Blended Learning Taskforce Meeting  
January 22, 2016, 11:00 am

Summary

Present: Amanda Balkhi (student), Dr. A. Cantrell, Dr. G. Hack, Dr. M. Marsiske, Dr. G. Miller, Dr. O. Shechtman, and Michelle Heeg (transcriber)

- **Update on Orientation Program**  
  Dr. Hack informed the Taskforce that he is continuing to develop content and improve functionality for the Orientation Program’s Canvas course.

- **Discussion of Teaching Excellence Plan**  
  Dr. Hack presented the document that Dr. Hanson created to communicate to the college what the Teaching Excellence program is trying to accomplish for faculty. The goal of this document is to communicate to faculty the advantages of completing the program.
  - It was agreed that collating portfolio information within Canvas would be beneficial.
  - The Taskforce discussed the program advantages for faculty and departments.
    - The program components would help departments with accreditation.
    - Graduate students may be able to participate in the curricular portion and improve their teaching skills.
    - All workshops, trainings, and resources from across the University would be located in one place for faculty to reference and departments to promote.
  - Dr. Marsiske suggested that this plan could incorporate a new peer review infrastructure to increase faculty completion of peer reviews.
    - Through the plan’s peer critiques for Tenure and Promotion packets, the college can give guidance to departments for a more formalized process.
    - The Taskforce should decide where peer review and individual development plan ownership should reside. Will the tracking system be monitored by the college or departments?
  - The Taskforce discussed the participation section of the document.
    - The Taskforce agreed that #3 and #4 were more complex and abstract, and requested more specification of educational tools to be used.
    - It was also noted that the vague reference to educational tools may be a result of acknowledging different competency levels and program goals.
    - It was requested that #4 be clarified to better explain how faculty would assess change over time.
  - The Taskforce discussed various sections of the plan.
    - The group agreed that the methodology of #6 in the program facilitators section could be expanded to include surveys and in-class conversations in
addition to focus groups. The program should be open to other ways to obtain student feedback.

- The group noted that the levels focus heavily on the use of Canvas, but the rest of the document does not indicate that Canvas is the only direction for developing skills.
- The group suggested creating a rubric to help faculty assess what level of participation they should identify with. There would be a descriptor in each table cell to demonstrate proficiency of each objective listed earlier in the document.
- The group discussed the possibility of having participation levels determined on an administrative level for new faculty. Continuing faculty could determine levels through self-assessment and discussion with their chairs.
  - **Action Item:** The Taskforce will create a table rubric of objectives and skill levels to help faculty identify their current skill set and participation level.
  - **Action Item:** The definitions for each level should be developed more and include examples of the tools mentioned.
- The Taskforce agreed that the program will work well without cohort participation since different people can engage in the program at different levels according to their perceived needs. Experienced and new faculty can learn from each other as they participate in the program.
- **Action Item:** The Taskforce suggested the following changes to the document:
  - Link the objectives to practical application skills, particularly for objectives #2 and #4.
  - Promote the advantage of educational scholarship in objective #8 by rephrasing it so say: “Develop and implement pathway to using and generating educational scholarship”
  - In the second paragraph, change ‘on line’ to ‘online’ and ‘in vivo’ to either ‘in person’ or ‘coaching/group learning.’ This can also be accomplished by changing the whole statement to read: “In order to fulfill these goals, the TEP provides faculty with access to educational training, tools, and materials through a multitude of modalities.”
  - In the last paragraph, explain how to complete the series of activities and document/demonstrate you are at the indicated level. Add information on the new role for educational reviewers and the stages of the portfolio. These additions may need to wait until the table rubric is completed.

- **Completed Action Items**
  - Dr. Hanson built the learning objectives into the context of the teaching portfolio by creating a Teaching Excellence Plan.
  - The Teaching Excellence Program Objectives document was modified incorporating previous suggestions.
- **Action Items for Follow Up**
• Taskforce members will review terminal objective 1 in the Teaching Excellence Program Objectives document to see if they have materials that would help with this objective, and if so, send the materials to the group.

• **Pending Follow Up Items**
  • Dr. Hanson and Dr. Hack are working on reorganizing the orientation program to be more intuitive for faculty, and the reorganization will be finalized over the next few weeks and presented to the Taskforce for feedback at an upcoming meeting.
  • The Taskforce will review the orientation program to make sure it is seamlessly accessible and clear regardless of how faculty use and access it.
  • Dr. Prins will work with the PHHP Curriculum Committee to document bad syllabus stories for the module.
  • The Taskforce will consider organizing the helpful hints for faculty into a section addressing student and faculty issues.
  • Prior to the next meeting, Taskforce members will identify faculty in their department who are willing to serve as resources on blended learning topics they have experience with. – Will revisit after development of Teaching Excellence Plan.
  • Michelle will work on moving the PHHP Blended Learning website to a more accessible location on the PHHP website. The BL website should also contain additional information so that it serves as a robust resource.
  • The Taskforce will lay out a systematic process for connecting new faculty to resources. – Will be part of roll out and is tabled for now.

• **Next meeting: February 5th, 2016**