

# TOPkit DIGEST

*Bringing TOPkit Digest To You*

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## VIDEO TIP

# What is One Way to Invigorate Professional Development?



Dr. Judy Somers offers glowing insights about how professional development is invigorated, by an interactive community that comes together to share resources, in her video.

## MUST-READ ANNOUNCEMENTS

The [TOPkit Workshop Call for Proposals](#) (CFP) has been extended to December 18, 2019. Those who submit accepted proposals from outside the Florida College System (FCS) and State University System (SUS) of Florida will enjoy complimentary registrations. Complimentary registrations will continue for those from FCS and SUS institutions.

Now accepting applications for OLC's unique, blended, pre-imminent [Institute for Emerging Leadership \(IELOL\) 2020 program](#) at the University of Central Florida in Orlando, FL.

Registration is now open for the [Florida Virtual Campus 2020 Summit](#) on February 19-20 in Daytona Beach, FL.

## TOP TIPS

# Top Faculty Development Models For Planning



Growing trends of technology as well as discoveries in learning effectiveness have and will continue to impact the higher education landscape. As such, the skills and resources needed by faculty to adequately facilitate learning is also transforming. Consequently, faculty development opportunities and programs need to be

continuously updated and revamped to empower faculty to succeed. Faculty development planning models provide guidelines and processes for developing and implementing successful programs.

**#1 - Quality Transformation Model for Faculty Development** (*Jowallah, Futch, Barrett-Greenly, 2016*)

This model combines sound faculty development best practices along with fresh ideas to promote a faculty centric model with an added emphasis on quality and transformation.

There are 4 flexible foci:

1. Quality transformation process -- Focuses on behavior change within faculty to promote enhanced course quality.
2. Elements for enabling transformation -- Identifies elements critical to enabling faculty transformation including mentoring, engagement and more.
3. Supporting agents for ongoing transformation -- Represents elements that are crucial the enhancing faculty experience through the process. Examples include motivational incentives, development of collaborative partnerships and more.
4. Evaluation and feedback for transformation -- Identifies the need for continuous feedback and evaluation to promote the improvement of this faculty development model.

## **#2 - Best Practices for Online Faculty Professional Development** (*Mohr and Shelton, 2017*)

This model, created through a Delphi study, depicts best practices for providing professional development for higher education online faculty members for the purposes of ensuring quality. Through the review process of best practices, considerations for professional development topics and institutional/organizational strategies for supporting that effort emerged.

The important professional development topics are:

- Faculty roles related to establishing presence,
- Procedures for classroom design,
- Learning processes for effective use of strategies and pedagogies, as well as
- Providing training for legal issues in the online classroom.

The institutional/organizational strategies to support faculty and programs are:

- Supportive campus climate for online learning,
- Institution specific expectations including mentoring and evaluation processes
- Dedicated staffing support

## **#3 - Mentoring, Engagement, Technology, and Assessment (META) Model** (*Dittmar and McCracken, 2012*)

This model combines four elements to increase student satisfaction, promote instructional quality and continuous improvement, and motivate faculty.

Faculty development model components include:

1. Customized individual mentoring and coaching support
2. Continuous professional development and performance improvement
3. Integrated technologies to foster communication and interaction for faculty development, and
4. Assessment measures using self, peer, and student evaluations to guide exemplary teaching practices. This comprehensive performance improvement model aims to develop high performing online faculty.

*Amanda Major and Trudy Trail-Constant, Instructional Designers, University of Central Florida*

## FROM THE COMMUNITY

# Consider How to Structure Staffing for Faculty Development



For a sound pedagogical approach to training faculty to teach online, consider the social and cultural context in which a staff development model will be implemented. In some contexts, it will be necessary to consider whether a centralized or decentralized structure of support will be required. For example, will all training and support be provided in a central location? Will training and support for staff take place within departments? Or, will the training be contracted to an outside organization?

## Explore Faculty Development Models



### TOP COMMUNITY TOPICS

- [TOPkit Workshop](#)
- [Checklists & Rubrics](#)
- [Sample Course](#)
- [Copyright](#)
- [Developing](#)

### References

Dittmar, E., & McCracken, H. (2012). Promoting continuous quality improvement in online teaching: The META Model. *Journal of Asynchronous Learning Networks*, 16(2), 163-175. doi:10.24059/olj.v16i2.269

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Mohr, S., & Shelton, K. (2017). Best practices framework for online faculty professional development: a Delphi study. *Online Learning*, 21(4), 123-140. doi:10.24059/olj.v21i4.1273

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