

Mark Porcaro, Ph.D, and Carolyn Speer Schmidt, Ph.D.

The Evolution of Professional Development for Faculty Teaching Online

The Challenge

Get professors the information they need and the information they want in order to effectively design and deliver online and hybrid courses.

Reboot Camp (2009-2013)

- Online Faculty Development Program:
 - 5-day in-person workshop.
 - Deans nominated faculty (119 participated).
 - Faculty were paid a stipend and given a laptop.
 - Required to offer an online course within six months from training.
 - Alumni were invited to share experiences with new participants.



May 2013 Reboot Camp
Participants and Staff

Strengths of Reboot Camp

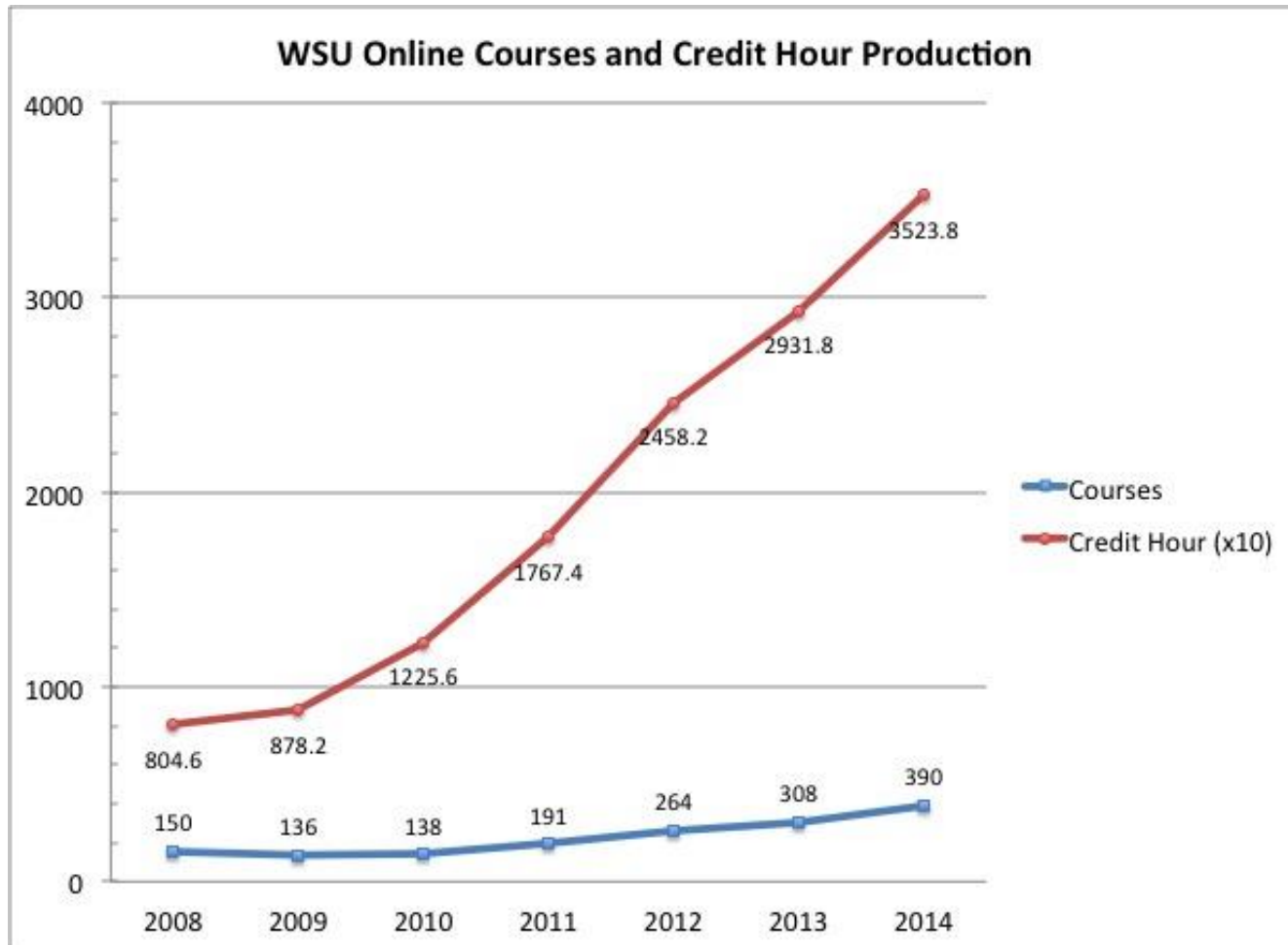
"I think the experience was great and am certain that my course is head and shoulders above what it would have been without Re-boot Camp. I am so grateful for the opportunity to interact with those point-people who can continue to help me develop my online course. I hope that the University will consider providing this type of intensive training for other faculty members to develop the necessary commitment to using the tools that are available."

- The participating faculty loved it.
- It was conveniently scheduled in the year.
- Some quality classes were started this way.
- Increased number of courses available online.

Weaknesses of Reboot Camp

- Not all faculty followed-through on developing courses.
- Not all developed courses were good.
- Faculty tended to choose “one-off” courses to guard against failure.
- Not popular with the new administration.

Reboot Camp = Online Course Increase



Unbundled Training

- We then moved on to unbundling training and offering professional development throughout the year.
- Although faculty said they wanted this option, they did not attend trainings.

Where is Everybody?

- “We’d rather hear from faculty”
- Training that came directly out of IDT was not perceived to be as relevant as faculty-led training.

The Faculty Fellows

- Launched the **Faculty Fellows program** June, 2014 with an initial group 8 Fellows, all nominated by their deans.
- Starting in Fall, 2014, the first “full” cohort of 14 Fellows was initiated into the program.
 - Dual nomination/application process.
 - Compensated
 - Required to provide faculty-led PD

Faculty-Led Training Hitches

- Initial cohort required to provide trainings twice throughout the year.
- The intention was to then make online versions of their presentations for long-term use.
- **BUT:** they were poorly attended and often either off topic or novice.

Back to IDT's Professional Training

- Clearly, professional training from the IDT office is still needed.
- “Rebranded” as “instructor led” training (all but one of our IDT employees have at least an MA and teaching experience).
- More variety, more times, better promotion.
- More avenues for delivery.

A Modified Role For the Fellows

- Many parts of the program are unchanged.
- Professional development now delivered as **blog posts** and **podcasts** through IDT.
- Focus more on their roles in the department as QM experts.
- <http://blogs.wichita.edu/idtgroup/>

What We've Learned

- Buy-in is difficult to get, even with compensation.
- Professional development needs to be handled largely by the IDT team.
- Professional development is most successful when it is highly tailored and offered largely on-demand.

Future Hopes

- Our multiple avenues of professional development outreach (Faculty Fellows, IDT training, Blog, Podcast) will reach our faculty.
- These digital repositories for training will be useful over time so we minimize our repetition.
- The Faculty Fellow Program will build “pockets of knowledge and buy-in” at the departmental level.