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# **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

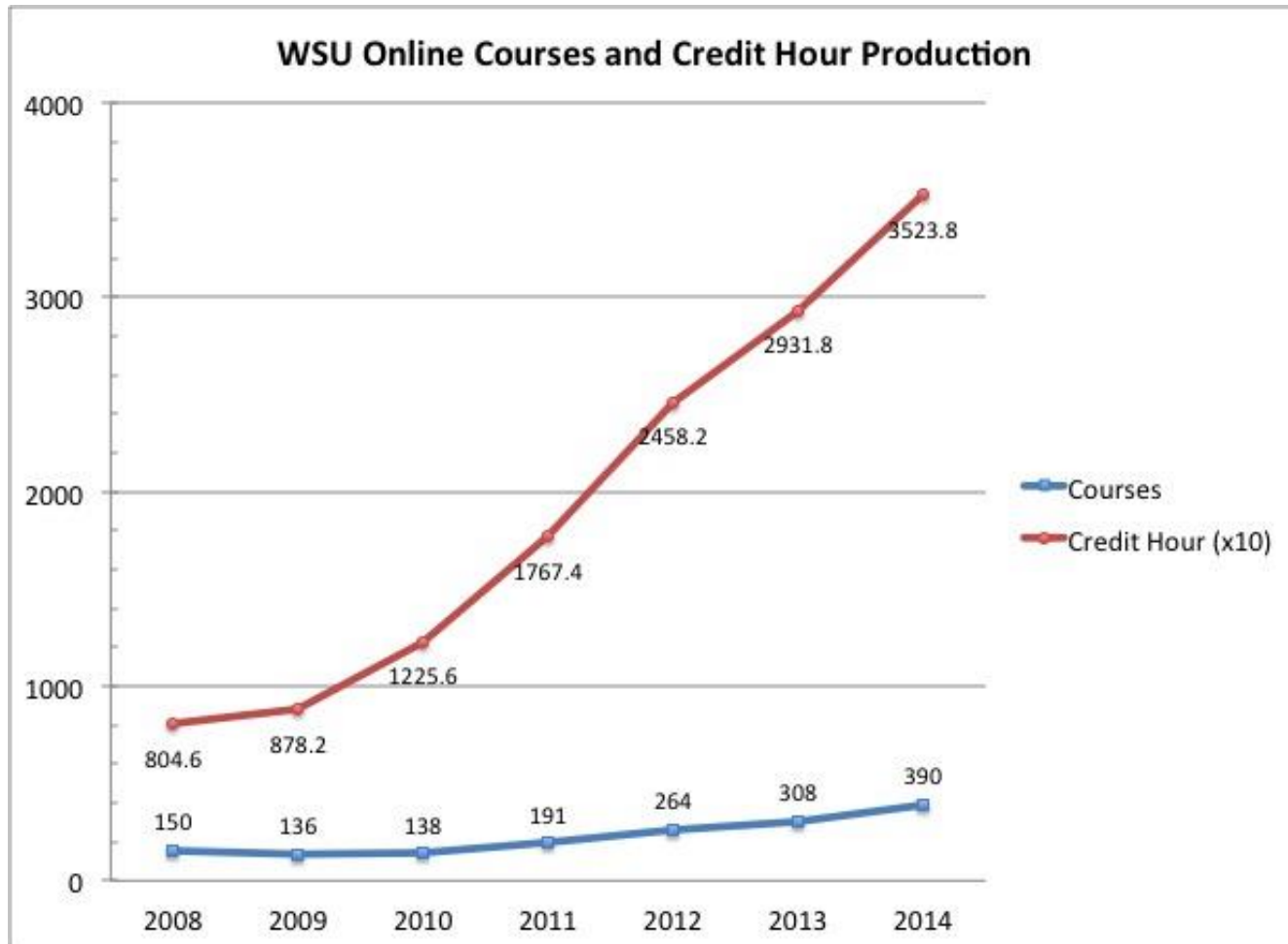
*"I think the experience was great and am certain that my course is head and shoulders above what it would have been without Re-boot Camp. I am so grateful for the opportunity to interact with those point-people who can continue to help me develop my online course. I hope that the University will consider 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.