Blended Learning Taskforce Meeting
November 13, 2015, 11:00 am
Summary

Present: Dr. A. Cantrell, Dr. G. Hack, Dr. S. Hanson, Dr. M. Hart, Dr. G. Miller, Dr. C. Prins, and Michelle Heeg (transcriber)

- Discussion of Teaching Excellence Competencies
  Dr. Hanson reviewed the list of competencies below and the Task Force discussed how to fit them into the framework model presented at the last meeting.
  1. Competent presenter/communicator
  2. Effective learning objectives linked to assignments
  3. Concern for students’ learning
  4. Building skillful syllabi
  5. Ongoing self-assessment/peer evaluations
  6. Incorporate educational theory in learning objectives
  7. Professional development
  8. Knowledge and use of teaching methods linked to learning objectives
  9. Best practices for learning styles
  10. Mastery based assessment for outcomes
  11. Construct engaging in-class activities and assessments
  12. Applied/experiential practice linked to college mission
  13. Know how to use technology equipment and software
  14. Best practices for behavioral/medical student challenges
  15. Incorporating best practices/UF standards
  16. Incorporate appropriate use of instructional staff
  17. Ongoing educational scholarship
  18. How to give students good feedback
  19. Creating and using rubrics for assignments
  20. Creating supportive environment for student participation
  21. Accessibility of materials
  22. Stimulating and managing class discussions online an in-person
  23. Soliciting and using peer review and external benchmarks
  24. Awareness in addressing student grievances
  25. Setting and communicating expectations for self and students
  26. Creating a timeline for course development
  27. Academic integrity
  28. Mentoring relationships
• The Taskforce discussed the importance of not creating an unreasonable faculty burden in demonstrating/documenting competencies.
• The group agreed that a manageable list of competencies should be created and a list of good practices and best advice should accompany it in the Teaching Excellence program.
• Consistent with helping faculty become better teachers and documenting teaching efforts and improvements, desired BLTF outcomes for creating operationalized competencies include:
  o Creating a certificate that can become part of a faculty T&P portfolio that demonstrates strong teaching over time
  o Making the certificate and portfolio easily accessible for faculty and supervisors when creating and reviewing individual development plans
  o Using competencies to help identify skills faculty want to work on in the upcoming year
• It was suggested that an initial cohort of faculty could provide feedback on the Teaching Excellence program. Dr. Hack would help the first cohort throughout the program to identify challenges and recommended revisions and provide faculty support toward successful completion.
• Once specific competencies are agreed upon, this list will help guide the Taskforce in the delivery and assessment of the Teaching Excellence program. Next steps include:
  o Decide framework and list of competencies that would be amenable to faculty with different skills and skill levels. The framework of competencies will help guide the basic and advanced levels of the certificate.
  o Decide what competencies can be realistically assessed and measured.
  o Create an intuitive certificate program that faculty can use on their own or with departmental or college support.
  o Present recommended competencies to the faculty for approval and offer suggestions for use of competencies in Individual Development Plan design or more general teaching skill development.
• **Action Item:** Dr. Hack will operationalize the above competencies into broader objectives and tier them out.
• **Action Item:** The Taskforce will cut down the list of competencies, combine similar competencies, remove any skills, and try out models for framing the competencies.
• **Action Item:** The Taskforce will review UF’s Best Practices to see if there is anything left out of the above list of competencies.
• **Action Item:** Michelle will number the competencies to make them easier to review and fit into a framework.

**Action Items for Follow Up**
• Taskforce members should send Michelle their Spring teaching schedules as they are finalized. Once the teaching schedules are known, the Taskforce will decide if the bi-weekly meetings need to be rescheduled for Spring semester.

**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.

• Taskforce members should review the Helpful Hints document created by Dr. Marsiske and send additions to Dr. Hack.

• 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.

• 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.

• **Next meeting: December 11th, 2015 (November 27th meeting canceled due to Thanksgiving break)**