Retooling Faculty Development Increasing Access Through Technology for the Faculty of Tomorrow

Jonathan J. Snyder, MBA & Jennifer L. Allie, Ph.D., MPA

INTRODUCTION

Increasing Access Through Technology for the Faculty of Tomorrow

• Faculty development is essential in attracting, retaining, and developing the faculty of the future.
• OFAD aims to meet faculty professional development needs regardless of time constraints, varying development needs, workload, and geographical distance.
• Recognizing the diverse needs of our faculty population, OFAD developed a Continuum Process Improvement (CPI) protocol to expand the delivery methods of faculty development offerings.
• In collaboration with our education technology, marketing, and media services teams, we deployed current technologies (Camtasia and Panopto), social media (Vimeo), and innovative marketing tools (MailChimp) to develop, market, distribute, and assess our offerings for faculty development.
• An initial college-wide needs assessment of all faculty was conducted in 2012 to identify salient topics. Needs assessments are conducted annually.
• Based on the needs assessment findings, we offered over 150 sessions across all identified domains during the 2014-2015 academic year.
• Regardless of aligning content with needs, participation rates remained fixed.

METHODS

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• Integrate platform analytics and CPI methods to inform decision making and enhance offerings to meet diverse needs of faculty.

RESULTS

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• The next phase of the technology enhanced protocol includes blended classroom strategies, enhanced pre/post learning assessments, integrating technology within the faculty mentoring program and the launch of a mobile application for faculty development.
• Our goal was to design a strategy to increase access and usability of faculty development for a diverse and distributed cadre of faculty.
• The interwoven process in which each platform compliments the other has resulted in increased access to faculty development programming by 80% since implementation.
• Technology enhanced education does not replace in-person faculty development and engagement. The use of technology provides on-demand learning opportunities to faculty who are not able to attend every session, but are interested in ongoing learning.

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OBJECTIVES

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Next STEPS

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• A mobile app is under development that includes a tracking platform for faculty development and trainings, an events calendar, digital resources, and more.
• A mentoring program designed to meet the needs of our diverse faculty, including a virtual mentoring reach program.

CONCLUSION

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• Our goal was to design a strategy to increase access and usability of faculty development for a diverse and distributed cadre of faculty.
• Has been six months since implementing the technology enhanced faculty development platform and the CPI protocol.

ACKNOWLEDGEMENTS

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