



Faculty Development Decision Guide





Enabling Transformation

Community of Practice

Community of Practice is a key component needed for faculty members to engage and learn from each other (Lave & Wenger 1998).

► **Your Response:** My institution would benefit from a community of practice.

► **Tip:** You might want to start with the EDUCAUSE Community of Practice Design Guide. Ultimately, the community will help disseminate pedagogy, tips, and tricks to their community.

Recommended Resources:

- EDUCAUSE Community of Practice Design Guide (<https://net.educause.edu/ir/library/pdf/nli0531.pdf>)
- National Education Technology Plan (<http://tech.ed.gov/netp/>)

Mentoring

Mentoring/Consultation offers faculty members a pathway for interacting with an expert in the field of online teaching and learning.

► **Your Response:** A consultation approach would better suit my institution.

► **Tip:** A consultation approach would involve instructors meeting with an Instructional Designer. Depending on the context of the organization, the consultant can make recommendations. Unlike the consultation process, mentoring offers a relationship which creates additional pathways to personalized success. Key points for considering a consultation approach would be:

- Qualification of consultants
- Measurement for success
- Role and responsibilities of the consultant
- Ways for the consultant to work collaboratively with other departments

- Deployment and allocation of consultants
- Alignment of consultants with vision and mission of the institution

Recommended Resources:

- Online Teacher Support Programs: Mentoring and Coaching Models (NACOL) (<http://files.eric.ed.gov/fulltext/ED509629.pdf>)
- Adult Educatorsâ€™™ Guide to Designing Instructor Mentoring (PRO-NET) ([http://www.calpro-online.org/pubs/mentoring Guide.pdf](http://www.calpro-online.org/pubs/mentoring%20Guide.pdf))
- SUPPORTING ONLINE ADJUNCT FACULTY: A VIRTUAL MENTORING PROGRAM (FCC)
- Invest In The Success Of Online Programs At The University? Mentor Professors (Purdue University) (<http://files.eric.ed.gov/fulltext/EJ1072865.pdf>)

Assessment

A faculty development program should be designed to measure the learning and development of participants, as well as the effectiveness of the training program itself.

► **Your Response:** My institution already has an assessment program in place for faculty members who register for our training program(s).

► **Tip:** Terrific! You know what your assessment resources consist of and how they integrate into online courses; however, strive to stay up-to-date with any changes. You may want to refer to the list of resources below for additional ideas.

Recommended Resources:

- Faculty Self-Assessment: Preparing for Online Teaching (Penn State) (<https://weblearning.psu.edu/FacultySelfAssessment/>)
- UCF Faculty Center for Teaching and Learning: Assessment (<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/>)
- Online Instruction Assessment: Best Practices (<http://www.learninghouse.com/blog/consulting/online-instruction-assessment-best-practices>)
- Assessing Faculty's Technology Needs (Educause Review, 2009) (<http://er.educause.edu/articles/2009/12/assessing-facultys-technology-needs>)
- The 2015 Survey of Faculty Attitudes on Technology (Inside Higher Ed) (<https://www.insidehighered.com/news/survey/partial-credit-2015-survey-faculty-attitudes-technology>)
- The Impact of Faculty Attitudes Toward Technology, Distance Education, and Innovation (Tabata, L.N. & Johnsrud, L.K. Res High Educ (2008) 49: 625)
- Technology Survey Reports:
 - New Mexico State University 2013 (<http://stp.nmsu.edu/files/2014/03/2013-final-employee-it-survey.pdf>)
 - University of LaVerne 2007 (<http://sites.laverne.edu/center-for-advancement-of-faculty-excellence/files/2010/10/Faculty-Instruction-Development-and-Technology-Survey-Report-CTL-Spring-20071.pdf>)

Technology

Technology is a key component for faculty engagement. Institutions should develop clear pathways for the integration of technology into online courses.

► **Your Response:** We have an institutionally supported learning management system but no policy for adopting other technology.

► **Tip:** You need a plan to evaluate new technology. Your initial review might involve impact on teaching and learning. However don't forget security issues. Even integration to your learning management system needs to be evaluated to protect the security of faculty and staff data. Does your institution have a security review process?

Recommended Resources:

- National Education Technology Plan (<http://tech.ed.gov/netp/>)
- Technology Plan Evaluation (University of Texas, Austin) (<https://net.educause.edu/ir/library/html/EDU0240a.html>)
- Technology Planning and Policies, Technology in Schools (NCES) (https://nces.ed.gov/pubs2003/tech_schools/chapter1.asp)
- A Technology Strategic Plan for Washburn University (<http://www.washburn.edu/a-z-index/its/projects-planning/committees/files/strategic-planning/strategic-plan-accepted-july-2011.pdf>)
- National School District Technology Master Plan NC (http://nsd.us/district/plans/technology_plan.pdf)
- Providing Instruction (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-instruction/>)

Engagement

Active engagement can promote effective online pedagogical practices among faculty, as well as more opportunity for faculty members to learn from one another.

► **Your Response:** We have a somewhat effective engagement plan in place for faculty, staff, and students (e.g., support services as needed, occasional incentives).

► **Tip:** You will need to review your current plan to ensure that it is consistent and effective. Your review process may need to include a quality assurance (QA) or program review committee, faculty/student surveys, and other forms of evaluation to assess the current engagement plan and practices. Also, review other, current online programs with an existing successful engagement plan that may serve as a comparable model for your goals.

Recommended Resources:

- Engaging Faculty in Online Education (<http://er.educause.edu/articles/2015/3/engaging-faculty-in-online-education>)
- Community of Practice Design Guide (<https://net.educause.edu/ir/library/pdf/nli0531.pdf>)
- Motivation for Faculty Community Engagement: Learning from Exemplars ([http://www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/komeara/Motivation for faculty community engagement- Learning from exemplars.pdf](http://www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/komeara/Motivation%20for%20faculty%20community%20engagement-%20Learning%20from%20exemplars.pdf))
- National Education Technology Plan (<http://tech.ed.gov/netp/learning/>)

Online Pedagogy

Knowledge of online pedagogy provides faculty members with the key principles of effective teaching and learning online.

► **Your Response:** My institution (including colleges, department, and faculty), engages in some effective online pedagogical practices, and would benefit from additional resources and/or training regarding best practices for online course development and delivery.

► **Tip:** You will need to establish a more consistent, standard process or program to better support your institution's needs relating to online pedagogy. Learn more about the current practices in place at your institution (via surveys, interviews, focus meetings) as well as the overarching needs and goals for a successful, effective online program. Key points for consideration include:

- Support and training
- Resources (e.g., technology, funding, mentor)

Recommended Resources:

- Instructional Best Practices Using Technology (<https://online.ucf.edu/teach-online/develop/instructional-best-practices-using-technology/>)
- Best Practices in Online Teaching Strategies (<http://www.uwec.edu/AcadAff/resources/edtech/upload/Best-Practices-in-Online-Teaching-Strategies-Membership.pdf>)
- 8 Lessons Learned from Teaching Online (<https://youtu.be/Bp4BG4Me7TU>)
- Socially Engaged Learning (<http://er.educause.edu/articles/2016/3/socially-engaged-learning>)



Supporting Agents

Audience

Professional development programs must consider the audience; for example, it may be necessary to offer a cadre of programs to address the various needs of faculty members.

- **Your Response:** My institution has full-time tenured faculty, non-tenured faculty, adjuncts, and staff.
- **Tip:** You have a wide range of faculty and might need multiple courses to address their needs or provide options for various interest groups.

Recommended Resources:

- Guidelines for Professional Development of Online Teachers (SREB) (http://publications.sreb.org/2009/09T01_Guide_profdev_online_teach.pdf)
- Faculty Focus (<http://www.facultyfocus.com/topic/articles/faculty-development/>)
- Flexible Faculty Development Opportunities (Faculty Focus) (<http://www.facultyfocus.com/articles/faculty-development/flexible-faculty-development-opportunities/>)
- EDUCAUSE Community of Practice Design Guide (<https://net.educause.edu/ir/library/pdf/nli0531.pdf>)
- Online Professional Development (SREB) (<http://publications.sreb.org/2004/04t05-onlineprofdev.pdf>)
- Providing Incentives (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-incentives/>)
- Including Faculty (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/include-faculty/>)
- Providing Instruction (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-instruction/>)

Modality

Modality offers flexible learning pathways in which faculty members can engage in and complete staff development training.

- **Your Response:** Are your faculty members developing fully online and blended courses?
- **Tip:** You need a strategy to help faculty members develop online courses in various delivery modes. You can create resources for both for both delivery modes or address the delivery mode via a consultation.

Recommended Resources:

- BlendKit Course (<https://blended.online.ucf.edu/blendkit-course/>)
- A MODEL FOR DEVELOPING HIGH-QUALITY ONLINE COURSES: INTEGRATING A SYSTEMS APPROACH WITH LEARNING THEORY (<http://files.eric.ed.gov/fulltext/EJ837519.pdf>)
- Developing an e-Toolbox to Facilitate Universal Design for Instruction into Online and Blended Learning (<http://er.educause.edu/articles/2012/6/developing-an-etoolbox-to-facilitate-universal-design-for-instruction-into-online-and-blended-learning>) **<http://er.educause.edu/articles/2012/6/developing-an-etoolbox-to-facilitate-universal-design-for-instruction-into-online-and-blended-learning>**
- Guidelines for Professional Development of Online Teachers (SREB) (http://publications.sreb.org/2009/09T01_Guide_profdev_online_teach.pdf)
- TOPR (<https://topr.online.ucf.edu/>)
- Including Faculty (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/include-faculty/>)
- Providing Instruction (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-instruction/>)

Quality Framework

A staff development training program should involve one or more frameworks relating to online quality assurance.

► **Your Response:** My institution has a wide range of quality measures such as: Quality Matters or a similar method to check quality of online courses, institutional surveys to keep track of faculty and student perception of online courses, or various methods to survey faculty development courses and measure their effectiveness.

► **Tip:** Congratulations! Your institution offers substantial feedback via a variety of methods. Continue to offer quality feedback to faculty, while staying abreast of relevant ongoing research and effective practices in other institutions, as you strive to keep your own processes in this area current and purposeful.

Recommended Resources:

- OLC QualityScorecard (<http://onlinelearningconsortium.org/consult/quality-scorecard/>)
- EDUCAUSE Quality Review (<http://er.educause.edu/articles/2006/1/establishing-a-quality-review-for-online-courses>)
- National Standards for Quality Online Programs (NACOL) (<http://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-programs.pdf>)
- Feedback in Online Programs (<https://www.ideals.illinois.edu/bitstream/handle/2142/5212/feedbackIOnline.doc.pdf?sequence=6>)
- Quality Matters (<https://www.qualitymatters.org/>)
- Including Faculty (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/include-faculty/>)

Institutional Culture

A successful staff development program must take into consideration the shared values, routine practices, and support systems within the institution.

► **Your Response:** Support for online courses is centralized at my institution and the responsibility of a specific unit.

► **Tip:** Well done! Continue to ensure that your support programs and processes are up to date and understood by faculty. Remain aware of potential changes in the field that could impact online course programs, and stay abreast of relevant, current research and best practices implemented by other institutions, as you continue your own effective methods of support.

Recommended Resources:

- Setting the standard for faculty professional development in higher education (<http://www.aabri.com/manuscripts/111041.pdf>)
- National Education Technology Plan (<https://tech.ed.gov/netp/>)
- Providing Instruction (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-instruction/>)

Scoping for Sustainability

The sustainability of a staff development program requires the mapping of resources and personnel for continued faculty development and support.

► **Your Response:** My institution provides technical support for faculty members but nothing to prepare them to teach online.

► **Tip:** Your institution has one part of the equation to provide a sustainable online program. Consider providing training to help faculty members reimagine their course in an online environment and ongoing pedagogical support.

Recommended Resources:

- OLC Quality Scorecard (<http://onlinelearningconsortium.org/consult/quality-scorecard/>)
- UCF Webcourses Support (<https://online.ucf.edu/support/>)
(<https://online.ucf.edu/support/>)
- (<https://online.ucf.edu/support/>)UCF Teach Online site (<https://online.ucf.edu/teach-online/>)
- Guide to Teaching Online Courses (NEA) (<http://www.nea.org/assets/docs/online-teachguide.pdf>)
- Guidelines for Professional Development of Online Teachers (SREB) (http://publications.sreb.org/2009/09T01_Guide_profdev_online_teach.pdf)
- Providing Incentives (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-incentives/>)
- Providing Instruction (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-instruction/>)

Motivation

Motivation is a key factor in promoting and supporting faculty engagement in their online faculty development course.

► **Your Response:** Faculty and staff at my institution appear eager to participate/continue participating in online course development and delivery.

► **Tip:** Terrific! Your institution is on the right track. If not already implemented, continue to consider methods (e.g., incentive program, consistent training support, faculty recognition/awards), that could nurture their current interest in developing and delivering high quality online courses, while allowing their experience in teaching with technology to grow.

Recommended Resources:

- Motivating Faculty to Teach Online (<https://www.insidehighered.com/advice/2015/03/02/how-universities-might-use-moocs-encourage-online-teaching-essay>)
- Community of Practice Design Guide (<https://net.educause.edu/ir/library/pdf/nli0531.pdf>)
- Best Practices for Online Faculty Development (http://www.learninghouse.com/wp-content/uploads/2012/10/Best-Practices-for-Online-Faculty-Development_Web_Final.pdf)
- The Effects of Contingent and Noncontingent Rewards and Controls on Intrinsic Motivation (http://selfdeterminationtheory.org/SDT/documents/1972_Deci_OBHP.pdf)
- Leading During Difficult Times: Improving Morale and Enhancing Communication (Faculty Focus) (<http://www.facultyfocus.com/articles/academic-leadership/leading-during-difficult-times-improving-morale-and-enhancing-communication/>)
- 20 Ways To Motivate Staff And Faculty (<http://www.simplek12.com/administrator-resources/20-ways-to-motivate-staff-and-faculty/>)
- Motivating faculty and staff to act on web accessibility (<http://ncdae.org/resources/tips/motivating.php>)
- MarylandOnline™'s InterInstitutional Project to Train Higher Education Adjunct Faculty to Teach Online (<http://files.eric.ed.gov/fulltext/EJ920733.pdf>)
- Providing Incentives (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-incentives/>)
- Providing Instruction (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-instruction/>)

Collaborative Partnerships

Faculty members should work towards establishing collaborative partnerships with shared goals of ultimately enhancing online course development and delivery

- **Your Response:** My institution is somewhat engaged in collaborative partnerships with other institutions; however, joint activities are limited and irregular.
- **Tip:** Your institution is on track toward developing purposeful and effective collaborative relationships with other institutions. Consider implementing a review of the relationships and related institutional needs; the review can serve as an opportunity to assess strengths and weaknesses within the current partnerships, to identify and address any needs. Also, investigate other methods and opportunities for establishing additional, ongoing, collaborative partnerships (e.g., networking strategies, conferences, grant efforts, community and industry relationships). In addition, explore other, successful collaborative partnerships that may serve as a comparable model for your goals.

Recommended Resources:

- Innovating Together: Collaboration as a Driving Force to Improve Student Success (<https://er.educause.edu/~media/files/article-downloads/erm1521.pdf>)
- Partnering to Advance Learning in a Technology-Enhanced World (<https://er.educause.edu/~media/files/article-downloads/erm1522.pdf>)
- Online Education: A Catalyst for Higher Education Reforms ([https://oei.mit.edu/sites/default/files/MIT Online Education Policy Initiative April 2016_0.pdf](https://oei.mit.edu/sites/default/files/MIT%20Online%20Education%20Policy%20Initiative%20April%202016_0.pdf))
- Business Models for Online Higher Education (<http://www.hanoverresearch.com/media/Business-Models-for-Online-Higher-Education-1.pdf>)
- Community Colleges: Partnerships in Higher Education (<http://www.tandfonline.com/doi/pdf/10.1080/10668921003723151>)
- Notre Dame De Namur University & Deltak Partnership (<http://www.ndnu.edu/media-center/press-releases/deltak-partnership/>)
- National Education Technology Plan (<http://tech.ed.gov/netp/>)

Flexible and Accessible Learning

As a model of good practice, faculty members should work towards addressing Universal Design for Learning (UDL). In addition, the training program should give attention to faculty members who require special accommodations.

► **Your Response:** My institution addresses some needs of individual faculty who teach online. Training and learning experiences are available but not ongoing. Universal Design for Learning (UDL) best practices is not consistently addressed.

► **Tip:** Your institution is ready for a more structured and consistent support and training program with current, flexible learning experiences for faculty. Continue to stay abreast of changes and trends in the field, especially universal design principles, learner styles and needs, and technology and best practices designed to accommodate individual needs. Consider current and effective programs that integrate flexible learning at other institutions; this information can provide rich information to better serve your efforts in creating a flexible learning environment.

Recommended Resources:

- Professional Development: Designing Initiatives to Meet the Needs of Online Faculty (<http://files.eric.ed.gov/fulltext/EJ1051031.pdf>)
- Flexible Faculty Development Opportunities (Faculty Focus) (<http://www.facultyfocus.com/articles/faculty-development/flexible-faculty-development-opportunities/>)
- Developing an e-Toolbox to Facilitate Universal Design for Instruction into Online and Blended Learning (<http://er.educause.edu/articles/2012/6/developing-an-etoolbox-to-facilitate-universal-design-for-instruction-into-online-and-blended-learning>)
- A practical guide to providing flexible learning in further and higher education (<http://www.enhancementthemes.ac.uk/docs/publications/a-practical-guide-to-providing-flexible-learning-in-further-and-higher-education.pdf>)
- Online interaction impacts on learning: Teaching the teachers to teach online (<http://dro.deakin.edu.au/eserv/DU:30013096/stacey-onlineinteractionimpacts-2004.pdf>)
- Promoting Flexible Learning Opportunities in Online Courses: A Universal Design for Learning (UDL) Approach (<https://topkit.online.ucf.edu/developing/content-considerations/udl/>)
- ADA (<https://topkit.online.ucf.edu/developing/content-considerations/ada/>)
- Providing Instruction (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-instruction/>)

Ownership

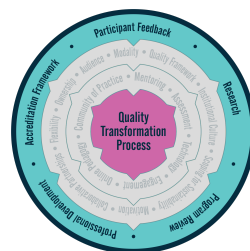
The ownership of the training program needs to be identified. Where there is shared ownership, a memorandum of understanding will be necessary to ensure that all parties know their responsibility.

► **Your Response:** My institution has a clear statement about the ownership of online courses and intellectual property. Unless a faculty member is hired to develop an online course for the entire department, permission must be provided before courses are shared.

► **Tip:** Well done! Continue to ensure that your policies are current and understood by faculty. Remain aware of potential changes in the field that could impact online courses and intellectual property.

Recommended Resources:

- Your institution's policy guides and legal department/counsel resources (i.e., UCF Office of the General Counsel (<https://generalcounsel.ucf.edu/mission-statement/>))
- Intellectual Property, Copyright, and Distance Learning (http://horizon.unc.edu/projects/resources/intellectual_property.asp)
- Intellectual Property Ownership in Distributed Learning (EDUCAUSE) (<https://net.educause.edu/ir/library/pdf/erm0346.pdf>)
- Copyright Law of the United States of America and Related Laws Contained in Title 17 of the United States Code (<https://topkit.online.ucf.edu/developing/content-considerations/copyright/>)



Evaluation and Feedback

Participant Feedback

Faculty members' feedback is key in providing a high-quality faculty development program.

► **Your Response:** Surveys are provided to collect feedback on all faculty development courses. Also, an institutional award for Online Teaching Excellence and courses are judged by a faculty panel. Faculty members are assisted in applying for external awards for online teaching and learning and have applied for professional development program awards.

► **Tip:** Congratulations! Most institutions collect feedback on their faculty development. However, you have gone an additional step by providing awards to your faculty and staff for their work with online programs and courses. Stay abreast of current, quality research and programs relevant to this area, as you continue to offer your own effective evaluation and professional development incentive components.

Recommended Resources:

- Online Course Quality Assurance: Using Evaluations and Surveys to Improve Online Teaching and Learning (Faculty Focus) (<https://wpcarey.asu.edu/sites/default/files/uploads/technology-services/report-online-course-quality.pdf>)
- Are you Ready to Teach Online? Readiness Surveys Aim to Help Faculty Prepare (<https://onlinelearninginsights.wordpress.com/2015/06/22/are-you-ready-to-teach-online-readiness-surveys-aim-to-help-faculty-prepare/>)
- Engaging Faculty in Online Education (<http://er.educause.edu/articles/2015/3/engaging-faculty-in-online-education>)
- Motivation for Faculty Community Engagement: Learning from Exemplars ([http://www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/komeara/Motivation for faculty community engagement- Learning from exemplars.pdf](http://www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/komeara/Motivation%20for%20faculty%20community%20engagement-%20Learning%20from%20exemplars.pdf))
- Including Faculty (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/include-faculty/>)

Research

Continuous research will enhance the quality of faculty development program(s).

► **Your Response:** My institution has some scholarship of teaching and learning research that influences the quality of faculty development programs.

► **Tip:** Consider surveying faculty and students about their perception of online courses. Also, provide SOTL (Scholarship of Teaching and Learning) support for faculty members who want to research their online courses.

Recommended Resources:

- Higher Education Academy UK (<https://www.heacademy.ac.uk/>)
 - RITE (<https://online.ucf.edu/research/>)
 - The Open University UK (<http://www.open.ac.uk/>)
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Program Review

A periodic review of faculty development programs is essential for driving improvement and ensuring program relevance.

► **Your Response:** My institution implements some aspects of an effective program review process (e.g., Quality Matters, quality assurance representative or team for specific departments); however, a more consistent, developed process may be warranted.

► **Tip:** Your institution is ready for a more structured program review process. Perform a needs analysis to identify existing gaps (e.g., a lack of evaluative tools such as rubrics, surveys, feedback forms, or quality assurance/review staff). Consider relevant, existing, and effective program review processes in other institutions as well as current research, to aid in determining best solutions for your own institution.

Recommended Resources:

- OLC QualityScorecard (<http://onlinelearningconsortium.org/consult/quality-scorecard/>)
 - EDUCAUSE Quality Review (<http://er.educause.edu/articles/2006/1/establishing-a-quality-review-for-online-courses>)
 - National Standards for Quality Online Programs (NACOL) (<http://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-programs.pdf>)
 - Feedback in Online Programs (<https://www.ideals.illinois.edu/bitstream/handle/2142/5212/feedbackIOnline.doc.pdf?sequence=6>)
 - Quality Matters (<https://www.qualitymatters.org/>)
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Professional Development

Faculty members should be provided with continuous professional development opportunities that seek to address the changing landscape of online teaching and learning.

► **Your Response:** My institution has an existing, effective professional development program in place.

► **Tip:** Congratulations! You are in a good place to compare your institution's professional development program to well established programs at other institutions. Stay abreast of research in the field as well as changes (e.g., online teaching tools, emerging technologies, recommended best practices) and continue to seek additional ways in which your professional development program can stay current and effective.

Recommended Resources:

- EDUCAUSE Community of Practice Design Guide (<https://net.educause.edu/ir/library/pdf/nli0531.pdf>)
- Online Teacher Support Programs: Mentoring and Coaching Models (NACOL) (<http://files.eric.ed.gov/fulltext/ED509629.pdf>)
- Guidelines for Professional Development of Online Teachers (SREB) (http://publications.sreb.org/2009/09T01_Guide_profdev_online_teach.pdf)
- Faculty Focus (<http://www.facultyfocus.com/topic/articles/faculty-development/>)
- Flexible Faculty Development Opportunities (Faculty Focus) (<http://www.facultyfocus.com/articles/faculty-development/flexible-faculty-development-opportunities/>)
- Best Practices for Online Faculty Development (http://www.learninghouse.com/wp-content/uploads/2012/10/Best-Practices-for-Online-Faculty-Development_Web_Final.pdf)
- National Education Technology Plan (<http://tech.ed.gov/netp/teaching/>)
- Including Faculty (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/include-faculty/>)
- Providing Instruction (<https://topkit.online.ucf.edu/developing/tools-techniques-strategies/provide-instruction/>)

Accreditation Framework

Faculty members' development program(s) must be aligned with the institution's accreditation framework.

► **Your Response:** My institution uses feedback from accreditation processes to improve the quality of existing faculty development programs.

► **Tip:** Great! You know what your accrediting agency is looking for with online courses. However, keep abreast of any changes.

Recommended Resources:

- SACS (Accrediting Standards) (<http://www.sacscoc.org/principles.asp>)
- Council for Higher Education Accreditation (<http://www.chea.org/>)