Blended Learning Taskforce Meeting  
July 10, 2015, 11:00 am  
Summary

Present: Amanda Balkhi (student), Dr. G. Hack, Dr. A. Kane, Dr. M. Marsiske, and Dr. C. Prins (by phone)

- **Teaching Excellence Subcommittee Work Update**
  
  The subcommittee used the new tenure and promotion guidelines and teaching portfolio to generate the teaching excellence document. The Taskforce discussed ways to operationalize the plan.
  
  - Dr. Hack noted that Dr. Perri is excited about this initiative. Dr. Hanson will bring him the Taskforce’s proposal that addresses a timeline, a guideline for implementation, and identification of realistic expectations that consider faculty work loads.
  
  - It was agreed that the program would help faculty understand pieces of the teaching portfolio early on in their career so they could obtain good evaluations and build strong supporting documents over 6 to 7 years. This program would simplify the process and provide resources to help develop strong teaching excellence and a tenure and promotion packet.
  
  - The Taskforce suggested developing informational, online content for fall semester, possibly incorporating it into Faculty Orientation and the Canvas course.
  
  - The timeline would need to address what content would be needed for each week, as well as what resources already exist and what will need to be created.
  
  - The Taskforce agreed that the current Teaching Excellence document (attached at the end of the minutes) is good, but it is clear that a coordinator is needed to implement the plan. A committee could help provide content, but a coordinator is needed for implementation. A Teaching Excellence Certificate coordinator would:
    1. Have access to and share varied resources; put resources up on a designated website; allocate concrete resources by finding current videos or identifying and creating new resources
    2. Make solicitations for participation and workshop presentations
    3. Set up meetings and in-person sessions
    4. Provide leadership and constructive feedback to faculty
    5. Guide, instruct, and shape as a legitimate Teaching Excellence leader
    6. Provide bookkeeping for points, registration for sessions, completion, etc.

  - The Taskforce discussed the college-level workload and inquired about who would pay for the FTE to develop and implement all of the pieces.
• The Taskforce agreed that the certificate program should go beyond documentation and focus on mentorship and sustainability.

• Dr. Marsiske noted that the intent of the list was to address 3 levels of support:
  1. Brief overview of content and link to resources (some faculty may never go beyond this level); example: peer teaching videos
  2. Blended format –in-person sessions timed to the release of didactic content with experts, roundtable conversations, and mentorship; example: blended workshops
  3. One-on-one sessions with experts and development of a personal plan for improvement

• Level 1 would be highly encouraged college-wide for all faculty, and would be especially beneficial for junior pre-tenure faculty

• It may take cohorts 1-2 years to get through levels 2 and 3.

• It was suggested that the Taskforce might ask a PhD student who is conducting research on a similar topic to manage the implementation of the program and participating faculty could serve as research subjects. A doctoral student could also be recruited to assist the College program coordinator.

• It was also mentioned that the Center for Public Issues Education in CLAS and IFAS has outreach educators and communication specialists that go into communities to evaluate and provide constructive feedback. As outsiders, they may be able to help manage the program and provide constructed feedback based on guidelines provided by the College.

• The Taskforce agreed that there needs to be a clear commitment from the college to move forward.

• The group identified mentoring as a top priority for the program, since strong mentoring is very important for students.

• It was suggested that the Teaching Excellence program could be called an initiative instead, since this denotes a new change and may encourage others to embrace a new method of training.

• To encourage buy-in, the program would need to highlight the extrinsic value of developing a top quality teaching portfolio with good evidence for tenure and promotion.

• The Taskforce suggested that Jill Pease may be able to assist with the marketing piece of the program.

• Peer teaching evaluations were mentioned as a possible component of the program, but it was noted that the current process is not coordinated on a central level and faculty often work with friends to complete the evaluation.

• The Taskforce would like to know what deliverables the College seeks to obtain with this program, and the Taskforce can develop a concrete plan.

• **Action Item:** Dr. Hanson will provide direction on how to implement the program and divvy up the workload.

• **Action Items for Follow Up**
  - The Taskforce will provide feedback and suggestions for the Orientation Subcommittee’s outline for implementation at the next meeting.
• The Migration Plan Subcommittee will operationalize the migration plans for the next faculty meeting. The goal is to educate faculty on where resource support can be found and what the timing of the migration will be.

• **Active Follow Up Items**
  - Taskforce members should review the Educational Portfolio template before the next meeting.
  - Dr. Hack will look into compliance issues with keeping student records in Sakai during and after the CMS transition to Canvas.
  - Dr. Prins indicated she would be talking with each faculty member in her department to gain a better understanding of the amount of time it is likely to take each person to migrate and their instructional design needs. Other Taskforce members were encouraged to do this as well as this will help determine resource needs required the Taskforce will need to organize.
  - It was suggested that Dr. Blue should be invited to an upcoming Taskforce meeting to give a building and space update.
  - Interested faculty will schedule focus groups with Dr. Hack.
  - A handout will be created from student survey responses to assist new blended learning students with best practices and strategies in BL courses.
  - Dr. Hanson will send an email to PHHP faculty announcing the new PHHP syllabus template pending decision on use of blended learning statement.
  - Michelle emailed the updated template to Dr. Hack, and it will be uploaded once revisions are made to the Blended Learning website.
  - The Taskforce will look into creating an orientation to blended learning for students. From initial student responses, it is clear that an instructional guide to blended learning would be beneficial.
  - Taskforce members will work with their departments to decide how to distribute the licenses to faculty who need to use them for blended learning courses.
  - Taskforce members will choose a course and schedule a time with Dr. Hack to work it through the blended learning process.
  - The Taskforce will determine from which level the push for template use will come from. The PHHP Curriculum Committee needs to know how strict the template implementation is in order to guide their review decisions.
  - The Taskforce has reviewed the three tutorials and given feedback to Dr. Hack; revisions in process.
  - Dr. Hack will draft a plan for developing tutorials and workshops. The Taskforce’s departmental representatives will check with their faculty to determine their instructional design needs. Polls to assess needs may be done at upcoming departmental meetings to bring back to the Taskforce.
  - The group will consider finding a higher level public health undergraduate student working with Dr. Moorhouse who may be interested in joining the taskforce.

• **Completed Follow Up Items**
  - The Orientation Subcommittee completed the next phase of revisions to the Canvas course and provided the Taskforce with a detailed update document on the course modules.
• **Pending Follow Up Items**
  - The PHHP Curriculum Committee will solicit feedback on the template from faculty in mid-Spring
  - The Taskforce will lay out a systematic process for connecting new faculty to resources.
  - Dr. Hack will take the next steps to have a broader conversation with UF on copyright and FERPA issues.
  - Dr. Cantrell will report back on the functionality of G-301 for a blended learning course as the fall semester progresses.
  - The Taskforce will look at the University of Minnesota’s blended learning program in their Center for Allied Health Programs, since it is similar to our PHHP set-up (http://cahp.umn.edu/blended-online-learning).
  - The Taskforce will consider the constellation of trainings and activities that should be required for the blended learning certificate.
  - Dr. Hack has requested the taskforce to share assessment tools effectively used in their flipped courses.
• **Next meeting: July 24th, 2015**

Attachments: Teaching Excellence Document
Why launch a teaching excellence program?

The PHHP tenure and promotion proposal, if approved, would require evidence of teaching excellence. This program would be intended to familiarize faculty with the criteria of excellence, and provide assistance in setting up a work plan to meet these criteria. Second, the proposed PHHP tenure and promotion proposal would encourage faculty to have a teaching portfolio. Therefore, this teaching excellence program would serve to help faculty further develop their teaching skills and assist them with setting up their teaching portfolios.

The teaching excellence program would address the following topic areas:

- The teaching portfolio: What it is, and how to use it to plan one’s teaching career
- Writing a teaching philosophy
- Supervisor evaluations for teaching: How to develop the relationship and evidence
- The UF student evaluation system: Obtaining data, summarizing, learning from
- Obtaining and summarizing peer evaluations
- Keeping track of a diverse educational portfolio: Clinical teaching, guest lectures, etc.
- Gathering educational materials for a portfolio: Syllabi, lectures, and more
- Educational scholarship: How to plan and conduct it, funding, publishing, Dr. Blue’s certificate
- Educational leadership and awards: Planning a path to merit
- Demonstrating growth as an educator: Technology, pedagogy, scholarship
- Mentorship: Developing as a mentor, and documenting outcomes
- Designing an excellent syllabus: Using the PHHP Syllabus Template
- Introduction to CANVAS: using and optimizing your course management system
- The PHHP Blended Learning Task Force: Implementing flipped and blended learning

The program would deliver content in three ways to provide faculty with development opportunities that best fit with their current assignment and career goals

1. Online content, such as video tutorials, readings, and interactive exercises would be available for any faculty to access.

2. In-person sessions, involving discussion, guest speakers, or group skill-building exercises, would be available. Faculty interested in earning a PHHP teaching excellence credential would be required to earn a certain number of “points” within a set time period by attending these sessions. Faculty not interested in the credential would still be able to attend and participate. In-person sessions would be a mix of newly developed or existing on-campus activities.

3. To earn the PHHP teaching credential, faculty would also be required to complete a “capstone” experience. The capstone experience would involve a small number of one-on-one meetings with an instructional designer to develop and execute a quality improvement initiative in a course they are currently teaching. For example, a faculty could aim to create a series of online lectures using a flipped classroom approach. Or, a faculty could choose to revise and improve their course objectives, assessments, rubric for better alignment.