A Multilevel Approach to Faculty Development

Malcolm Brown: (12:52) I'm curious: do you think of your development efforts in this layered way?

Kevin Guidry @ University of Delaware: (12:53) We've been having some internal discussions about how much support we can provide to individual departments. This arose because our math faculty have become very active in asking for our assistance so we're trying to balance how much to support one department with the impact that department has across the university. Interesting discussion.

Veronica Diaz: (12:56) fantastic session!

Cathy Long @ Ivy Tech Comm College of Indiana: (12:56) Good information. Thank you!

IMPACT: Customized Faculty Development for Learner-Centered Course Redesign

Lee Henrikson - University of Alaska Anchorage: (12:57) instructional designer

@Todd_Conaway: (12:57) Still florrs me

ELI145Attendee35 @university: (12:58) AMEN to that concern!

Marsha Orr @ Cal State University, Fullerton: (13:00) Did you have push back because large lecture courses accommodate a large student audience--there were attempts to do this in online!!!!

Brianne Bruington @ University of Wisconsin Madison: (13:00) we are all of the above
Lara Madden @ University of Alaska Anchorage: (13:01) We also have a blend of dept, individual and centrally supported.

Barbara Friedman @ Cornell University: (13:02) where did funding come from?

SNHU: (13:04) Did I hear that correctly, redesign takes 14 meetings over one year?

Patrice Prusko @ Cornell University: (13:04) How big a team do you have supporting this?

Northern Michigan University CTL: (13:07) Do you have measures in place that ensure participants meet their commitments before they "get paid?"

When One Size No Longer Fits All: Preparing a Diverse Faculty for the Ever-Changing Online Environment

@Todd_Conaway: (13:14) @malcolm can we do something I know about? Like Disney characters?

Malcolm Brown: (13:15) @todd how about the art of growing bananas? ;)

@Todd_Conaway: (13:15) That would be better than presidents.... I must have missed that week in school.

SNHU: (13:17) Scale and growth

Gail Persily @ Unive of California, San Francisco: (13:17) faculty time

Marsha Orr @ Cal State University, Fullerton: (13:17) Faculty who refuse to teach online.

Steven Mitchell @ IvyTech: (13:17) No way to incentivize faculty

Sue Semple-Rowland @ University of Florida: (13:17) Supporting faculty in these efforts

ELI145Attendee2@ucdenver.edu @university: (13:17) Merit / RTP processes don’t value PD activities

Brianne Bruington @ University of Wisconsin Madison: (13:17) Faculty are afraid technology will take their jobs

Kate Beverage @ Worcester Polytechnic Institute: (13:17) Difference in personalities

Bobby White @ California College of the Arts: (13:17) Mostly Adjuncts who are hard to reach.

Michael Truong @ Azusa Pacific University: (13:17) How to continue to train and develop online faculty.

Michelle Pacansky-Brock @ Cal State Univ, Channel Islands: (13:17) accessibility/508 compliance
ELI145Attendee35 @university: (13:17) Commitment

Jill Leafstedt @ Cal State University, Channel Islands: (13:17) time

Konstantinos Yfantis @ Univ of Illinois at Urbana Champaign: (13:17) lack of preparation

Kristi & Ryan @ Missouri State University: (13:17) decentralization in the hiring / on-boarding process

Cathy Long @ Ivy Tech Comm College of Indiana: (13:17) Large numbers of new faculty hires

Patrice Prusko @ Cornell University: (13:17) absence of online training

Steven Mitchell @ IvyTech: (13:17) Accountability

Kate Beverage @ Worcester Polytechnic Institute: (13:17) Time and incentive

Illinois State University: (13:17) Time management

Linda Futch @ University of Central Florida: (13:17) staying up to date with technology and training, accessability

ELI145Attendee3@viu.ca @university: (13:17) incentive, faculty time

Northern Michigan University CTL: (13:17) communication (getting people to read e-mails)

Gail Persily @ Unive of California, San Francisco: (13:17) lack of institutional policy

Elizabeth Hodas @ Harvey Mudd College: (13:17) Faculty finding time to participate in faculty development.

Sue Semple-Rowland @University of Florida: (13:17) Support by administration for faculty

Susanne Hamner @ Ivy Tech Community College: (13:17) Technologically challenged

Konstantinos Yfantis @ Univ of Illinois at Urbana Champaign: (13:18) 2000+ faculty

Marilyn Lombardi @ Duke University: (13:18) marketing

Noreen Barajas Murphy @ University of La Verne: (13:18) Resistance to creating a comprehensive, actionable vision.

Fred Zinn @ Univ of Massachusetts Amherst: (13:18) disparate responsibilities for support, training and evaluation

Cindy Jennings @ Univ of South Carolina Upstate: (13:18) Informing faculty of the need participate

Lisa Moske @ Cal State University, Long Beach: (13:18) Planning, accessibility, resistance to online-only and hybrid, creating an engaging online environment.
Patty Godbey @ University of Colorado Denver: (13:20) How are folks tracking faculty training?

Veronica Diaz: (13:20) @ Patty, we have some great sessions tomorrow on just that topic

Patty Godbey @ University of Colorado Denver: (13:22) looking forward to it, thanks Veronica

Scott Robison @ Plymouth State University: (13:25) Great job Reta!

Q&A

Reta Chaffee @ Granite State College: (13:26) Hi Fred Zinn! Thanks for the Diffusion of Innovations revelation!

Brianne Bruington @ University of Wisconsin Madison: (13:28) How do you know that it was your workshop that directly caused the change that is seen?

Kevin Guidry @ University of Delaware: (13:29) Document analysis - good idea. Could be automated to a large extent so fairly easy. It'd be nice to do that kind of work on not just policies but also syllabi and departmental documents, too.

Fred Zinn @ Univ of Massachusetts Amherst: (13:29) (You are welcome Reta! Glad it was helpful.)

Debra Fowler @ Texas A&M University: (13:30) where do you receive your funding for IMPACT?

Donalee Attardo @ Purdue University: (13:32) One question I saw re: how to do active learning in large enrollment classes - there are many strategies that can be used, some using technology, some not. There is a doc on our design site that gathers ideas from the research.

Veronica Diaz: (13:32) this is a key point as many departments and services "touch" faculty

Donalee Attardo @ Purdue University: (13:33) Debra, the provost's office in the first 2 years; now president's office.

Veronica Diaz: (13:33) it's helpful to track also to begin to form a profile of an institution's faculty

Debra Fowler @ Texas A&M University: (13:33) Thank you, Donalee

Kevin Guidry @ University of Delaware: (13:35) That's a very different mindset from other faculty development models where confidentiality is critical. Or am I misunderstanding something?