



THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS
Center for Excellence in Teaching & Learning

A Can-Do Attitude: Encouraging Meaningful Faculty Professional Development

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THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS

UAGC Faculty

- About 2,000 Active Adjunct Faculty
- Teaching 5, 6, or 9-Week Courses
- 50 Start Dates per Year
- Active Practitioners in their Fields
- Must Complete One PD Activity per Course Contract



Bridging the Gap

Contractual Professional Development

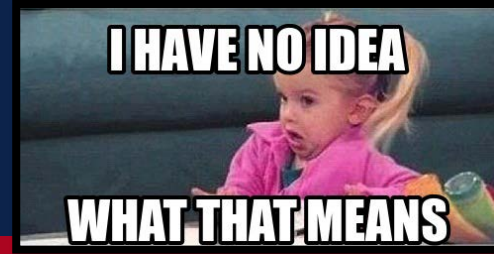
- Superficial
- Disconnected
- Fragmented
- Non-Cumulative
 - Ball and Cohen, 1999
- Detached from Faculty Motivations
 - Gusky, 1986

Classroom --> Real-World

- Higher-Order Competencies
- Durable
- Adaptable
- Marketable
- Career-Building



How do ACTFL and IDEA Inform Faculty PD?



Classroom vs. Study Abroad

- Vocabulary Drills
 - Grammar Exercises
 - Adapted Reading and Listening
-

- Unmediated
- Fast-Talking
- Real-Life Needs
- Environmental Stressors

PD Activity vs. Instruction

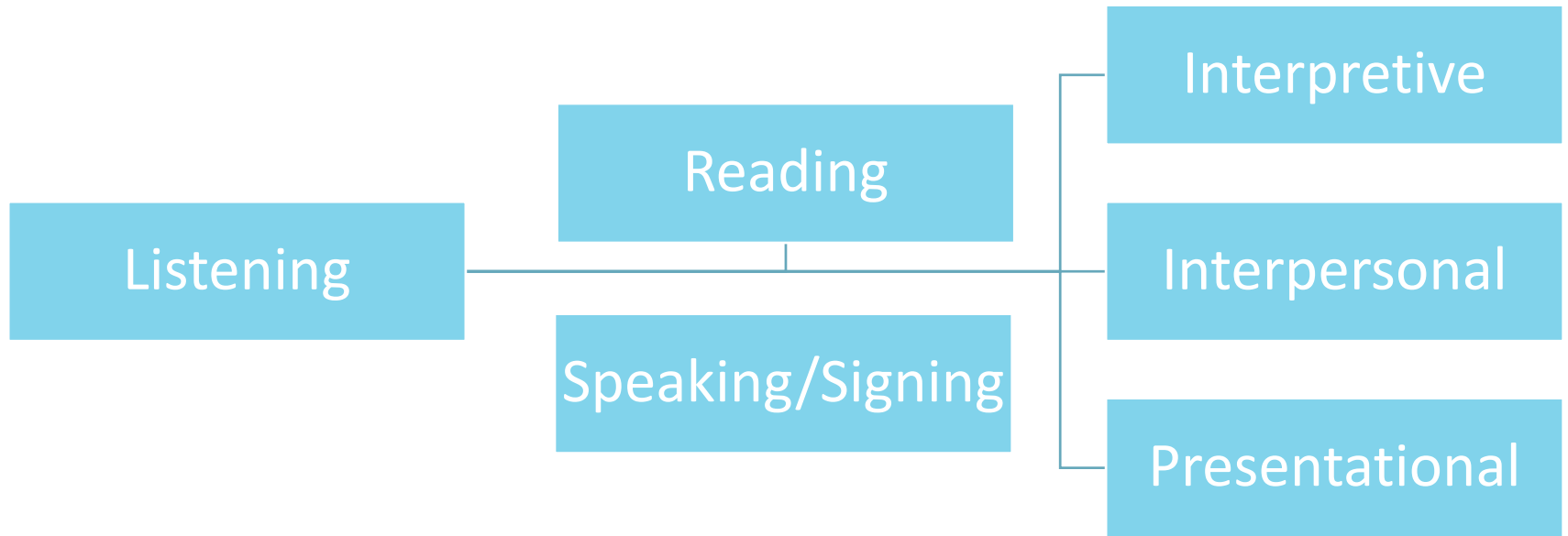
- Policy Acknowledgements
 - Explanation of Requirement
 - Quick Start for Classroom Tools
-

- Nuanced Student Needs
- Technology Issues
- Classroom Conflict or Complication



Can-Do Statements | Skills and Modalities

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>



Can-Do Statements

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

What They Are

- Descriptions of What Learners can do Consistently Over Time
- Goal-Setting Guides
- Starting Points for Learner Self-Assessment

What They *Are Not*

- Prescriptions for One-Time Tasks
- Strict Parameters for Learning/Teaching Topics
- Tools for Assigning Grades/Scores



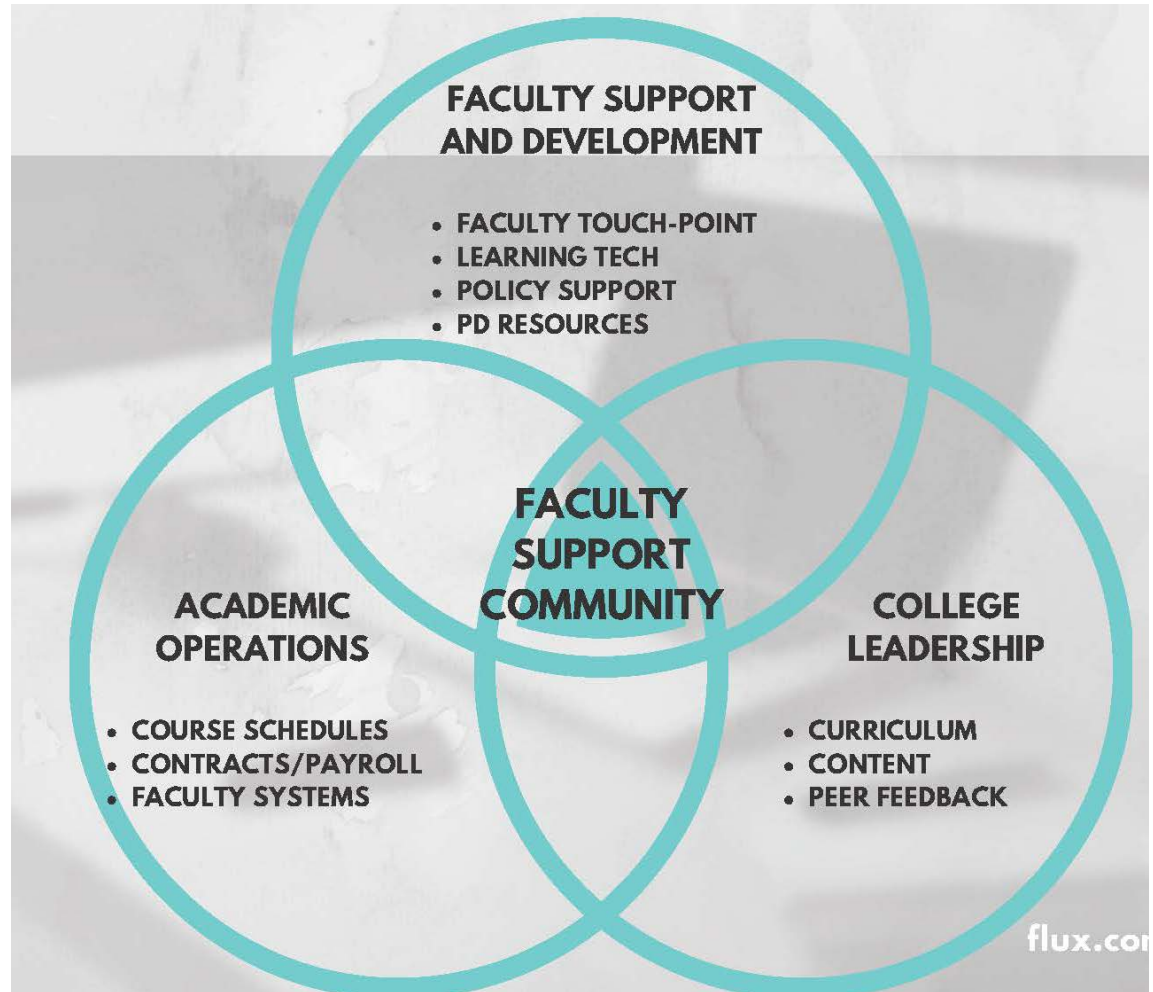
Can-Do statements are especially useful in distance learning environments where learners often are self-paced

[Can-do statements] increased student motivation, built self-confidence...and encouraged learner autonomy.

Faez, Mihanovich, et al, 2011



Can-Do Statements | A Faculty Model



Infrastructure

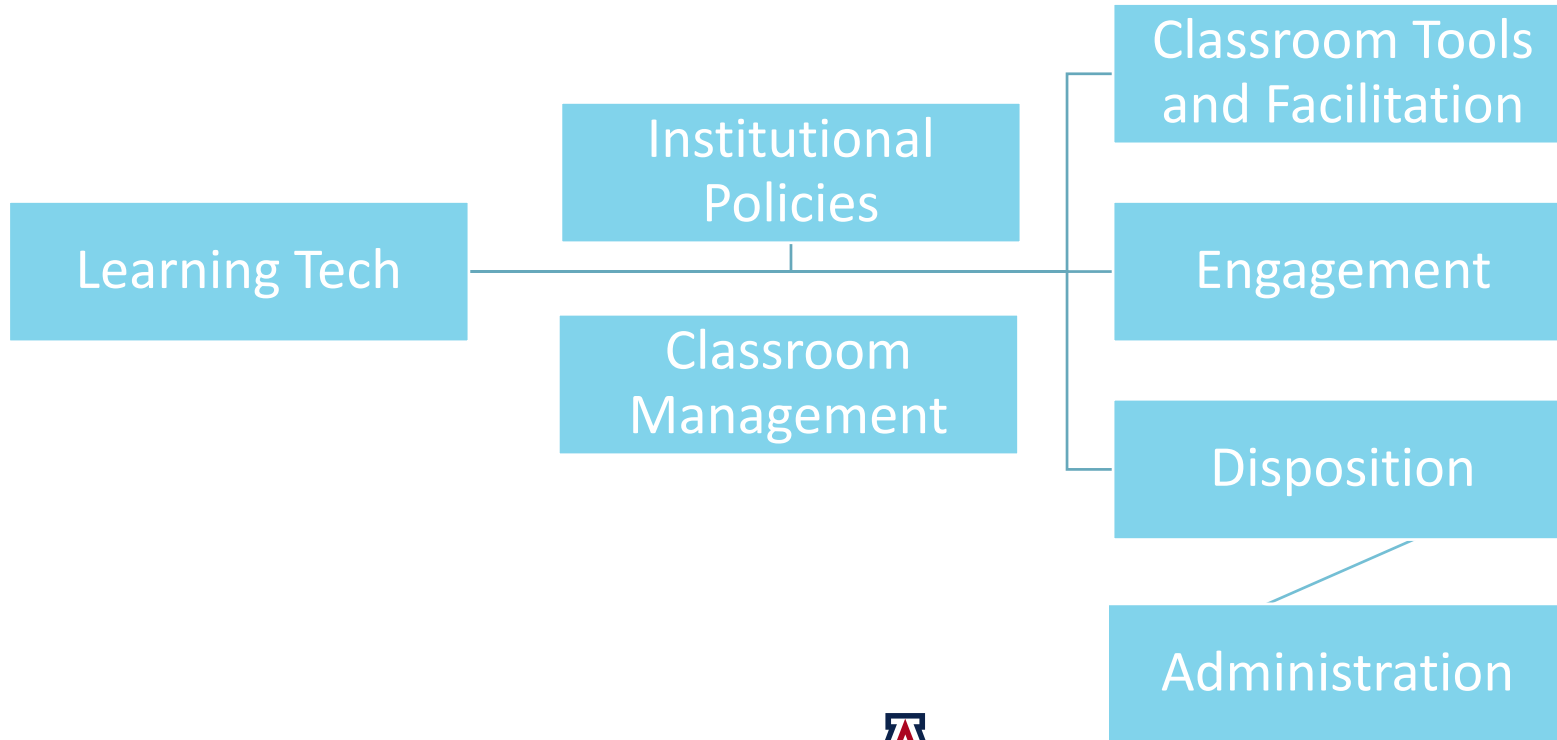
- Faculty Support and Development Course Feedback Occurs Regularly.
- Faculty Portal Offers Transparency and Tracking of Outcomes.
- Faculty End of Course Survey Allows Faculty to:
 - Reflect on Instruction and Feedback.
 - Connect PD Work to their Reflections.



Defining Instructional Competencies

- Teaching activities are “context-related, uncertain, and continually improvable” (Cheong, 2017)
- Development of teaching process requires multidimensional input, including feedback from professional faculty development staff (Ghedin and Aquario, 2008).
- “Peripheral competencies” – advising, administration, technology – “could have a bigger influence on the process of enhancing [online] learning” than content expertise (Gonzalez-Sanmamed, et al, 2014).
- Instructional development requires a combination of the personal and professional dimensions of teaching (Whatley, et al, 1980).
- Competencies are useful for faculty development because they are “less imposing” than requirements (Cheong, 2017).

Defining Instructional Competencies



Faculty Portal (APL nextED)

What Have We Completed

- Faculty Profile Creation and Updates
- Faculty Activity Tracking and Reporting
- Faculty Contracts
- Faculty Course Evaluations
- Faculty Course Approvals

The screenshot displays the 'Faculty Dashboard' interface. It is divided into two main sections: 'Notifications' and 'Tasks'.

Notifications Section:

- Search:
- Show entries

Message	Created	Status	View
Evaluation Completed - : Course Obs - Quarterly,V3	06/30/2020 11:34am	Read	View

- Showing 1 to 1 of 1 entries
- Navigation: Previous | 1 | Next

Tasks Section:

Task	View
You have a new contract -- June 24, 2020	View and Sign
You have a new contract -- June 24, 2020	View and Sign
You have a new contract -- June 24, 2020	View and Sign

Faculty Portal (APL nextED)

Anita CETL

2019/2020 Attributes

Rank **Associate Professor**
Track **Instructor**
Load Status **Associate Faculty**
Load Classification **N/A**
Compensation Mode
Qualification **Other** **By Course**

(Attributes designated from 2019/2020)

Personal Information

Name: Anita CETL
Faculty Code: A123
Faculty ID: A123
Other Code: N/A
CIP Code: N/A
Language(s): English
Signature: Anita CETL

Contact Information

Office Address: 8620 Spectrum Center Blvd San Diego CA 92123
Home Address: 123 West St San Diego CA 12345
Primary Phone: (866) 711-1700
Mobile Phone: N/A
Home Phone: (800) 123-4567
Primary Email: Anita.CETL@faculty.ashford.edu
Secondary Email: Anita.CETL@gmail.com
Other Email: N/A

Employment Information

Centralize Disparate Info into Single Faculty Management System

Increase Transparency for Faculty to Administrative Info

- Performance Evaluations
- Course Scheduling
- Compensation
- Contracts

Engage Faculty in Every Aspect of their Lifecycle

- Professional Development Resources



Faculty Portal (APL nextED)

What is Coming

- Integration with our SIS
- Faculty Course Scheduling
- Faculty Compensation and Payroll
- Professional Development
- Robust Reporting and Data
- Faculty End of Course Survey

The screenshot displays the 'Faculty Dashboard' interface. It is divided into two main sections: 'Notifications' and 'Tasks'.

Notifications Section:

- Includes a search bar and a 'Show 10 entries' dropdown.
- Features a table with columns: Message, Created, Status, and View.
- One notification is visible: 'Evaluation Completed - : Course Obs - Quarterly.V3' with a 'Created' date of '06/30/2020 11:34am', a 'Read' status, and a 'View' button.
- Footer text: 'Showing 1 to 1 of 1 entries' with 'Previous', '1', and 'Next' navigation buttons.

Tasks Section:

- Includes a 'View' button at the top right.
- Contains three task entries: 'You have a new contract -- June 24, 2020', each with a 'View and Sign' button.



Faculty End of Course Survey

- **Purpose:** To Track Completion of Contractual PD Requirement More Meaningfully

- **Content (Two Parts)**

- Self-Reflection Prompts Faculty to Connect PD to Peer Feedback and Personal Goals
- Curriculum Feedback Offers Faculty Opportunity to Comment on the Instructional Experience.

For Example:

- Instructional Materials
- Learning Activities
- Assignment Instructions
- Discussion Activities
- Reading Materials, Technologies
- Support Mechanisms (FSD Team and Faculty Supervisors)

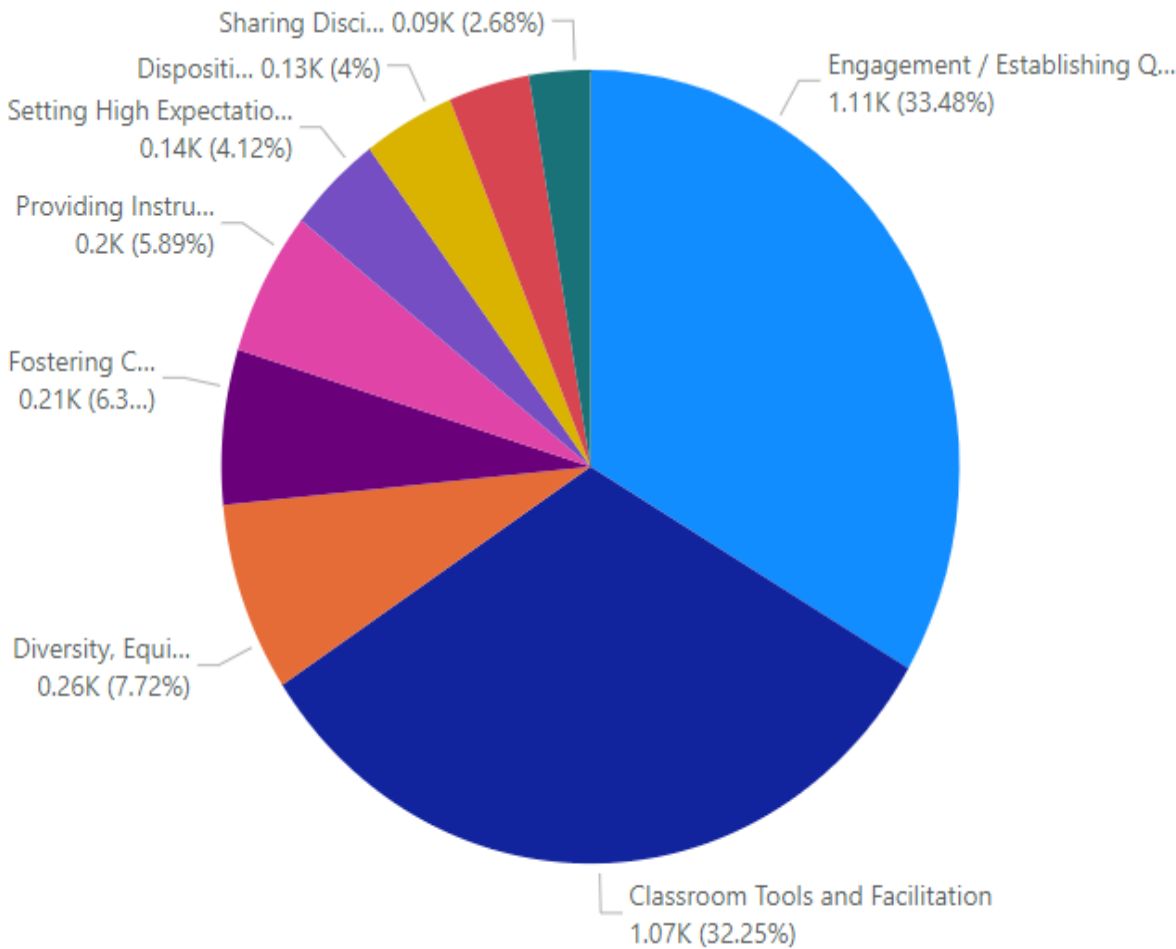
- **Distribution**

- Sent via Qualtrics Starting on 4/6/2021
- Almost 3,300 Responses to Date



On which instructional component did you focus your PD work for this contract?

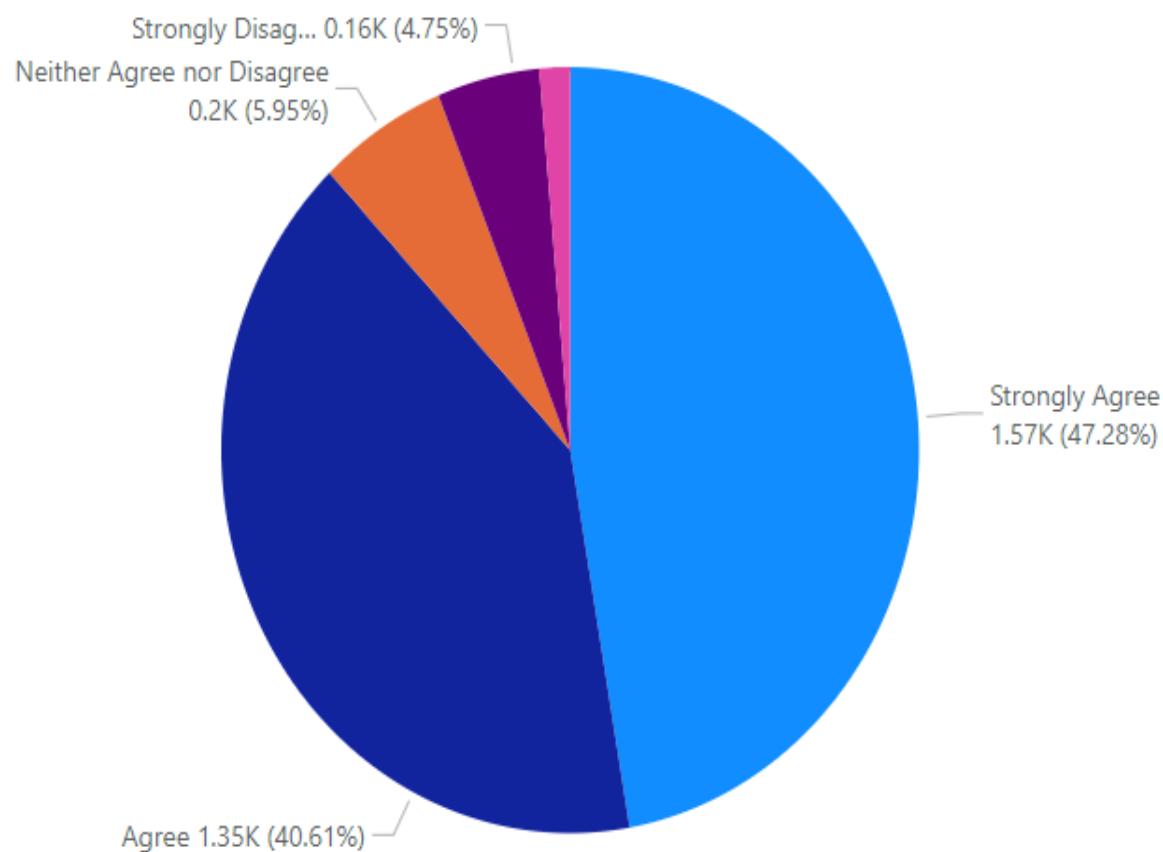
- Engagement / Establishing Q...
- Classroom Tools and Facilita
- Diversity, Equity, and Inclusi
- Fostering Critical Thinking
- Providing Instructive Feedba
- Setting High Expectations
- Disposition
- Administration
- Sharing Discipline Expertise



- EOCS Response Summ...
- PD Focus for this course**
- Name of PD Activity
- What other PD Activitie...
- PD & Student Outcomes
- PD & Learning Outcom...
- Assessments
- Instructional Materials
- Learning Activities
- Learning Technologies
- Integration of Ext. Reso...
- Assignment Instructions
- Discussion Activities
- Course Materials
- Support from Coach/C...
- Support from College S...
- Disagree / Strongly Dis...
- Improvements for course
- Details

The assessments successfully measured the proposed learning outcomes and module objectives.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Strongly Disagree
- Disagree



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Goals

Online adjunct faculty make the most of required professional development hours by:

- Reflecting on challenges and successes of past teaching experiences.
- Considering instructional goals and barriers to achieving them.
- Engaging with their Faculty Support Community on these topics.
- Selecting learning opportunities that will expand what they *can do* in and out of the classroom:

Consistently, Over Time, and in Varying Situations



**Strengthening our Foundations:
Learning Theory Online and
Across Disciplines**
November 2-4, 2021

**University of Arizona Global Campus
2021 Teaching & Learning
Conference**

<https://www.uagccetl.com/tlc>



Contact Us!

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