**Faculty Professional Development Focus Groups – Fall 2013**

**Focus Group Participants**

School Deans, Department Chairs, selected members from Professional Development Committee Learning Assessment Committee, and Other Committees, SLS 1515 Full-Time Faculty, Adjunct Instructors from Charlotte, Collier, Hendry-Glades and Lee.

**Broad Themes and Findings**

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| THEMES | FOCUS GROUP FINDINGS | IDEAS/SUGGESTIONS |
| Community | * Improved TLC/faculty physical space
* More opportunities to socialize
* Networking with other departments
* Shared problems and concerns among faculty
* More Communities of Practice
* See what other faculty are doing in the classroom
* Time during and after workshops for discussion
 | * Mini-conferences hosted by Edison offering multiple ideas/topics
* More PD formats
	+ Brown bag sessions - impromptu, conversational, social
	+ Roundtable discussions to share problems and find solutions
* Offer broad (interdisciplinary) topics to generate discussion/debate (plagiarism, poor student writing, SB 1720, etc…)
* Best teaching practices showcases
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| Experts | * Guest presenters (outside Edison)
* Partnerships and multiple presenters for workshops
* More weight to presenting/developing PD in portfolio
* Promote faculty presenters within Edison and community
* Elevate importance of presenters
* Distinguish between TLC and QEP
 | * Investigate working with Businesses, Edison depts., or other institutions to sponsor or offer conferences/workshops
* Market some PD workshops to the community
* Introduce and provide more details about presenters for every workshops (establish credibility)
* Recognition and incentives for presenters and developers of PD)
* Reimburse mileage for presenters to offer same workshop on all campuses (interactive sessions better in person than Polycom)
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| Innovation | * Asynchronous online or video PD offerings
* Online and Blended PD offerings, more webinars
* More Canvas training
* Technology mentors
* Improve Polycom workshop/meeting experience
* Focus on quality over quantity of offerings
* Student involvement in PD
* Themes or Series, tiers or levels of PD
* Include pedagogical best practice in technology workshops
* “Make and Take” concept to walk away with ideas to put into action (Dr. DeLuca)
 | * Create an online repository of training and development resources/archives
	+ Just in time training
	+ Showcases of instructional methods
	+ Demonstrations/testimonials of free technology tools
* Post workshop materials online in Canvas, encourage blended or flipped workshops where some development and discussion is online
* Train the Trainer Sessions
	+ Facilitating Workshops (F2F, Polycom, Webinar)
	+ Designing Workshops (F2F, Polycom, Webinar)
	+ Assessment Levels (Course, Dept/Program, Institutional)
* Invite students to workshops to share perspectives or participate
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| Scholarship | * Tuition reimbursement to become qualified to teach other disciplines/courses (Adjuncts)
* Continuing education opportunities
* Membership in Professional Organizations
* Include research to support PD offerings
 | * Discuss Faculty CE options with Adrian Kerr
* Look into institutional memberships in professional organizations
* Encourage shorter workshops and extend the conversation when including research-based topics/content
* Encourage faculty to share research (online and in workshops)
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| Organization | * Town halls or roundtable discussions about issues
* Training on policies and procedures when there are changes (better communication)
* Organizational or Change management sessions
* Small/large group discussions around education issues
* Learning Assessment Committee recommended train the trainer, assessment coaches, and outside speakers
* Align PD offerings with SACS and Institutional Goals
 | * Many topics would benefit from large group and small group discussion (changing policies, student writing, plagiarism, etc).
* Open sessions around topics and facilitate break-out discussions (less PowerPoint, more conversation)
* Work with Learning Assessment Committee to partner on developing Assessment workshops series
* Determine how PD meets institutional strategic plan/goals
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| Quality | * Speaker/presenter details and introductions
* PD descriptions/titles/learning objectives (more consistency)
* Include information about formats (lecture, hands-on, discussion, demonstration, etc…)
* Personalized invitations to present/attend
* Provide food
* Link calendar on home page (make it easier to find)
* Review and expand TLC services
* Update TLC web site
* Utilize TLCs on each campus
 | * Improve details about workshop formats, objectives, and presenters in emails and calendar/registration
* TLC or PD Committee representative provide introduction to workshop and speaker for every scheduled session
* More types of PD offerings and follow-up after sessions
* Determine best practices/guidelines/checklists for workshops
	+ Polycom facilitators and participants
	+ Webinar moderators and facilitators
	+ Workshop facilitators, participants, moderator (intros)
* Look into embedded faculty mentors/coaches for technology and assessment
* Faculty “concierge” service to match faculty with faculty or staff experts to facilitate discussion, encourage problem solving, and innovation
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