FACULTY
DEVELOPMENT:
GETTING STARTED

ABOUT MAGNA

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Based in Madison, Wisconsin, Magna Publications continues to grow its portfolio of professional development resources, anticipating what's next and how we can continue to best serve dedicated higher education professionals.

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Making Faculty Development an Institutional Value and a Professional Practice

Henry W. Smorynski, PhD

Sometimes faculty development programs are inherited by an academic leader, and other times they have to be built. In either case the academic leader needs to heed some wisdom from the Chinese classic the *Tao Te Ching*. Faculty development is a long journey wherever one starts; like a journey of 1,000 miles, it begins with the first step. Faculty development is also to be understood as a destination. Only if one has a clearly identified end for it will it achieve its desired destination—a highly effective and participatory faculty.

Faculty development program success begins with recruiting faculty to a specific institution's mission during the recruitment and interview process. Bringing faculty into an institution who are not committed to its teaching, research, and service mission incentives and imperatives will lead to mismatches between faculty career aspirations and institutional resource commitments. Such mismatches undermine collegiality and undercut faculty development efforts. Hiring faculty who are overly focused on their discipline versus teaching and the school's mission will lead to faculty dissatisfaction and turnover, with negative consequences for the classroom and within academic departments.

Beyond successful hiring, faculty programs will founder if they do not have a strong advocate at the highest level of academic administration. If the academic leader does not acquire and distribute resources consistent with the mission of the institution, wrong messages are sent. Faculty can become committed to one specific type of educational innovation. They can seek release time for their own career interests rather than the mutual interests of the institution and the faculty member. And they will come to view faculty development more as a competition for resources or an activity undervalued by the institution. Only strong academic administration leadership can provide the direction and energy necessary for a high-quality faculty development program. No faculty development director or coordinator, or even a faculty development resource office, can make up for the lack of a clear, constant, and resource-committed academic leader who visibly promotes and rewards effectively institutional mission-inspired faculty development.

A third key ingredient in faculty development success is choosing the right point person to be the daily spokesperson. Improper selection of the faculty development coordinator or director can

sink any program. One needs to avoid the error of choosing the most innovative faculty member in the college or university. One should also not choose a faculty member well known for a particular kind of teaching, like case studies or computer simulations. The selection of the faculty development director or coordinator should be driven both by his or her commitment to all kinds of development and experimentation in teaching and research and by widespread colleague acceptance and confidence. Only a few faculty in any institution will meet both these criteria. Without both characteristics being present in the faculty development coordinator or director, the overall faculty development program and faculty participation in it will be limited to only highly motivated faculty or select faculty departments. It will never gain large-scale participation rates (over 75 percent). It will not reflect the necessary vitality to change and innovate as theories, methods, and research in higher education change regarding best practices.

A fourth element of a successful faculty development program involves the creation of a common basis for development efforts shared by the faculty as a whole. Although not widely accepted or understood by faculties in general, the work of L. Dee Fink can be very beneficial in creating that basis. His concepts articulated in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* can provide a common basis for faculty across all disciplines. By creating courses through a learner-centered approach versus a subject-oriented approach, one opens up the faculty to innovation, experimentation, and good teaching practice sharing, which are all vital to a healthy faculty development program. His model of an integrated course design brings together four key elements—learning situational factors, learning goals, teaching and learning activities, and feedback and assessment—into a powerful combination through the idea of "backward course design." This means the syllabus and course are designed from student learning objectives and not subject matter coverage.

If one has built these four elements into a faculty development program, then one needs to complement them with an anchoring and reinforcing faculty performance evaluation system. Tenure, promotion, and merit pay, where applicable, must identify faculty development as a key measurement for the evaluation and rewarding of faculty. A lack of consistency between academic leader messaging and promotion and tenure criteria used in any institution will doom any faculty development program to be engaged in primarily by true believers or innovative academic departments. It will not impact more than 25 to 40 percent of the teaching faculty, in my experience of promoting faculty development at nine different higher education institutions over 20 years. It will have very limited positive impact on teaching in the classroom, student retention, and institutional attractiveness and reputation.

Parker Palmer's book *Courage to Teach* should be required reading along with Fink's integrated course design. Palmer addresses clearly and convincingly the importance of individual faculty integrity to the teaching-learning process as being rooted in the integration of subject matter, student characteristics, and the faculty member's core identity as an educator. All three of these aspects must be visible and practiced in a widely appealing and engaging faculty development program.

Faculty development must be viewed as a diffusion process. If the fundamentals for success are put into place and practiced consistently, then the faculty development program will be successful both in terms of institutional impact and faculty career satisfaction. Building that diffusion effort systematically requires certain identified practices. These practices include a program that covers annually the wide-ranging interests of faculty that include teaching best practices, research time releases, team-teaching opportunities, faculty seminars and luncheons to share experiences led by colleagues, and annual visits by outside leaders in innovation in higher education. Program mix is a crucial sustaining element of successful faculty development programs.

Diffusion also depends on the annual or semi-annual required faculty development days tied to an institution's mission. These days highlight current faculty creativity and innovation across all disciplines in the institution. They are an important time of bonding the institutional commitment to faculty development.

Finally, an effective and successful faculty development program depends on each individual department promoting disciplinary and teaching innovations relevant to their courses, students, and disciplines to reinforce the overall institutional program.

Faculty development programs can easily achieve 25 to 40 percent faculty involvement and participation. But only programs that are structured from recruitment to post-tenure review will deliver a comprehensive institutional mission benefit for all faculty and the students they serve.

Professional Faculty Development: The Necessary Fourth Leg

Alan Altany

The well-known three-legged stool of academic life—teaching, research, and service—has been assumed to cover the main responsibilities of faculty in academic communities. But is there a missing leg that would add strength and stability to the stool? I propose there is. It's professional faculty development, and I would also propose that faculty committed to teaching should be its most articulate advocates. Here's a list of the reasons why professional development plays a critical role in the ongoing growth of teachers. Professional development does support all aspects of academic careers, but understanding its importance to teaching is my emphasis here.

- Professional development promotes faculty responsibility for continuous, career-long growth based upon not only the trial and error of experience, but also theory, research, and professional collaboration with colleagues.

- The understanding of instructional concepts and teaching processes can be expanded and deepened via professional development.

- Good teaching is not just a "you have it or you don't" skill, nor is it an automatic companion of terminal, disciplinary degrees. It is an action, process, and way of thinking and as such it constitutes serious, complex intellectual work. It requires regular reflection and exposure to new ideas and information that are inherently a part of good professional development activities.

- Professional faculty development connects faculty across disciplines and career stages, serving to create a pedagogical community within the college or university.

- Professional development is not remedial or something only for those having problems, but should be an integral part of every faculty member's efforts to become more effective in the classroom.

- Although professional development has often been viewed as supplementary within the academy, it actually plays a central role in faculty motivation and vitality across their careers.

- Without professional development opportunities, faculty are often isolated and unaware of beneficial, innovative pedagogical approaches.

- "One who dares to teach must never cease to learn" (Dana): Professional development provides opportunities for faculty to learn about learning, about teaching, about students, and about themselves.

- Professional development should not be an optional or occasional activity. Regular participation in professional development activities should be an expectation for all teachers.

- Professional development is the conscience of the professional academic. It makes teachers aware of what they do, asks them why, and challenges them to continually do it better.

- Professional development strengthens the affective, intellectual, and social aspects of academic life. It improves the academic experience at institutions for teachers and students.

During these times of very tight budgets, activities central to the success of teachers may be targeted for cuts. Professional development opportunities should not fall into that category, and those committed to teaching should be prepared with a set of reasons why.

Reprinted from *The Teaching Professor,* June 2011

Faculty Development: A Model from Johns Hopkins

Jennifer Patterson Lorenzetti, MS

The Johns Hopkins University Engineering for Professionals program allows busy professionals to earn a master's degree or certificate program by studying online or through conveniently scheduled courses located around the Baltimore-Washington, D.C., area. With its first online classes offered in 2001, it initially faced the problem of how to train its online faculty, particularly those adjunct professors who had never previously taught online.

"We used to do six hours on a Friday and threw all the information at them at once," says Denille Williams, instructional designer at Johns Hopkins. The results of this data dump were less than ideal. "They came back a week later and remembered none of it," says Williams. This lead to instructional designers needing to work with adjunct faculty one-on-one to teach them the material they'd forgotten.

To remedy this, Johns Hopkins introduced two courses that online faculty could take to improve their ability to develop an online course and to be successful in its facilitation. In a Sloan-C presentation on the subject, Williams states the goals in developing the courses as follows:

1. Introduce [faculty to the] development process

2. Get them to start thinking about their change in roles

3. Introduce them to online pedagogy and best practices

4. Produce a draft of their first development deliverable

Secondarily, the courses were designed to "immerse [adjuncts] in the online environment" and to "let them see good course design."

COURSE ONE: "DEVELOPING AN ONLINE COURSE"

The first of the two courses is called "Developing an Online Course," or "DOC." Adjunct faculty enter this course in a cohort and complete the course over three weeks.

"Developing an Online Course" is comprised of eight modules:

1. Introduction

2. Online Course Components and Development Process

3. Planning and Designing Your Online Course

4. Writing Learning Objectives

5. Developing Instructional Content and Multimedia

6. Learning Activities in the Online Classroom

7. Assessing Student Learning Online

8. Review and Next Steps

Course objectives include teaching the instructor to:

- Describe the online course development process

- Identify the components of an online course

- Complete a course design matrix

- Explain the purpose of course and module learning objectives

- Write course and module learning objectives that clearly identify the expected learning outcomes

- Design learning activities and assessments that are aligned with stated course and module learning objectives

- Explain how the Quality Matters rubric is used in the design and development of [a] course

- Describe the online student experience from [the instructor's] experience participating in [the] course.

At the end of the course, faculty are expected to have completed a course design matrix that will help guide them as they develop the 14 modules that will make up their 14-week online course. The subsequent course development process is expected to take an average of 23 weeks.

"In going through the first course, the instructors can actually do their [course] development process online," says Williams.

Completion of the course is predictive of the instructor's ability to complete the course development process in a timely way. "Instructors who don't complete the course take two to three times as long to develop a plan, and the course may be off schedule."

COURSE TWO: "ONLINE TEACHING STRATEGIES"

The second course has only run for a few semesters, but it has already become a useful part of faculty training. Called "Online Teaching Strategies," or "OTS," this course attempts to teach instructors how to move from a face-to-face classroom situation to an online facilitation situation.

There are six modules.

1. Introduction

2. Establishing an Online Presence

3. Online Discussion Management and Facilitation

4. Feedback and Grading

5. Online Course Facilitation and Time Management

6. Review and Next Steps.

This course fills a gap that existed prior to its development. "We never touched on how to teach and facilitate online." This course addresses that need, with content aimed at helping instructors "ensure an innovative,
engaging, and high-quality learning experience for the students."

Stated course objectives as defined on the course syllabus include helping the instructor learn to:

• Facilitate peer-to-peer and peer-to-instructor interactions in an online course environment

• Employ key techniques to establish [their] online presence

• Implement strategies to manage workload while teaching in an online course

• Identify various formative assessment approaches and apply different strategies for providing timely and meaningful student feedback

• Formulate a plan to best implement online teaching strategies into a course.

Both DOC and OTS include discussion, assignments, quizzes, and an expected course average in order for the participants to earn a certificate
of completion.

ADVICE FOR OTHERS

Although the training courses have not yielded any hard quantitative data demonstrating their success, Williams has a lot of anecdotal evidence to support their efficacy.

First, as mentioned, completion of DOC correlates positively with ability of the instructor to complete the course development process in a timely manner. While planning on nearly half a year from inception of the DOC course to completion of course development is a challenging proposition, Williams notes that those who complete DOC are better prepared to handle this challenge, while those who don't complete it often stall during course development.

Second, those who complete OTS seem to be creating students who are more satisfied. "They have better course reviews," Williams says. "Students have generally been more positive."

Developing training courses for online faculty is an important concern for institutions that offer wholly or partially online programs. Williams suggests these institutions heed advice from her experience.

- First, "it's important to provide pedagogical training." In contrast to providing only technical training on how to administer and run the class, institutions should also provide training that helps faculty develop content and facilitate interaction and learning in the online environment. This is important because the online environment often requires a different approach to teaching and learning than the face-to-face classroom.

- Second, Williams cautions others to "be considerate of adjunct instructors' time." Much like the adult students they teach, the adjunct instructors are busy with other work and family commitments. They will be on the lookout for wasted time and activities that don't further their learning. "They will tell you if they're not getting value," Williams says.

Overall, the Johns Hopkins series of two courses for adjunct faculty appears successful in helping these instructors in the Engineering for Professionals program design and develop quality courses and deliver them in a way that is satisfying for busy students. It is an example of faculty development done right.

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A Theory of Faculty Development for Blended Learning

Jennifer Patterson Lorenzetti, MS

Providing faculty development opportunities for those who teach blended learning courses requires a great deal of planning at the system level.

"Institutional leaders [need to] approach strategic planning in a thoughtful way," says Peter Rennert-Ariev, associate professor of education specialties at Loyola University Maryland.

At the recent Online Learning Consortium Blended Learning Conference and Workshop 2015, he explained a theory of faculty development for blended learning that "work[s] backward from the mission" to "lay the foundation for an innovative and integrated institutional approach to faculty development."

START WITH THE MISSION

"It's important to have a strategy and think about the mission," Rennert-Ariev says. "Begin with the end in mind."

As Loyola is a Jesuit institution, it begins with a commitment to "Ignatian pedagogy." To explain that idea, Rennert-Ariev quotes an address by Peter-Hans Kolvenback, S.J., of Georgetown University, who stated:

> *The pursuit of each student's intellectual development to the full measure of God-given talents rightly remains a prominent goal of Jesuit education. Its aim, however, has never been simply to amass a store of information or preparation for a profession . . . the ultimate aim of Jesuit education is, rather, that full growth of the person which leads to action—action based on sound understanding and enlivened by contemplation, that urges students to self-discipline and initiative, to integrity and accuracy.*

This sort of thought informs the way faculty are trained at Loyola.

"It's based on good teaching and learning theory [with a] cycle of teaching and reflection," Rennert-Ariev says. Faculty development becomes a "serious mission" as it aims to help instructors foster this kind of intellectual development in their students.

Loyola's faculty development focuses on "how to help faculty design and teach in blended contexts in ways that are embedded in our unique institutional mission," Rennert-Ariev notes. It does so by:

- "Focusing on deep, rigorous, and sustained interaction cultivated among students, between students and faculty, and between students and content," and

- "Changing the relationships of instructional time and space to make flexible the contexts of instruction in order to better 'meet students where they are.'"

To help faculty become better blended course instructors, Loyola offers a digital pedagogy fellowship, a two-week workshop that helps faculty "develop cutting edge digital skills." The workshop provides "support for faculty converting a course to hybrid or online as well [as being] for faculty interested in revising a course by more fully integrating web-based approaches using instructional technologies," he explains.

The participants focus on "developing a coherent course design and pedagogical approaches that increase communication and collaboration among students, integrate digitally recorded class sessions, and deepen student learning through a variety of 'web-based' innovations." The workshop includes panel discussions about "cultivating the Jesuit perspective," sessions on integrating digital video and audio content, using library and open source resources, and handling asynchronous communications.

According to Rennert-Ariev, a recent workshop included:

- The panel discussion mentioned above.

- Training on "develop[ing] advanced uses of [the] LMS (Moodle) to enhance communication, collaboration, sharing of content, and use of multimedia resources."

- Training on "develop[ing] strategies to facilitate interactive, synchronous virtual class meetings to generate active student participation by enhancing personalization, interaction, and student engagement."

- Practice "developing expertise in asynchronous strategies including text based forums and other multimedia discussion tools to prompt interaction through sharing of images, documents, and videos."

- Information on "integrating library resources to support students' information literacy, supporting research needs, and providing access to online and open resources."

- Practice "developing expertise producing and integrating digitally (video and audio) recorded presentations and podcasts."

A TRANSFORMATIVE MODEL

All of this supports what Rennert-Ariev calls "a transformative model of development rather than a technical one." This transformative model encourages faculty to develop knowledge of content, technology, and pedagogy rather than simply measuring competency.

Rennert-Ariev compares a competency-based approach to faculty development with a transformative approach in four main areas. In the "image of the online teacher," the competency-based approach sees the instructor as a disempowered technician who performs rote tasks. In a transformative approach, the instructor is "empowered and engaged in intellectual work." This dimension is about "fostering an image of the faculty as empowered and engaged in intellectual work that requires careful deliberation."

When considering the knowledge base for online teaching, the competency-based approach emphasizes an atomistic and behavioral strategy "based on rules and propositions." The transformative approach emphasizes integration of knowledge. This dimension is about "having a view of the knowledge base for blended teaching as complex and requiring integration of technological, pedagogical, and content knowledge."

Within the "view of online teaching and assessment of teaching," the competency-based approach is teacher-centered and context-independent, focusing on "replication of effective practices." The transformative approach focuses on the learner and the content. This dimension emphasizes "having a view of blended teaching and assessment that focuses on learner-centered experiences requiring exercise of judgement."

Finally, the professional development practices for the two approaches are different as well. The competency-based approach is characterized by "use of standardized templates [and] established routines." The transformative approach uses simulations, cases and dilemmas, self-reflection, and autobiographical work to provide professional development opportunities. This final dimension talks about "offering professional development practices that foster critical reflection."

"The transformative approach is more long-lasting," says Rennert-Ariev.

While this transformative theory of faculty development for blended learning is currently in use at Loyola, Rennert-Ariev is considering how it might have a broader reach. He notes that there is a Jesuit digital network forming that will link institutions, and he's curious "how we find better ways of connecting."

"Our experience is pretty localized," he muses. "We're thinking about our obligation to collaborate with one another." "It's embodying connectivism. We look for ways to connect to other institutions," he says, calling this connectivism "the engine behind change."

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The Importance of Collective Leadership: Building and Maintaining High-Performing Teams

Barbara Kaufman, PhD

Today's presidents and chancellors are donning more hats than ever before to provide skilled, visionary leadership. Yet in a challenging academic environment in which financial and technological pressures are mounting and resources are scarce, achieving institutional goals alone can be overwhelming. Team support is essential to help communicate and reinforce the senior administrator's all-inclusive messages. This support becomes critical when initiatives such as reprioritizing resources and/or restructuring academic affairs are under consideration and when stakeholders are increasingly assertive. High-performing teams that go the extra mile to support and execute the leader's vision and priorities are needed to ensure successful implementation.

High-performing teams that additionally put aside interpersonal or philosophical differences and work for the common good of the university make the leader's objectives more attainable. Though difficult to build and even more challenging to sustain, these deeply committed teams are vital in this high-stakes environment.

CHANGING LEADERSHIP ENVIRONMENT

Administrative leadership roles are more complex and challenging today. Yet expectations remain high that campus and system leaders will handle both internal and external responsibilities with finesse and success. These areas may include but are not limited to board relationships, new public-private partnerships, crisis management, shared governance challenges, and fundraising that secures alternative sources of revenue. This demanding balancing act is further complicated by pressure from parents and legislators not to raise tuition. At the same time, increases in student loans are expected and state funding for public universities continues to shrink. In addition, the push to offer massive open online courses (MOOCs) is facing resistance from faculty who are concerned about the impact of MOOCs on the quality of education and on their job security. Twenty-first century students also expect a quality education that guarantees a job, increased accessibility to resources and professors, and schedule flexibility. As a result, leaders are faced with an insurmountable workload of strategic choices and decisions.

BENEFITS OF A HIGH-FUNCTIONING TEAM

Today's reality is that initiatives cannot be successful if they are driven solely by an individual chancellor or president. High-functioning teams are essential.

The most effective leadership teams go a step beyond successful implementation and speak with one voice in communicating a leader's vision and key priorities. Like a well-oiled machine, they work together to communicate the need for change and the rationale for decisions and to seek critical buy-ins from diverse constituent groups.

By allowing the president or chancellor to function more efficiently, high-performing teams contribute to propelling their institution forward. By leveraging their individual expertise, they help round out the strengths and weaknesses of the president's portfolio and present a strong collective leadership face to the campus community.

CHALLENGES TO BUILDING A HIGH-PERFORMING TEAM

Building and maintaining high-performing teams can be challenging. Individual style differences—such as a preference for collaboration versus a preference to be in charge, or an inability to move between divergent and convergent thinking—can create stumbling blocks to success. Here are just a few of these challenges:

1. **Conflicting sense of urgency that produces conflict among team members**. For example, a CFO might butt heads with a chief academic officer if they don't see eye to eye on how quickly to move ahead on an administrative restructuring.

2. **Individual style preferences prevent team members from recognizing the potential power that can be harnessed from their differences.** The cabinet member who processes quickly might have little patience with a colleague who prefers to table a decision until the next meeting. Nothing is accomplished or settled by resorting to playing the blame game.

3. **Resistance to change based on past assumptions harnessed to their differences.** Too often team members roll their success strategies forward from their prior role on a different campus or in a different sector rather than embracing their new campus culture.

4. **Reluctance to let go of assumptions and worldviews.** Entrenched in their own positions and ways of doing things, some team members may refuse to take advice from colleagues. Often this is intended to show others that they possess the leadership skills to do the job, but in fact this attitude makes collaboration next to impossible.

5. **Inconsistency on the president's part.** Unclear, conflicting, or mixed messages about decisions can erode team trust. Unsure what the president wants, team members may sabotage the decision, disengage, or resort to coping mechanisms, such as vying for the leader's attention. As a result, there is no sense of shared responsibility or accountability for outcomes.

STRATEGIES FOR DEVELOPING AND MAINTAINING HIGH-PERFORMING TEAMS

Campus communities and cultures vary widely, so no institutional goals are identical and no two teams are alike. Yet every team has the potential to be high-performing if leaders follow these critical paths to success:

- **Develop a successful onboarding process.** "You cannot assume high-performing individuals will automatically and independently become high-performing team members," says Michele Nealon-Woods, PsyD, national president of the Chicago School of Professional Psychology. "Onboarding new senior administrators is an essential function of the CEO and one that requires dedicated time, careful planning, and the deliberate engagement of all members of the leadership team. When the CEO does not attend carefully to such onboarding, he or she opens up the team to not only unhealthy team dynamics but confusion in project and role execution." To onboard successfully, provide a shared understanding of campus governance; indicate how decisions are really made and by whom; and describe the campus, system, and state political environments. Then state clearly any and all expectations. In addition, develop and consistently use an effective mentoring process and/or buddy system.

- **Encourage team members to work together to accommodate differences.** Utilize an assessment tool to uncover individuals' preferred operating styles and preferred ways of achieving goals. Determine to what degree these preferences align with or conflict with the way the rest of their colleagues on the senior leadership team work. Encourage the sharing of individual expertise and strengths within the group to help balance out the president's portfolio.

- **Avoid solving issues between and among team members.** Encourage team members who are at odds with each other to work through their differences utilizing collaborative decision making and conflict management techniques. If there are clear and legitimate differences of opinion that cannot be resolved, only then, with both individuals in the room, should the leader serve as mediator.

- **Role-model collaboration across boundaries.** Communicate clear goals and responsibilities. Give and receive regular constructive feedback. Do not wait for the annual performance review. Give the team opportunities to make quick course corrections before bad habits take root and grow. High-functioning teams benefit from a shared understanding of role overlap across boundaries and the diversity of opinions.

- **Create an environment where "speaking truth to power" is encouraged.** Coined by the Quakers to address the issue of nonviolent ways to deal with conflict, this term, in a broader sense, invites team members to be candid in discussions with one another and the leader in order to avoid groupthink. Honest dialogue permits the exchange of

vital information and innovative ideas crucial in the development and maintenance of high-functioning teams. Address key questions openly to provide a better sense of team ownership, role clarity, and challenges on the horizon. This will lay the groundwork for future success. For example, following a challenging discussion, immediately develop a few talking points before everyone walks out the door. This will test the degree to which the team is on the same page and their ability to communicate decisions with fidelity.

- **Help new team members recognize that their new role may be very different from the one they held at their former campus.** This can be a difficult adjustment, especially for those who held a similar position for decades or who have worked in diverse environments. Don't let assumptions about what the leader expects go unstated.

- **Demonstrate consistent behavior.** It is important for leaders to send consistent messages and to avoid even the appearance of flip-flopping in decision making. If there is new information that impacts a prior decision, say so. Then provide a context for changing the decision in a face-to-face meeting; emails can be misinterpreted. Follow up on commitments, and role-model the behavior expected of others.

- **Create a sense of not only individual but also shared accountability.** To avoid sending a mixed message about what behavior will be rewarded, ensure that performance management processes assess both individual and team contributions.

- **Keep in mind that succession is inevitable.** More often than not, team members will leave. Whether this is the result of career aspirations, retirement, or job relocation, they will need to be replaced. "A president should presume that even if they have selected all of their direct reports, the cabinet will have a shelf life ranging from three to seven years," says Mohammad H. Qayoumi, president of San Jose State University. "Even in those unusual circumstances when a cabinet remains together for the above duration, the president must seek ways to invigorate the team with new and audacious goals and directions so the team can rejuvenate and transmute itself. Otherwise, the cabinet will experience boredom, monotony, and disengagement that lead to a dysfunctional team. Therefore, recognizing the shelf life of a cabinet can help a president to always maintain a high-performing team."

TURNING VISION INTO REALITY

In higher education, no matter how dynamic the individual administrative leader may be, a skilled senior leadership team that thrives in complex and less predictable environments is essential for achieving institutional goals. As the arc of leadership continues to evolve, team accountability and effectiveness are vital to the future of each institution. Certainly, challenges exist, especially as the composition of the team changes over time. Yet considering the benefits gained, investing the time and effort into building and maintaining high-performance teams is a workable and effective game plan that will continue to move institutions forward.

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Does Online Faculty Development Really Matter?

Jennifer Patterson Lorenzetti, MS

Laurence Boggess has had an interesting career path to his current position as the director of faculty development for the Penn State World Campus. After 25 years as a K-12 administrator, he earned his PhD at Penn State and continued on to take a faculty position in the department of educational leadership at Miami University. He moved to the college of education at Penn State before taking his current position as director. Along the way, he has formed his own opinions about the importance of online faculty development and whether it really matters.

DOES IT MATTER?

Boggess poses this question, then allows that "the follow-up question is, 'to whom?'" He explains that this question is a natural outgrowth of the understandable uncertainty that accompanies these sorts of training endeavors. "We always wonder, 'Is what I'm doing making a difference?'" he says. "Does it matter to the faculty and administration?"

Part of the question is how the success of a faculty development program will be measured. "What are the metrics we're going to use to measure student success? You can't draw a straight line from faculty [development] to student success; there are too many other factors," Boggess says. However, the question remains: "How can we convince the administration to [fund the program] and faculty to come take our courses? What are the metrics that are meaningful?" While he understands that many people aren't thinking of this ROI perspective on faculty development, he says that, in the current climate, "they will be."

Boggess explains the problem like this: "Increasingly, universities are suggesting or requiring some credential—a course or a series of courses or modules—to 'prepare' or 'qualify' faculty to teach online. However, there is a tenuous research thread, at best, associating faculty training and student learning. Given the inability of educational research to establish credible measures of causality, faculty developers and faculty development researchers commonly look to proxy measures of effectiveness…"

Instead of these proxy measures, Boggess proposes the collection of data that more closely measures the success of online faculty development.

Higher education will be looking at metrics to measure the success of online faculty development initiatives because online learning has matured in the higher education environment. "Nationally, we've accepted that online learning is here to stay," he says. Therefore, the notion of having intentional faculty development has also matured.

SUCCESS AT THE WORLD CAMPUS

Penn State World Campus offers a nationally-recognized series of courses for its online faculty. The initial course, OL 1000: Welcome to World Campus, is followed by courses on teaching the adult learner, teaching the military learner, accessibility online, and using the LMS. All of these courses are self-paced. Additional instructor-led, cohort courses are also available.

The core course, OL 2000: Effective Online Instruction, makes up part of the online teaching certificate that instructors can earn. This four-week, instructor-led, cohort class teaches competencies in pedagogy, management, and technology. To date, nearly 1,400 individuals have taken the course, including faculty, instructional designers, staff, administrators, and graduate students. Completion of this certificate demonstrates that "faculty have taken their interest in online teaching seriously," Boggess says.

To demonstrate the effectiveness of this course, Penn State undertook a study of faculty self-reports in the course evaluation of OL 2000. The study sought to show how faculty experienced the course and their assessment of its outcomes. This study was conducted via a quantitative analysis of the faculty responses on the written portion of the course evaluation. More than 250 individual faculty members contributed written responses that could be included in the study, which covered 22 sections of the class from 2012-2015.

Three major findings resulted. In a recent Online Learning Consortium conference presentation, Boggess summarized these findings as follows:

- A significant majority had positive experiences.

- Their pre-course concerns were affective and technical.

- Their post-course reflections highlighted relief expressed as increased comfort, competence, and confidence.

In other words, the course made the majority of faculty feel much better about their ability to teach online.

Many faculty members went into the course with significant anxiety, signaled by words like "unprepared," "incompetent," "inexperienced," "uncomfortable," and even "lonely." However, when asked to describe their feelings post-course, the words used signaled a sense of relief: "surprised," "comfortable," "confident," and "competent" were all used.

The new level of comfort seems to have been brought about by certain faculty discoveries that helped them feel better prepared.

Boggess explains that the faculty discovered, among other things:

- Resources they didn't know existed.

- Colleagues of mix[ed] experience.

- Techniques for engagement.

- Techniques for student motivation.

- Strategies for personalizing a course.

- Strategies for time management.

Although there were no hard data connecting the completion of the course with student success, the results of the course were quite clear. "Faculty come [to the course] with an overwhelming feeling of apprehension that translates to a feeling of relief," Boggess says. "I think that's a good finding to share with administration," he says, explaining that this information can have a great deal of power when disseminated throughout the university. Faculty tell other faculty that they needed to do the training," he says.

The value of the online faculty training has indeed spread through the university. The institution has undertaken a pilot program for graduate students that allows these new instructors to learn some of the skills they will need in the classroom, and the response has been tremendous. "We combined a couple of courses [and] use the badge system to microcredential it," he says. The institution expected about 30 graduate students to sign up for the training, and some 350 did so. To date, about 280 have completed the training. "A strong motive was [that they] wanted to have some credential on their CV," he noted. This indicates a desire to demonstrate the commitment to online teaching also seen among the non-student faculty. "We want to start following them longitudinally," Boggess says. However, at this time, the graduate student training is open online to Penn State graduate students, with discussions still ongoing about whether this training could be opened to graduate students across the country.

When asked about his advice for other institutions thinking about a Penn State-style online faculty development program, Boggess urges his peers to think about things in terms of impact. "If you're not thinking about metrics, you should be," he says.

"Faculty development is assumed to be good, [but that thinking's] probably not enough anymore." Instead, institutions should take charge of their online faculty development and how it is perceived by faculty, administration, and other constituents.

"We're in control of the message at this point," Boggess says.

Whether institutions like Penn State can keep in control requires forward thinking and a desire to demonstrate the effectiveness of training.

Open Educational Resources: An Easy Way to Enrich Faculty Development

Jennifer Patterson Lorenzetti, MS

Open educational resources (OER) have gained recognition for their use in developing student-facing courses, but their usefulness goes much further. OER can also be extremely helpful in creating faculty development courses, contends Kelvin Thompson, EdD, associate director of the University of Central Florida Center for Distributed Learning.

Using these resources, however, starts with understanding them.

FAIR USE OF OER

An OER is "a resource to support the curation of effective pedagogical practices in online and blended courses," Thompson says. "Like OER in credit-bearing courses, OER as a rejuvenating factor [in faculty development] can be powerful."

Using OER effectively begins with understanding the power that comes with the Creative Commons licensing that typically governs such materials. In many cases, an instructional designer might link to intellectual property that they don't have permission to repurpose or copy to a local site as a way of protecting the original copyright holder while making the information available to a course or user. Linking to desired information rather than hosting it locally is a technique that is typically used to respect the original copyright holder.

But links quickly break, leaving the desired material abandoned in cyberspace. And Creative Commons licensing allows for much broader use.

Under Creative Commons licensing, a user can download a piece of intellectual property and host it locally, ensuring that it remains available as long as is needed. "You can download it and host it on your own server," Thompson says, emphasizing the control that Creative Commons licensing gives the user.

Even more powerful, Creative Commons licensing allows users to "remix" the content, adapting it to their own needs. Rather than "reinventing the wheel," starting with Creative Com-

mons-based resources allows the user to recreate another user's work on information or problems held in common, then make additions, subtractions, and edits that will customize the work to the new user's individual context.

For example, Thompson tells of one user who reported hearing that she was charged with getting 200 faculty members ready to teach online by the following fall term. With a bit of judicious Google searching, she found the UCF BlendKit information (**http://blended.online.ucf.edu/**), and "it gave her a place to start," Thompson says. A look at the model courses could well have given her and her faculty a good start in developing a new online course.

IT'S EASY TO SHARE

"It's scary at first to share" information through Creative Commons licensing, Thompson acknowledges. But he says that getting over the anxiety of that first time can be a good step toward sharing information and resources that may be useful to others. "An instructional designer has an internal document or checklist and gets a request to share. They put a Creative Commons license on it, and they see the world didn't end."

Thompson urges other educators to share their work via Creative Commons license. "Make it public and make it accessible. There's no registry; you just do it," he says.

Creators also don't need to be afraid that sharing information and resources means completely losing control. Thompson notes that Creative Commons makes available a "chooser" (**https://creativecommons.org/choose/**) that helps users decide which aspects of their work they wish to share. Users of this tool can input whether they would like to allow adaptations of the work to be shared and if they wish to allow their work to be shared commercially.

"Open doesn't necessarily mean free. You can charge and make it a non-commercial license," Thompson says.

Creative Commons licenses range from a public domain dedication, the most open option, to a license requiring attribution and disallowing both non-commercial and derivative work, the least open. "Creative Commons really puts you in the driver's seat; it makes it clear how you want people to use [your work]," Thompson says.

The tool then selects the appropriate Creative Commons license and suggests the appropriate graphics to accompany the work. The tool also will suggest machine-readable metadata and HTML code that allows the work to be more easily found with a search engine.

REMIXING

All of this leads to the true power of Creative Commons licensing: remixing. Users can take the licensed material and use it in new ways to suit their own needs. Users just need to attribute the original work appropriately and according to the Creative Commons license used.

Some examples of appropriate attribution from Creative Commons' extensive FAQ (**http://wiki.creativecommons.org/FAQ**) include:

- CC licenses allow for flexibility in the way credit is provided depending on the medium, means, and context in which a licensee is redistributing licensed material. For example, providing attribution to the creator when using licensed material in a blog post may be different than doing so in a video remix.

- If you change the terms and conditions of any Creative Commons license, you must no longer call, label, or describe the license as a "Creative Commons" or "CC" license, nor can you use the Creative Commons logos, buttons, or other trademarks in connection with the modified license or your materials.

- You may always choose to waive some license terms or conditions. Material licensed under a CC license but with additional permissions granted or conditions waived may be compatibly licensed with other material under the same license.

(More information is included at the website above.)

OER can be a boon for those who wish to provide robust faculty development opportunities. They allow developers to source the best of university practices, with the expectation that, under Creative Commons licensing, the resulting products will be shared with others. This is why Thompson calls OER "like watering holes on an African savannah."

RESOURCES FOR FACULTY DEVELOPMENT

UCF RESOURCES

- BlendKit Course - **http://blended.online.ucf.edu/blendkit-course**/

- TOPR - **http://online.ucf.edu/teach-online/resources/teaching-online-pedagogical-repository-topr/**

- Faculty Seminars in Online Teaching - **http://online.ucf.edu/teach-online/professional-development/faculty-seminars/**

- TOPcast: The Teaching Online Podcast - **http://online.ucf.edu/teach-online/professional-development/topcast/**

- Faculty Multimedia Workshop Series - **http://online.ucf.edu/teach-online/professional-development/faculty-multimedia-workshop-series/**

- IDL6543 Diigo pages - **https://www.diigo.com/outliner/6s78up/IDL6543-Bookmarks?key = ncyouebj34**

- Teach - **http://online.ucf.edu/teach-online/**

OTHER INSTITUTIONS

- Open SUNY - **http://commons.suny.edu/opensuny/**

- Oregon State OSU - Online Education Trends - **http://ecampus.oregonstate.edu/online-education-trends/articles/128/**

- PennState - Online Resources **https://weblearning.psu.edu/resources/penn-state-online-resources/**

COLLECTIONS

- Merlot - **http://facultydevelopment.merlot.org/**

ORGANIZATIONS

- OLC - **http://onlinelearningconsortium.org/**

- EDUCAUSE/ELI - **http://www.educause.edu/eli**

- WCET/WICHE - **http://wcet.wiche.edu/**

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