Please stand by for realtime captions. >>

 Good morning. It is bright and early. I know you will find this worthwhile. [ Indiscernible - background noise ] >> They have combined the presentations to give us a great in-depth look at faculty development. I will let them get started. We hope to have this interactive. There is a microphone in the I/O. -- aisle. >>

 Carol I am [ Indiscernible Name ]. I live in Harrisburg. I am -- we are also a college of Penn State University. It is complicated. There, I managed the faculty Center for teaching instructional technology, faculty development is one of my possibilities.

Today I will introduce you to the essential attributes-- 12 essential attributes of faculty professional development. That is something near and dear to my heart. Then Amber and David will introduce you to their online education initiative and go through the three tiers of that program. Throughout the program we will integrate the essential attributes to their programs. If you are one of the first 50, you received a handout. If you did not, the resources on the session website. Amber and David will talk about the successes of their program and we will conclude and have time for questions. The essential attributes.

If you look at your handout, you will see I have the attributes they are. -- There. This was borne three research project I did. I found that faculty professional tell that -- development programs overall. Have historically lacked exciting theoretical framework. Or even developmental models. They are just born. It sounds like a good idea, faculty needs this or that. There is no theoretical framework holding the program together. Within the last 15 years, faculty are beginning to be recognized as adult orders. At -- imagine that. I don't hers. -- Adult learners. I did some action research implementing a -- an adult learning theory model. Theoretical framework to build faculty development professional program to prepare my faculty to teach online. As I was doing that review I reviewed 14 different faculty professional development models. Looking for features that went themselves to learning. Through the refer you I looked at, if you flip your handout over, you see the resources I relied on. Fixed assumptions about the adult learner. Six strategies to -- by Lawler and key -- King. And for action principles for professional development suggested by Glant. I used those resources as I went through the 14 models. From those, came 12 essential attributes that I have built into my model. We will use those as Amber and David go through their faculty program initiatives and see where you can find those attributes within their. -- Within their. I want to Internet incorporating adult learning into your programs can begin by using these essential attributes. You agree to -- you were greeted at the door. You are handed a resource. That is on the essential attributes. Practicing what we are teaching, starting right now.

To those of you at a distance. As we get into the interactive part. Feel free to also participate.

Thank you. I am the vice president of administrative technology. Before we start talking about our excellent and online education initiative. I want to give you context. A good way to start is to show you a slide which will indicate the tremendous growth we have seen. In terms of the online seats these are on an annual basis. We started off online courses in 2005. This chart may be hard to see. Look at the lime green bars. They are reduced by a factor of 10. We started by serving around 150 online seats. In different courses. Through the period of five -- six years we have seen tremendous growth. We are now serving 300 online seats. What does that mean? We have to come up with a way to support the faculty who teach these courses. We have to have a robust faculty development program. In 2007 as we start to see this boom in terms of our enrollment. We formed the Center for distributive learning. My colleague. It was a one-man operation. She will share with you the strategies that she put into place initially. The one that we did first was developed a faculty orientation to online education course. Professional development opportunity for faculty whether they taught online or not. Mandatory. They have to complete the course before they teach an online course. We have seen some positive results as a result of putting the course into place.

Beyond having an orientation course for the faculty. We wanted additional support services as well. We knew that offering a course was going to be at first step but we needed more. We developed a preacher program -- three tier program. Extended from the online course we built on the mentorship component. This gave faculty the opportunity. You faculty I should say. To go into a college course. Someone who has experience in teaching online. And be a little fly on the wall. I will talk more about mentorship as we go through the presentation. In addition to that we also built a variety of online or it sorry ongoing supports for our online faculty.

We handle all technical oval shooting calls that students they have. Also a proactive role within our department called the online student support coordinator. This individual is all most like an advisor to the student. They stick with the student throughout their online career and are responsible for being proactive and reaching out to students to find out if they are having struggles. They will notice if they are not showing up to their online discussions. They will reach out and find out why. They will work with the faculty to resolve any problems they have.

We feel confident that this three-tiered approach is successful. I will share the successes towards the end. The goals of the online -- the excellence in online education initiatives is fourfold. We want to ensure there is course quality and our students have as high of quality online learning experience that they can get anywhere else in the world. Also we want to improve the student experience. We want it as seamless as possible and eliminate the intimidation factor of learning and online environment. Also make sure faculty understands that if there are differences in online learning that they are aware and they know that going into or as they start to begin their teaching career and online arena.

We also prepare faculty for successfully or being successful in the online arena. How many of you teach online? What is the biggest challenge? If I pull the audience, probably maintaining discussions and keeping them focused. Takes a lot of time. We have strategies potential or orientation course that helps faculty understand what those challenges are. With that I will turn it over tomy colleague, Amber and she will share the first deal of approach which is the faculty orientation course.

 Good morning. As mentioned I am Amber director of academic technology and online learning . To start by talking about the faculty orientation course. A little background. This is started in 2007. At that point, we were very small and have a small number of online courses. Not a lot of faculty. At that point the orientation was developed by it was very different than today. We started off with a course that was self paced and like a independent study model. I would work individually with instructors and take them to the content delivered in an online course environment. It was more of a one-on-one course. When a faculty member was chosen to teach online, they would be put into this orientation and go through and learn the content and develop the course. Data model query -- now the model is a cohort. They go through the course together and it is three times per year. It is mandatory for all of our online faculty. Whether they have taught online elsewhere or not.

This is so we can ensure all online instructors coming into teaching our students have the same ground and knowledge and understanding of what we value in terms of online education. The focus of the orientation, we go over our policies and campus policies for how online learning goes. How would like to have courses structured and the basic things as far as the elements structure. So there is consistency from course to course for navigation for students. Want to make sure the faculty understand differences between online learning and face-to-face learning so they can be prepared to teach the online course to their students. We also go over the learning management system and other learning technologies they may want to use. We help them develop and understand what they can do for them. It also gives an experience of what it is like to be an online student. It will go through the course together as a group. They have assignments to complete. They have deadlines. They get to feel what their students are going to feel when the students are in the class. So they know what the students are going through.

Essay mentioned is a cohort-based model and they go through it together. The modules within the orientation are on a weekly basis. Each week there are different assignments and activities. They interactive -- interact in discussions. They get to know if -- each other throughout the orientation.

On this slide it gives an overview of the weeks of the orientation and what the basic content is included. We start with a background into what online education is and how it is different. Secondly we give an opportunity of planning the course. At that point, they actually develop the part of their syllabus that goes through end chunks the contents. We talk about backward design and how they should be structuring their content to be sure their learning outcomes are met. The third week we take a look at pedagogy. We take them and look at how to teach this in an online environment. For that we get more into the LMS. We for talks about how to create -- week number for talks about creating the design and the were technical stuff. We talk about committee building in the fifth week and how it's important to have interaction. We talk about in week six, how to develop assessments. The last couple of weeks we look at finding additional resources and online tools out there to help faculty teach their students.

Finally we talk about the transition from design to delivery. And that you have created your course, let's get ready to actually teach it. We go through that and the final week to give them the opportunity to reflect on what they have learned and talk about the concerns they have at that point.

 The outcomes for the orientation. We are looking for to make sure they come out of the orientation with a fully developed course that is approved and ready to go. Talk about the approval process in tears three. They give them the opportunity to have time to review the course and have modifications once they developed everything and putting into place. Another outcome of the orientation, it gives him the opportunity to interact with the center. This is the office on campus that provides ongoing support for online faculty and students. This is them the opportunity to meet the staff and know who is there to help them so they have a comfort while -- level to reach out for assistance. It also helps the faculty members. If -- as we go through the orientation the facilitator gets to know the faculty members and gets to see where the strengths and weaknesses are which helps us in supporting them later when they are actually teaching the course. We may find out that they arenot exactly tech savvy and they struggle with using the LMS. We will know that and no to help them with that is the course goes on.

At this point we will turn it back over to Carole who will talk about the essential attributes and how they link to the orientation program.

Here is your chance to wake up and show me you are alive. Look at your handout. Amber described the first tier of the program. Which of those attributes do you feel were illustrated within that program? They did not use the essential attributes to build it. But there are some of those attributes illustrated in there. Do you recognize anything? What do you think? County something. -- Tell me something. Active participation. Yes. At least through discussion. Were actively participating in those discussion forums. It is a required part -- part of the orientation. They have to review an online course in progress. And complete assignments. What else?

[ Indiscernible - low volume ] Yes. They are working within the environment that they are teaching. But example. Anything else? Action plan. There is some of that. How did you see that?

 [ Indiscernible - low volume ]

 [ Indiscernible - off mic comment ] At least within their head they had steps they needed to complete. I agree. Anyone else?

[ Indiscernible - off mic comment ].

Yes. Collaborative input. At least through the discussion forums. They talked amongst each other and asking questions they could answer. Yes. Amber at her center is there to support them throughout the process. It is not a one-stop it continues on. Any others? Hopefully those at a distance are also participating. I felt that they surveyed the faculty in the beginning. They get a feel for their needs, concerns and goals.

They are flexible based on individual participants needs. I feel that they, even though there isn't an individualized plan, they pay attention to each individual. They are responsive to it. I think, especially the learning environment. The facilitator attracts in the discussion forums with participants as well as outside of the online classroom. The e-mail or other forms of can indication. One-on-one support is there. And Amber will talk about the survey results and the faculty feel supported within the environment. I think we hit on a number of those.

I have a confession. Amber and I did not have the opportunity to meet or know Carol before yesterday. I know Amber and Carol that before. Before we put these presentationstogether. Educause asked us to merge them. There is quite a bit of synergy there. We did not know of the 12 attributes. When we reviewed our three-tiered approach was clear that there were attributes we call God and put into play. It was refreshing and it validated we were on the right track. I will talk about the next tier which is mentoring. Beyond the initial orientation. Wanted to provide faculty with the opportunity to gain additional insight into the trials and tribulations of teaching and online learning environment. In this respect all participantss in the faculty orientation course are assigned a mentor. Through that relationship, the faculty member is able to go in -- I'm sorry. The new faculty member is able to go into the mentor's course and be a fly on the wall. They get to observe the life course in action. By doing that they can view the discussion threads and how the faculty monitors and facilitates those discussions. They see how students and faculty interact online and they are able to evaluate how their course might be designed. They might rethink about this module I was confused on. But now I see how this faculty member is doing it and it is successful. I will refer and -- rethink the module or assignment. In addition, this gives the new -- I'm sorry the new faculty member, the mint tea the opportunity to turn to another resource for questions. Perspectives on what teaching online is about. The on what we are telling them in this center for district of learning. Through that relationship, they were able to share best practices, experiences and strategies. They can rethink the strategies or prick

Notions they have an online course. By discussing it with their mentor again, with a refined or resized way of approaching particular assignments or problems. Let's look at additional attributes. Carol.

Okay. You heard about the second tier of mentoring. There was one attribute in particular that stood out for me. It see if you thought the same or if you found additional attributes within the mentoring tier. What you think? Absolutely. Both ways. With the use of mentoring you honor that mentors experience with and the online classroom. And the mint tea -- mentee gets to consider their experiences. Going through the program. Anyone else?

[ Indiscernible - off mic comment ] It is online phentermine. -- Mentoring. That is the one that was immediately apparent to me. That they are actually in someone else's class. And as part of that mentoring component they are required to view their mentors current course and reflect on what they see. It allows them to see a course in action and chat and learned from the mentor. Any others that you saw?

[ Indiscernible - off mic comment ] Yes. Authentic context. That is another attribute. They are within that environment in which they will be teaching.

 [ Indiscernible - off mic comment ]

 >> Reflection. Yes. They to get to reflect. That was mentioned within the program. They get to view the mentor's course and reflect on what they see. Reflection is part of it. Any others?

Okay. We will go onto tier 3 . >>The third tier of the initiative is ongoing support provided to online faculty. As I mentioned before I said I would talk about the review process. The review process that happens. Once the courses are completely developed is a two-part trust us. A member from our center for learning will review the course and look at it for things like the structure navigation and making sure everything isset up correctly and LMS and everything is in place that is the poster the. It is also reviewed by the content expert. The program director for chair for the academic area that the courses within. Because of this two-part process for the review we are looking at the course navigation and content to make sure it meets the learning outcomes. We are looking at different types of quality to make sure the course setup gives the best possible experience. It is very supportive. From our and when our staff is reviewing the course. They are going to get in touch with the faculty members and let them know if there is something to be reviewed, revised or change. Offer suggestions along the way. If there are different types of activities they could use. To make sure it is a good quality course. We go through it and work with them. We don't just give it to them and say, make this and tell us -- tell them if it is good.

At the end , make sure the course is ready for delivery. This is at the very end of the orientation. When the courses reviewed we make sure everything is ready and the pieces are in place to launch the course for students. The Center for district of learning also provides support for students. Providing assistance for the faculty. Faculty members don't have to worry about things like technical problems . If the student runs into an issue, he or she knows they can go to the online student support coordinator and get assistance on the technical issue. The faculty member doesn't have to worry about those types of things. They can refer the student to the right place if there is issues that come up. This was the faculty members focus on the content of their course. Rather than worrying about technical things that might happen.

Also there is ongoing assistance for faculty in technical areas as well as pedagogical. Once they have completed their training and ready to go their course is approved and the go to start teaching. We don't stop supporting them at that point. We are always available to provide any type of assistance. Ethical assistance such as, if they are trying to figure out that they knew in the LMS were having problems where they are -- where they are to provide assistance. If they're looking to create a new assignment.

If they are looking how to improve a group activity. We are there to provide assistance on ongoing support. I will turn it over to Carol to talk about the attributes. >>The tier is called ongoing support. Who does not know which attribute? [ LAUGHING ]

Okay. I think ongoing support, we cannot agree is one of the attributes. -- We can all agree it is one of the attributes. Anything else?

Evaluation and revision. Yes. That's actually will become more evident when you hear David conclude the program. Yes. Actually, I had to ask them specifically about that. I was not sure if that was there. I knew they were evaluating and I did not know about revision. He will talk more about it. Any others?

That was pretty obvious. Okay. >>

 We feel this initiative put in place.The three tier approach has been successful. We know our instructors feel that aside with the support and training provided. One way to measure that is through an evaluation process. This starts with the faculty orientation to online education course. At the end of the process we administer an evaluation just as we were a regular teaching faculty. We collect and analyze it and make it vacations or adjustments to the orientation program as we hear back from the faculty. After five or six years of this we feel like we have a good model in place. I want to share some of the feedback we have received based upon those evaluations. 84% of our faculty who have gone through the orientation course you more prepared or the report they feel better prepare for teaching online learning following the orientation. 79% feel I have -- the content provided has really contributed to the knowledge of online teaching and learning. 76% of the respondents felt rating considered -- reading contributed. We give them assignments.

They are somewhat reluctant. It is satisfying to see positive feedback and the assignments and readings we ask them to do are useful. Finally 76% felt the orientation experience was in a double for the professional growth. That is why we are most proud of. In addition, we ask anecdotal evidence throughout the entire three-tiered approach. This is after they have gone through the mentorship and maybe they have called the center for assistance with a student. Or with a strategy they want to put into their course. Share some quotes we have received from the anecdotal evidence.

 I found it to be thorough and substantive. This was a faculty member who taught online previous the end of the -- in another school. They were forced to go through our program as well. This would be one of those people that was not very happy about having to go through our program. But at the end they saw the value in it. The second testimony. I feel I have the tools they need to get classes ready and support to some goes wrong. They know that we are there to help them and they don't have to struggle with their students or an assignment. Another contorting tell us and we are there -- they can turn to us and they can get help. >> Let's see if we can match attributes.

Did you see any attributes evidence in the last tier?

A while -- evaluation and revision. Yes. There are girlie make changes to their program based on the participant feedback. Amber shared that most recently they change from the self-paced funneled to a cohort-based model you heard mentioned at the beginning. I collect feedback through surveys before and after the program and periodically after participants have caught -- taught a course to assess the benefits of the orientation and determine what else it would like to learn. What could have been improved and how they feel about the ongoing support. They do use that attribute within the program.

I am wondering, for those of you who have been through faculty special development programs or who manage faculty professional development programs. What type of attribute do you use and what examples do you have? What do you feel is missing in your program? What can be built in? >> Please go to the microphone.

We have a well-developed faculty training for those that teach online or in a blended format. However, they did not have a mentoring program. That is something we are looking to initiate next year in conjunction with the academic colleges. I was interested to hear about a mentoring. We have a large group of adjuncts about 1500. We are charging that for new adjuncts initially. We have a lot to learn about how to do that. I was very interested to hear your work on that. Because you can trained individuals. It really is a different world.

We have a lot of resources and course development process is done separately. That is well defined as well. Think that mentoring is very valuable.

Thank you. The mentoring helps to tie in the recognition of faculty needs and use of faculty experience. I think it also enhances the learning environment or it may feel more supported. Hopefully the mentorship programs build in reflective components and that certainly is another attribute.

I help to teach one of those professional development programs at Penn State. I think the take away I am liking about your program. You are introducing two be ongoing -- interesting them to the ongoing support and get to know a the staff. Our program made a point of having faculty teach faculty. The thinking it might not necessarily be the great thing we thought because they are missing the opportunity to have that relationship began to build area the people who are going to be supporting them. Instead they get me. Were they never have to interact with again. I am just another faculty member of cross campus. The mentoring would be a way I could have that relationship. I like your approach and program of having her staff he the ones who are teaching the course. Can you speak a minute about that? He said it is mandatory and you obviously you have people that are kicking and screaming. How do you get them to participate and really be active purchase offense. -- Participants. The -- speed 1016 -- [ Indiscernible - off mic comment ] . >> In order to get faculty members to participate it is mandatory and required that they take this course. When they are hired to teach online. They are told by their program director that this is a requirement. Some of them coming reluctant and not wanting to take the course. Sometimes we have to chase after them when they get started. Indicating I was the one who facilitated the orientation. Now we have an instructional designer on staff. Whoever the facilitator is, is responsible for keeping an eye on the attendance of the faculty members and to chasing after if needed. At some point, sometimes they are slow to start but we get them into the program and then going through it. At the end, hopefully they have success.

It wasn't entirely obvious when we went through it. The key deliverable for completing the course is that they are first course is done. It is very important in our eyes. We don't want faculty member struggling with the developing course as they are teaching it. That is a different philosophy for school to school. That is where we get the resistance. They say they have taught online before and they like to do want to us weekly. We a least one their -- than to have their framework. So when they interact with a few -- students that is what they focus on. >> I was wondering if you could talk about how you got the program to be mandatory in the first place. >>

 When this CDL was formed in 2007 we were part of academic affairs. Now we are part of a march organization with IT support. It was Dean of the graduate school who came up with the idea to form the Center for District of Learning. When she did this she had the vision that we would have required orientation courses. It came down from leadership which is how we were able to move in that direction.

[ Indiscernible - off mic comment ] >> Is curious for those of us who do not have a mandatory requirement in any suggestions based on your experience about how we can implement optional programs?

 My previous institutions I was at, we did not have mandatory programs. We have is a more structured to our orientation program. We did ask the people who completed but we did not have the authority to to say they had to [ Indiscernible - low volume ].

It becomes a cell job -- selling job. Where you have the most benefit is if you have someone it and shared it that is her job as a faculty member. You want to get faculty members who have gone through the program and are good online education learners so they can speak with their colleagues to say this is important that you go through this. It is different than the classroom experience. These are the things you will learn and we think it is worthwhile. If you focus on that they were better prepared for success.

I also have to agree. It is not mandatory at Penn State. We really do rely on word-of-mouth. At Penn State Harrisburg, faculty know they are sported at the faculty Center. They come in and they get support the matter what. They don't have to run around to different offices. It is a one-stop shop. They come there and we are ready to help. It is not easy to scale but that is what faculty wants and that is what they receive. We exercise these attributes every single day. Every single faculty professional development program, we were on. -- We've run. That is making impacts to the increase of numbers of participants in our workshops. It is an ongoing thing and it seems to be responded to very well. They still have people who show -- don't show up. It is typically the ones who need it the most.

Any other questions?

When the faculty member designs or second course, do you ask them to participate? Or how to you -- do you make them?

When they develop a subsequent course. They have already taken the orientation so they are not required to go through that part again. Go through this in course review process that happens at the end of the orientation. Before the start of courses comes up we have a calendar that lets us know up the weeks ahead and we send out an e-mail to all faculty teaching and that session. To let them know about the deadline. We go in and review the course and work with them to the same type of review process. They are developing a brand-new course it takes a little more time. If it is the same course, we just help them changing dates etc. There are always stragglers. We will tell them in each of the 35 -- by a certain point. We always have everything ready by the time the courses start. That is why we have to backtrack so far. The courses go through that process. The same review, just not the training again. >> What is the incentive for the mentors?

At this point you really is no financial or any kind of incentive. It is out of the goodness of their heart. These are faculty members, they have been teaching online for a while and they love it. They have enjoyed the process and have been willing to open their class. It has worked out well in that regard. We haven't actually had to look to provide any monetary rewards or anything like that.

Do you provide any training for the mentors other than they are experience -- your experience with the program?

That is not something we have done. We have just given them a sick guidance. -- Basic guidance. A list of their roles and what we are asking them to you. To check up on the faculty member to make sure they are coming to your course. Send a welcome message to note you are there to help them. Those types of things. There is not a formal training process at this point.

Every semester we have a few people who are appointed in the days before the semester begins or the day after. How do you approach the fast-track version of what you are doing?

For people who are hired to teach the courses of that last-minute?

Yes.

That never happens. [ LAUGHING ].

Unfortunately that happens too often. I have been working with the chairs and program directors to educate them on the values of the orientation the right way. We prefer to do it this way but there always people brought in last-minute. Someone pass out or they add a course section. Enrollment is too big and they need another section. We still have the original orientation. The one that was self paced. We call it the fast-track version. If someone comes in at the last minute we put them in that version. Don't have the interaction with their peers or he opportunity to participate in sessions -- discussions. The content is there. The facilitator works with them as a one-on-one dependent set a course. -- Independent study course.

Do you pay adjuncts were going through the training?

They are not paid for the orientation but they are paid a stipend for developing the course.

Any other questions?

You said adjuncts are paid a stipend for developing? Are full-time paid a stipend?

Yes.

All developers are paid a stipend.

Money is a good incentive. If resources are constrained, it becomes a challenge for you to fight operated ministration to make sure you are available to provide stipends. It is and -- and available tool to use to say this is worth your time.

In these days, sometimes money is not available. We did a survey research of all of the faculty teaching online at Penn State. When we ask about incentives and barriers, we were surprised that money did not rise to the top. It was actually support. They wanted support. >> Thank you for joining.

[ APPLAUSE ] >> [ Event Concluded ]