Blended Learning Taskforce Meeting  
October 30, 2015, 11:00 am - noon  
Summary

Present: Amanda Balkhi (student), Dr. A. Cantrell, Dr. S. Hanson (chair and editor of minutes), Dr. M. Hart (by phone for first 15 minutes of meeting), Dr. M. Marsiske, Dr. C. Prins, Dr. O. Shechtman, and Ms. Michelle Heeg (transcriber)

• **Review of Charge Related to Teaching Excellence** – Based on her discussion with Dean Perri prior to the meeting, Dr. Hanson indicated that the task force’s charge related to teaching excellence has been broadened to encompass teaching excellence beyond faculty using blended learning to an the development of an overall teaching excellence program.

• **Discussion of Teaching Excellence Competencies**
  a. The Taskforce brainstormed potential teaching competencies, beginning with open brainstorming, then adding to the list based on a review of competency categories proposed in a written document by Dr. Hack and on components in the PHHP tenure and promotion educational portfolio. The results of the brainstorming are presented below:
    • Competent presenter/communicator
    • Effective learning objectives linked to assignments
    • Concern for students’ learning
    • Building skillful syllabi
    • Ongoing self-assessment/peer evaluations
    • Incorporate educational theory in learning objectives
    • Professional development
    • Knowledge and use of teaching methods linked to learning objectives
    • Best practices for learning styles
    • Mastery based assessment for outcomes
    • Construct engaging in-class activities and assessments
    • Applied/experiential practice linked to college mission
    • Know how to use technology equipment and software
    • Best practices for students who have behavioral/medical challenges
    • Incorporating best practices/UF standards
    • Incorporate appropriate use of instructional staff
    • Ongoing educational scholarship
    • How to give students good feedback
    • Creating and using rubrics for assignments
Creating supportive environment for student participation
Accessibility of materials
Stimulating and managing class discussions online an in-person
Soliciting and using peer review and external benchmarks
Awareness in addressing student grievances
Setting and communicating expectations for self and students
Creating a timeline for course development
Academic integrity
Mentoring relationships

b. The Taskforce reviewed the skills listed in the Teaching Excellence Program document created by the Teaching Excellence subcommittee. Ideas presented in this document and integrated into the competencies include:
   i. Using and organizing UF student evaluation information
   ii. Making faculty aware of teaching excellence awards and helping them be more competitive for such awards
   iii. Mentor development

c. Framework of Competencies: Dr. Hanson proposed an organizational framework for the competencies that might be more intuitive to faculty than a competency list. She proposed the following and requested feedback from the task force. (Please note: examples are provided within each competency category to illustrate intent of each competency category but are not meant to be comprehensive or exact).

   **Preparing an Effective Course**
   - Developing objectives that fit within broader curriculum
   - Designing an effective syllabus
   - Selecting appropriate course content and tools
   - Choosing assignments that address objectives

   **Delivering an Effective Course**
   - Student engagement
   - Facile use of media/materials
   - Effectively communicating
   - Managing behavior
   - Supervising TAs and liaising with others as appropriate

   **Evaluating Instruction and Course**
   - Peer
   - Student
   - Self-assessment

   **Enhancing Knowledge and Skills**
   - Using feedback
   - Incorporating research in course/teaching improvements
   - Learning new tools/staying current

   **Leading**
• Creating novel material
• Research/scholarship
• Mentoring

Comments on this approach: Task force members were supportive of this approach. Additional comments included consider adding a category called Managing; consider a matrix model to capture skills that cross categories. General consensus was that a matrix model might be more complicated than what we need for this purpose.

a. **Action Item:**
   i. Taskforce members were asked to edit the competency list before the next meeting. This will include shortening the list of competencies to a prioritized list and to create a manageable number for tracking, combining similar/overlapping competencies, removing items that do not represent competencies but instead reflect items falling beneath competencies (e.g. skills).
   ii. Test a model for framing the competencies.

• **Overview of Educational Service Needs**
  The Taskforce tabled the overview of educational service needs until after completion of competency work.

• **Pending Follow Up Items**
  o 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.
  o Dr. Hack and Dr. Hanson will experiment with the coloring on the headers for the site, and header designs, radio bullet designs, and introductory texts will be presented at the next meeting for consideration.
  o The Taskforce will review the orientation program to make sure it is seamlessly accessible and clear regardless of how faculty use and access it.
  o Dr. Prins will work with the PHHP Curriculum Committee to document bad syllabus stories for the module.
  o Taskforce members should review the Helpful Hints document created by Dr. Marsiske and send additions to Dr. Hack.
  o The Taskforce will consider organizing the helpful hints for faculty into a section addressing student issues and a section addressing faculty issues.
  o 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.
  o 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.
  o The Taskforce will lay out a systematic process for connecting new faculty to resources.
• Completed Follow Up Items
  a. Dr. Hanson will draft the competency checklist and send to the Taskforce for recruiting faculty assistance in the Orientation program – completed by Dr. Hack prior to meeting
  b. Dr. Hanson and Dr. Hack will send out information on where Taskforce members can get new headshot pictures taken for the PHHP Contacts and Mentors section – completed by Dr. Hanson first week of October
  c. Taskforce members will send their brief bios specifying blended learning experience (one paragraph or less) to Dr. Hack for inclusion on the PHHP Contacts and Mentors section before the next meeting – completed by Taskforce member this week

Next meeting: November 13th, 2015