Work Proposal for Faculty Preparedness for Online and Hybrid Learning Team

1. Background

Valencia began offering alternative delivery courses in the early 1990’s, and as technology evolved and student demand grew, Valencia continued to increase the number of course and program offerings in both hybrid and online modalities (Meiller and Associates, 2013). Throughout the last decade, Valencia’s online learning practices evolved organically amongst our academic community, while federal and state regulations and requirements increased as the national demand for distance learning escalated and concerns regarding the quality of online learning grew (Allen and Seaman, 2014).

In 2013, Valencia commissioned Diane Meiller and Associates to perform a current state assessment of online learning which was completed in June 2013. This report was intended to “provide us with a shared understanding of where we are today, and lay the foundation for our collaborative planning of how best to move forward in ways that are consistent with Valencia’s learning-centered culture, while embracing the elasticity for change that may be required” (Sandy Shugart, 2014). During the assessment, several recurring themes emerged through interviews, group sessions, survey results and data analysis (Meiller and Associates, 2013). These themes represent several areas where we have opportunities to improve, particularly in terms of providing a consistent experience to students and faculty. To explore these areas, the Learning Leadership Council will commission short-term work teams to design and in many cases implement strategies, processes, practices and/or tools that will increase online student success, decrease the gap in success between instructional modalities, and improve the student experience in online and hybrid courses.

2. Charge and Work Products

Examine well-established literature and analyze current practices at Valencia to create a set of guidelines to prepare all faculty teaching online and hybrid courses to deliver high quality courses and enhance student learning. These guidelines will emphasize consistency in the minimal preparation to design and teach online/hybrid courses and will be grounded in the Essential Competencies of a Valencia Educator. These guidelines will inform our faculty induction, development and evaluation processes, and will be used by deans, program chairs, discipline coordinators and faculty.

3. Known Constraints, Criteria, or Design Principles

Design Principles:

- Work teams will focus on strategies, interventions or improvements that will increase online student success, decrease the gap in success between instructional modalities, and improve the student experience in online and hybrid courses.
- Work teams will analyze Valencia’s current processes, practices and tools in order to recognize effective strategies and identify areas of improvement; as well as explore new opportunities from the literature and other successful models.
- Work teams will use data to inform recommendations and seek support from the Online Data and Evaluation Team as necessary.
- Work teams will function as short-term design teams. Implementation teams (consisting of a subset of the original design team and other necessary partners) will be formed to implement the approved plans and work with the Online Data and Evaluation Team to assess the strategy.
• Work teams will examine the feasibility of recommendations in relation to budget, staffing, technology requirements, and interactions with existing college systems.
• Work teams will “fast-track” recommendations that are immediately actionable strategies, as necessary.
• Other design principles will be determined by each work team.

4. **Relevant Strategic Goals**
   This work is in direct support of Valencia’s Strategic Learning Plan goals Build Pathways, Learning Assured and Invest in Each Other.

5. **Council Overseeing the Work**
   Learning Leadership Council

6. **Sponsors of the Work**
   Susan Ledlow, Vice President for Academic Affairs and Planning

7. **Decision-making Authority**
   Faculty Council will endorse the recommendations and Learning Leadership Council (LLC) will approve.

8. **Internal Stakeholders or Constituents**
   Faculty, IAC/Deans, Faculty Development and Teaching/Learning Academy

9. **Preliminary List of Team Members**
   • Co-chairs - Lisa Macon (Dean), TBA (Faculty Member)
   • Three Deans (one per campus cluster; appointed by Instructional Affairs Committee)
   • Three faculty members (one per campus cluster; appointed by Faculty Council)
   • Carl Creasman (Faculty Association leadership)
   • Erin O’Brien (Faculty Fellow for Excellence in Online Teaching and Learning)
   • Faculty member (Teaching/Learning Academy)
   • Karen Borglum (SACS/credentialing)
   • Page Jerzak (Online Teaching and Learning)
   • Wendi Dew

10. **Deadline for Work Products**
    The timeline is as follows:

<table>
<thead>
<tr>
<th>February 2015</th>
<th>March to June 2015</th>
<th>September to December 2015</th>
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<tbody>
<tr>
<td>Share draft work plans with Learning Leadership Council</td>
<td>March to June – Work teams conduct analysis; design and develop strategies and products; communicate with and seek feedback from stakeholders</td>
<td>September – Work teams finalize plans</td>
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<tr>
<td>Contact co-chairs</td>
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<td>September – Co-chair Team meets to discuss progress</td>
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Form work teams via application process (based upon skills and interest); partner with Campus Presidents, IAC, FC, VP of Student Affairs, and CIO for membership

**Convene Co-chair Team**

| **April and June** | Co-chair Team | discuss progress
| **June** | Work teams report progress to Learning Leadership Council and seek feedback
| **May or June** | Convene Online Learning Summit/Symposium; work teams communicate progress and seek feedback
| **October** | Work teams provide final reports to Learning Leadership Council
| **November** | TBA
| **Implementation teams** | begin work according to approved implementation plans

*Note: Work teams may work and produce recommendations faster than articulated in the draft timeline.

**11. Proposed Meeting Times**

Twice per month in March through June, then monthly from September to November, with exact meeting dates and times according to membership.