highly effective programs.

# Some Other Situational Factors

- **Beliefs and perceptions** (e.g., If I experiment with my course, are my colleagues and chair likely to be appreciative, even if it doesn't work well the first time?)
- **Prep, support and support for student learning assistants.** Trained and used appropriately student assistants enable faculty to include more active, collaborative learning activities.
- **Appropriate learning spaces, resources, plus good support**
- **Evaluation/analytics support, esp. downstream from each course.** Highly effective programs aim for lasting learning. Faculty need feedback about student capabilities months after the course ends.
- **Calculation of teaching loads** to accommodate time needed to transition or to increase course size (e.g., from 7 to 30).
- **Paying adjuncts** for upgrading, updating their teaching capabilities.

# Second Mission for CTS

- Programmatic initiatives to support highly effective academic programs, e.g.,
  - Develop a process to develop and sustain online programs that foster great learning (which units? Nature of departmental commitment? Resources? etc.)
  - Undergraduate Learning Assistants and Supplemental Instruction – scale up recruiting and preparation; help faculty take advantage to try new teaching approaches.

# To Succeed, a CTS Needs

- Strong, continuing leadership from Provost's Office (and Deans)
  - CTS leadership with standing
  - Assure that Deans, other stakeholders are tied in
  - Assure that leaders, members are skilled in conflict resolution
  - Assign CTS problems to work on
  - Insist on evidence of CTS work, impacts
  - Provide at least modest funding in selected cases
  - Follow up on CTS recommendations