



Demystifying Faculty Support in the CCCs

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Our objectives

- Share results of the recent Faculty Support in the CCCs survey.
- Compare CCC survey results with data from other related surveys.
- Consider the value of community building in professional development for those who support faculty.

What we know

- Technology is no longer an add-on to teaching. It is now embedded in the process of teaching and learning.
- Supporting faculty who teach online is key to improving student success ([Johnson, Cuellar Mejia, Cook; 2015](#)).
- Hiring of Instructional Designers has increased.
- Teaching with technology is no longer contained to distance education.
- Teaching & learning is the locus of innovation in institutions of higher education ([Bishop & Keehn, 2014](#)).

What we don't know

- How are the organizational structures of California Community Colleges responding to the changing role of technology in teaching and learning?
- Who supports faculty who teach with technology in the CCCs?
- What are the experiences of those who support faculty in the CCCs?

Faculty Support Survey

- Voluntary and anonymous
- Data collection: early June - July 16, 2018.
- Eligibility criteria:
 - Be employed at a California Community College
 - Be in a role with a primary responsibility of supporting faculty who teach with technology

Faculty Support Survey

- Distributed via system LISTSERVs, @ONE social media (Twitter and Facebook), and at the Online Teaching Conference
- 83 responses
- 52 CA Community Colleges represented

Faculty Support Survey Results



Liz du Plessis
Instructional Designer
Santa Rosa Junior College

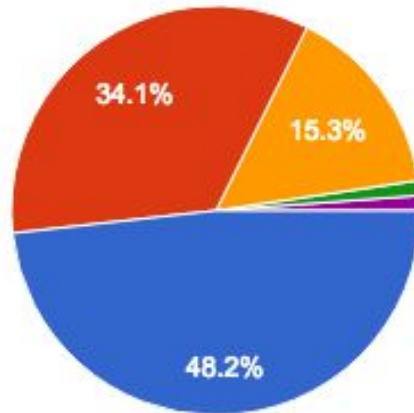


Michelle Pacansky-Brock
Faculty Mentor, Digital Innovation
@ONE-OEI

What is your role type (classification)?

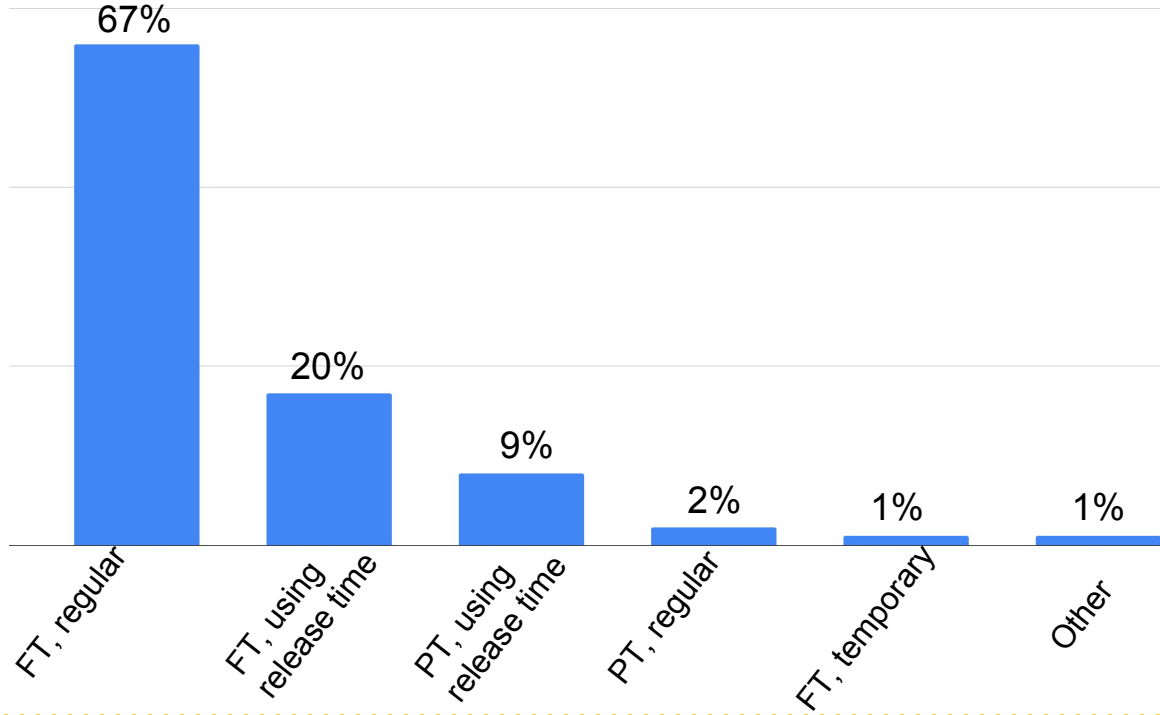
What is your role type?

85 responses



- faculty
- classified staff
- administrator
- Faculty with partial release time as an Instructional Designer
- Classified Professional/Supervisory

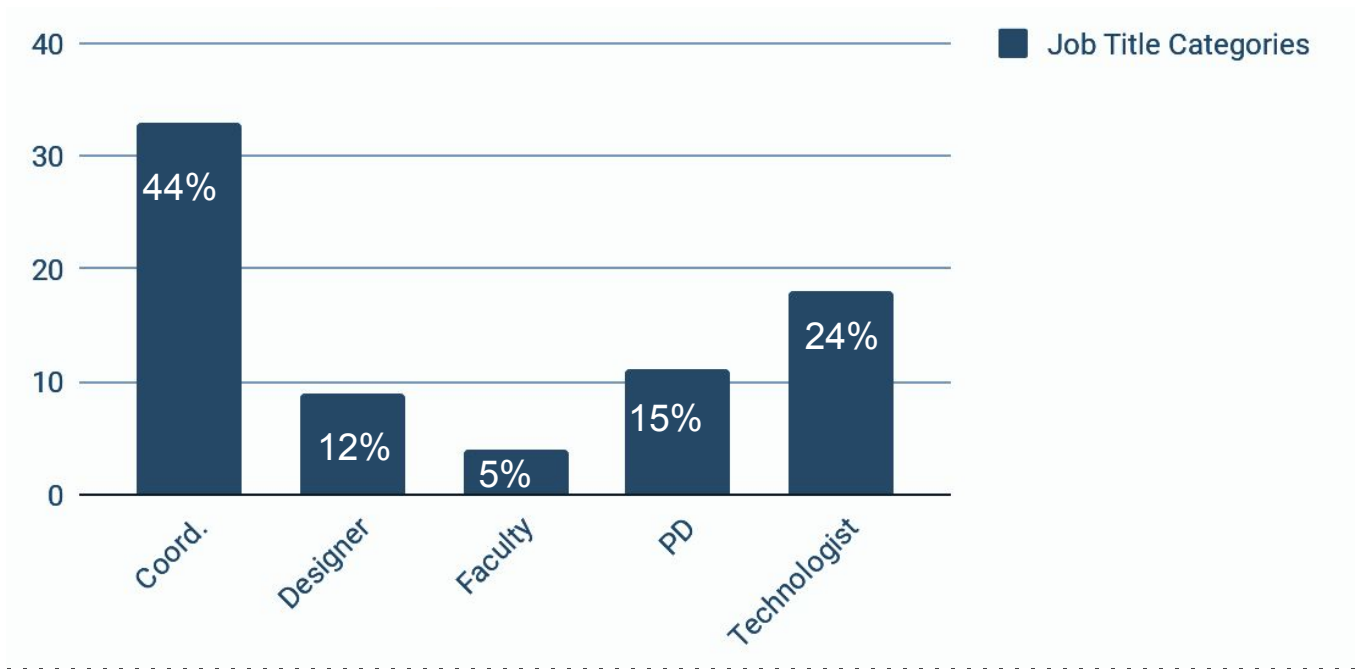
Which best describes your position?



n=83

What is your title?

- 36 different titles
- Organized into category themes below



Classified Titles

Academic Resources Technical Specialist	1	Instructional Department Specialist - Career Education	1
Administrative Associate III	2	Instructional Design Technology Specialist	1
Administrative Associate to the Dean and Faculty	1	Instructional Designer	4
Development Specialist	1	Instructional Support Specialist - DE	1
Distance Education Coordinator	1	Instructional Technologies Designer	1
Educational Media Design Specialist	1	Instructional Technologist	8
Educational Technology Specialist	1	Instructional Technology Coordinator	1
Faculty Resource Center Support Specialist Sr	1	Technical Trainer	1
Instructional Coordinator	1	Technology Training Specialist	1

n=29

Faculty Titles

Assistive Technologies Specialist	1	Faculty Senate VP	1
Distance Education Coordinator	21	Instructional Designer	2
Ed Tech and DE Chair	1	Instructional Technologist	1
Faculty	1	Online Faculty Support	1
Faculty Coordinator, Instructional Design and Distance Education	1	Professional or Faculty Development Coordinator	7
Faculty Director, Online Education	1	Regular Faculty serving as Instructional Designer (no official title yet)	1

n=39

Administrator Titles

Assistant Dean of Instruction	1	Director, Instructional Technology	1
Dean	1	Distance Education Coordinator	2
Dean, Online Education and Learning Resources	1	Executive Director, Technology	1
Director of Distance Education	1	Instructional Technologist	1
Director of Distance Education Support Services	1	Professional or Faculty Development Coordinator	3

n=13

What duties do you perform on a regular basis ?

(all responses, over 50%)

- | |
|---|
| • support faculty use of Canvas or other LMS (85%) |
| • work collaboratively with other departments (79%) |
| • maintain currency with emerging technologies (78%) |
| • conduct in-person faculty training/workshops (77%) |
| • assist with educational technology beyond the LMS (75%) |
| • troubleshoot technology issues for faculty (74%) |
| • develop faculty support resources (webpages, instructional videos, graphics, etc.) (69%) |
| • provide instructional design/pedagogy consultations (68%) |
| • provide accessibility expertise (67%) |
| • responsible for department communication with faculty, staff, students and external organizations (61%) |
| • maintain a website (58%) |
| • develop/maintain self-paced online professional development resources (53%) |
| • participate in strategic planning, data analysis, report writing for the District (53%) |

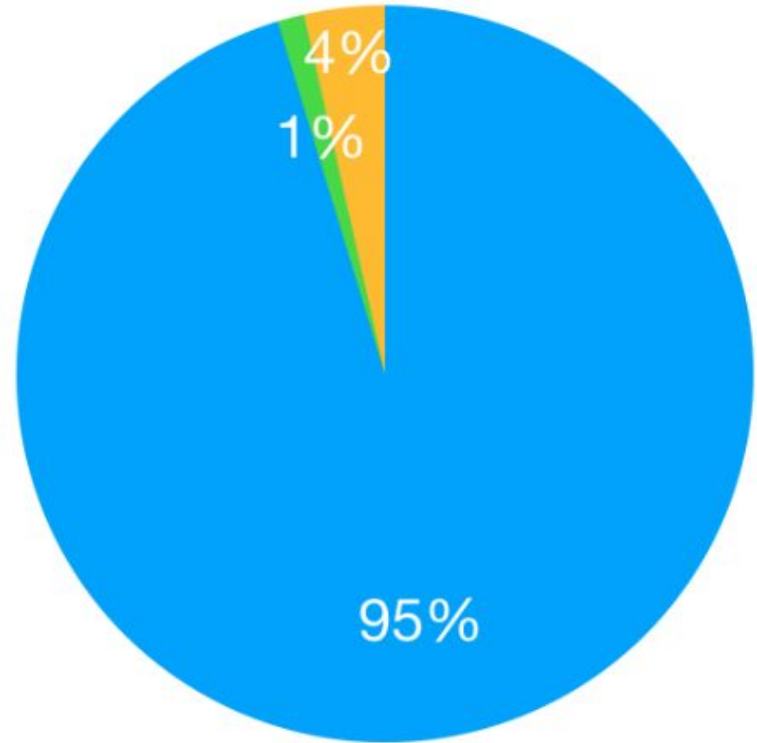
What duties do you perform on a regular basis?

(all responses, under 50%)

- | |
|---|
| • provide learning theory expertise (49%) |
| • plan and manage faculty professional development programs (communities of practice, mentoring programs, etc.) (46%) |
| • facilitate asynchronous online professional development courses (45%) |
| • coordinate or direct Distance Education services and operations (44%) |
| • advise the District on relevant laws and policies (44%) |
| • provide accessibility remediation (41%) |
| • conduct live webinars (40%) |
| • assist with video production (39%) |
| • conduct evaluations of online/hybrid courses (39%) |
| • support curriculum development (39%) |
| • serve as a teaching mentor to faculty (38%) |
| • develop online course templates ("master classes") (37%) |
| • coordinate faculty peer-course review program (35%) |
| • maintain user accounts for Canvas or other LMS (34%) |
| • conduct project management (33%) |
| • support the leadership development of faculty (33%) |
| • supervise employees (24%) |
| • schedule courses (11%) |
| • development of software programs (7%) |

I support _____.

- Only faculty who teach online courses
- Only faculty who teach blended/hybrid courses
- Only faculty who teach face-to-face/web-enhanced courses
- Only faculty who teach online and/or hybrid/blended courses
- All faculty (regardless of teaching modality)



Qualitative Data

Responses were analyzed to identify themes within each open-ended question.





**What is the most
rewarding part of
your job?**

What is the most **rewarding** part of your position?



Themes
1. Helping faculty grow and improve
2. Relationships
3. Seeing the impact of one's work



Most rewarding?

Helping Others Grow



...working with faculty to reflect and develop their teaching practice

the satisfaction of the smile on a teacher's face when we meet a challenge

Seeing the faculty member's face when they understand new learning theories, pedagogy or technology.



Most rewarding? **Relationships**



Working with amazing faculty and staff

Working with dedicated and enthusiastic faculty

The relationships I've built with faculty



Most rewarding?

Seeing Impact of One's Work



Being able to see the improvements to the quality of our online program...and seeing the students be more successful.

Seeing student success increase.



**What do you wish
you could improve
about your
position?**



What do you wish you could **improve** about your position?

Themes
1. Staffing
2. Institutional
3. Culture
4. Professional Development



What do you wish you could improve about your position?

Staffing (30)

Role
Reclassification
(5)

Inadequate
Staffing
(25)



Staffing

Inadequate Staffing



[I would] add an instructional designer to my team. I have been formally working on this via our Program Review process for three years but no luck so far despite widespread acknowledgement of the importance of this.



Staffing

Inadequate Staffing



I don't have the time to do everything that I would like to do for my faculty. Adding support personnel would be helpful.

[I would want] my college to hire a director for distance learning and allow my focus to be solely on supporting faculty in teaching and facilitating their courses...



Staffing

Reclassification



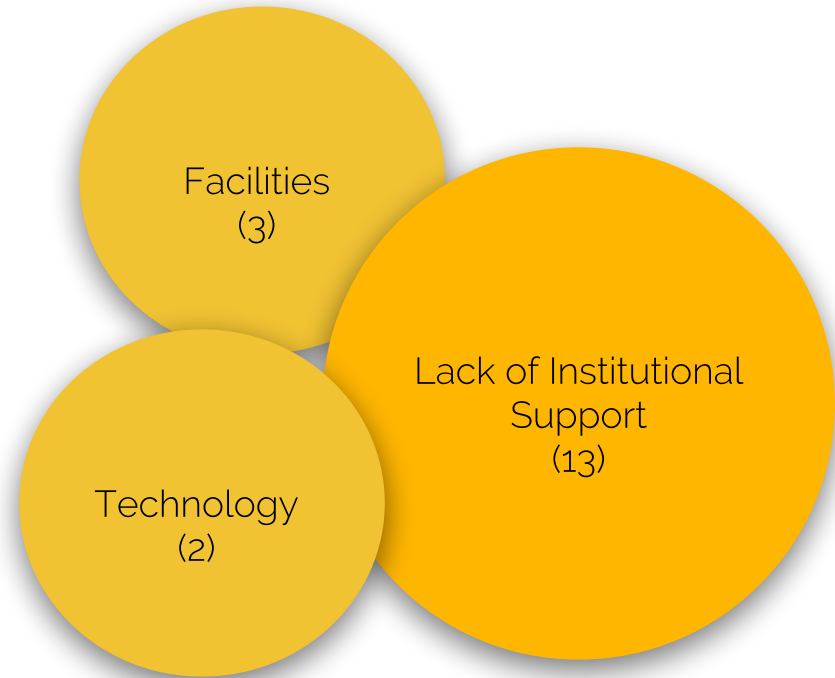
Should be a faculty position.

We all (Classified) have masters degrees and should be grandfathered as faculty as our job is to train the faculty in pedagogy and technology. My masters is in education, instructional design and technology ... I have been doing this since 1997. Trust me when I say these jobs should be converted to faculty positions.



What do you wish you could improve about your position?

Institutional (18)





Cultural Barriers

Lack of Institutional Support



[I wish we had] a strategic plan for HOW the college will increase DE.

Admin sometimes seems not to understand the work/time/money required to maintain a strong DE program.



Cultural Barriers

Facilities



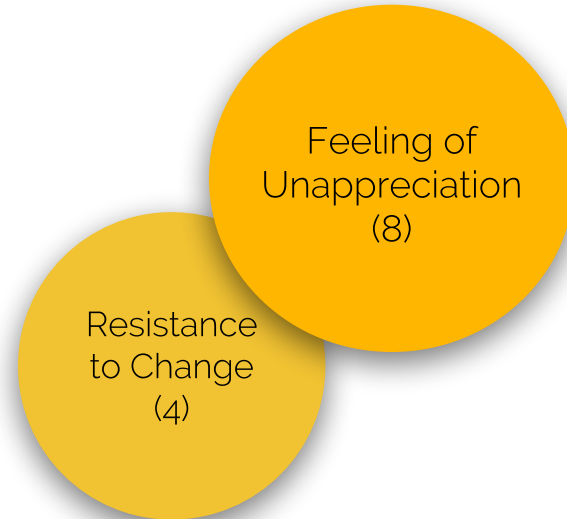
It should be a dedicated budget and a dedicated space for Professional Development. (also Institutional Support)

(I wish we had) a resource center where I am available all day to assist in faculty and staff projects or provide resources.



What do you wish you could improve about your position?

Culture (12)





Cultural Barriers



Feeling of Unappreciation

I wish all faculty and all management would publicly recognize and value the services and expertise that Classified staff provide for faculty. Often my value is downplayed since I'm not a "peer" with faculty.



Cultural Barriers



Feeling of Unappreciation

[I would change] others' understanding of the impact of this position & the need for more. (also Inadequate Staffing)



Cultural Barriers

Resistance to Change



[I would] convince the faculty union to mandate training for all online instructors.



What do you wish you could improve about your position?

Professional Development (9)

Opportunities
for Faculty
(5)

Opportunities for
Personal Growth
(4)



Professional Development

Opportunities for Growth



I wish to continue to learn and grow in this position. ... I wish that I could improve upon my networking skills.

[We need] funding for professional development and for faculty ed tech tools.

(also Institutional Support)

Takeaways

faculty support in the CCCS



- Wide variation in titles, roles, and duties
- Those in faculty support roles are responsible for supporting *all faculty* (not just those who teach online)
- Building relationships with faculty and seeing the impact of one's efforts on teaching and learning are most rewarding aspects of the job
- Faculty support personnel feel their roles are under-resourced
- Those who support faculty feel disconnected from institutional leadership and undervalued.

ID2ID: A National Peer-to-Peer Mentoring Program



Heather Garcia
Instructional Designer
Foothill College



What's next?

- ID2ID program
- ID2ID survey
 - What did I learn?
 - Compare to CCC survey
- Takeaways

ID2ID Program



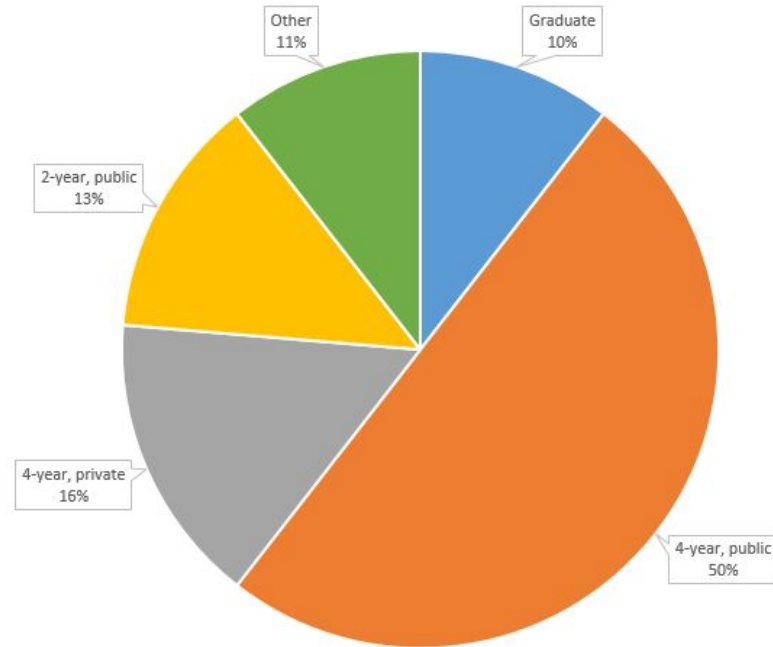
ID2ID Survey

- Voluntary and anonymous
- Data collection: early November - December, 2017.
- Eligibility criteria:
 - Participant in the ID2ID 17-18 program
- Shared with participants via our closed Google group
- 38 reponses (approximately a 15% response rate)

**What did
we learn?**

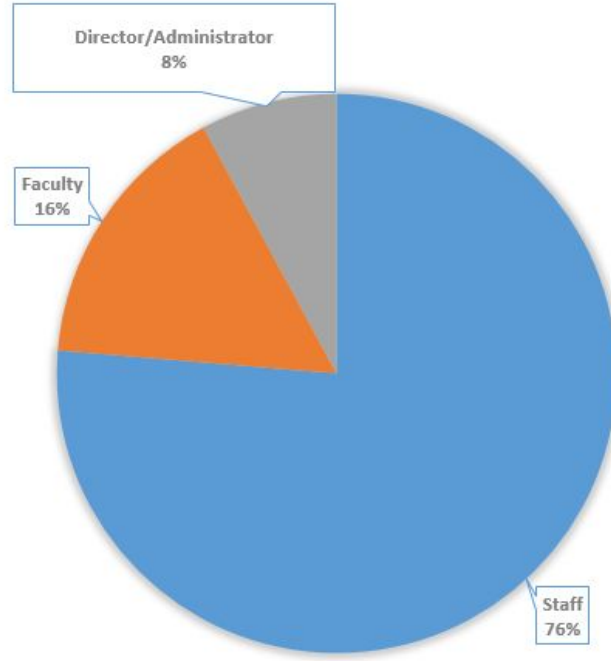


What type of institution do you work in?



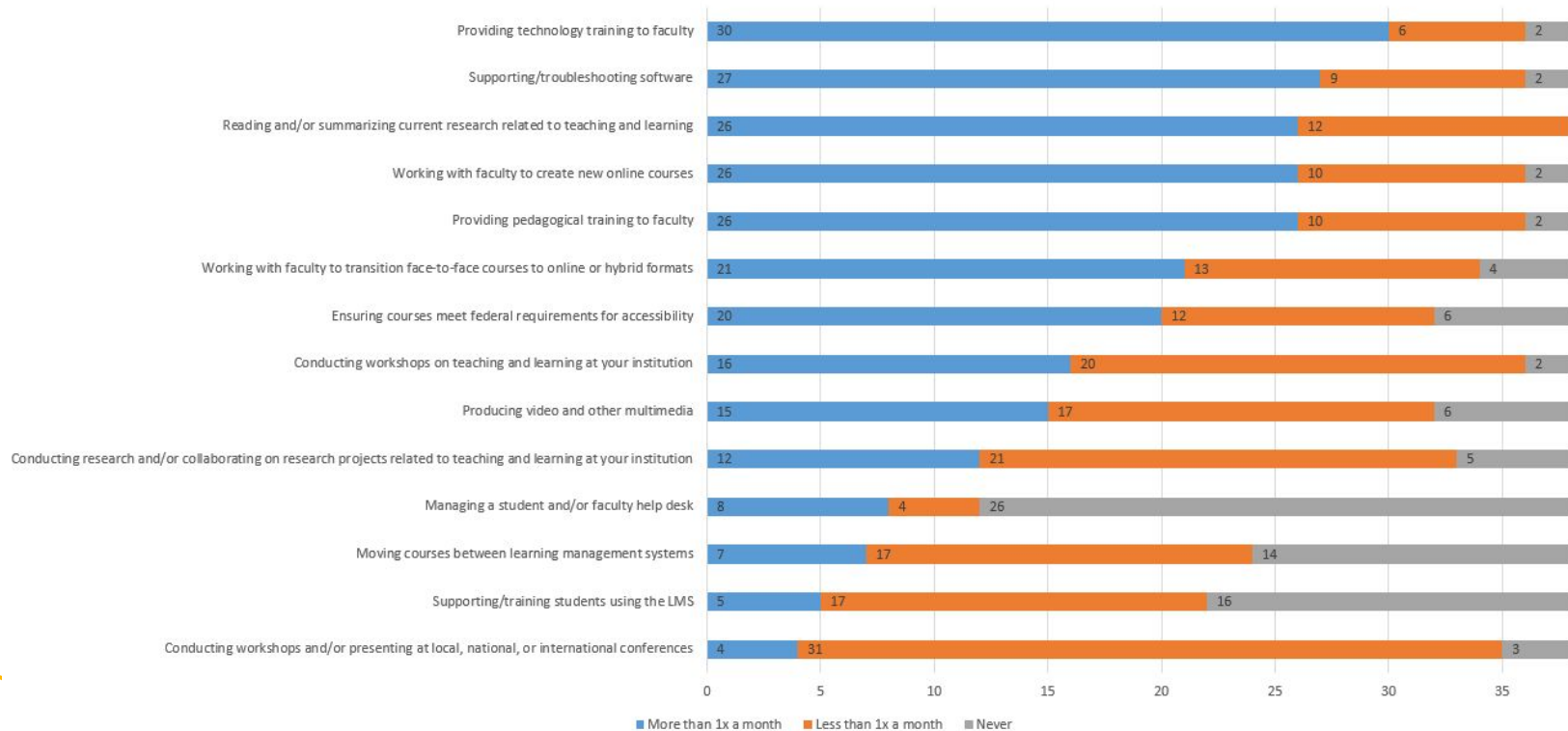
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What is your job classification?



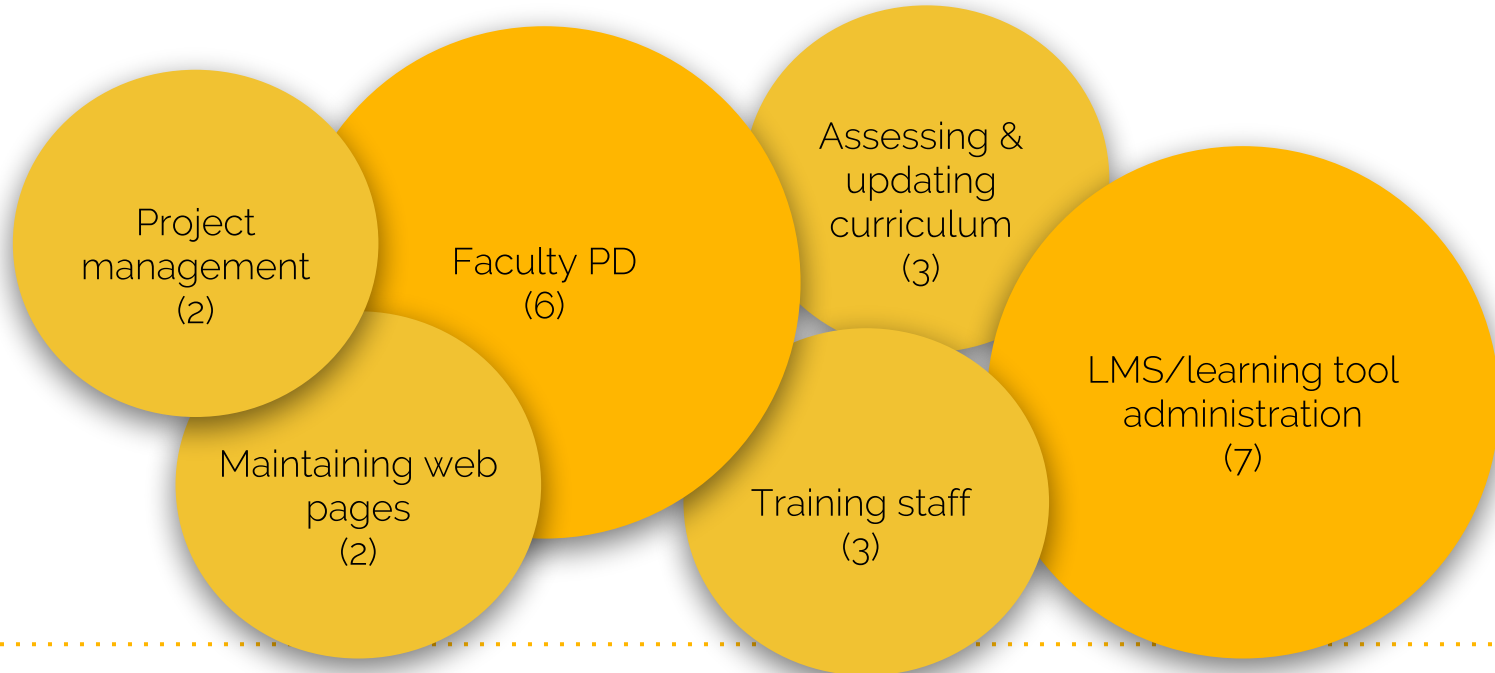
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Which of the following is part of your role as an instructional designer?

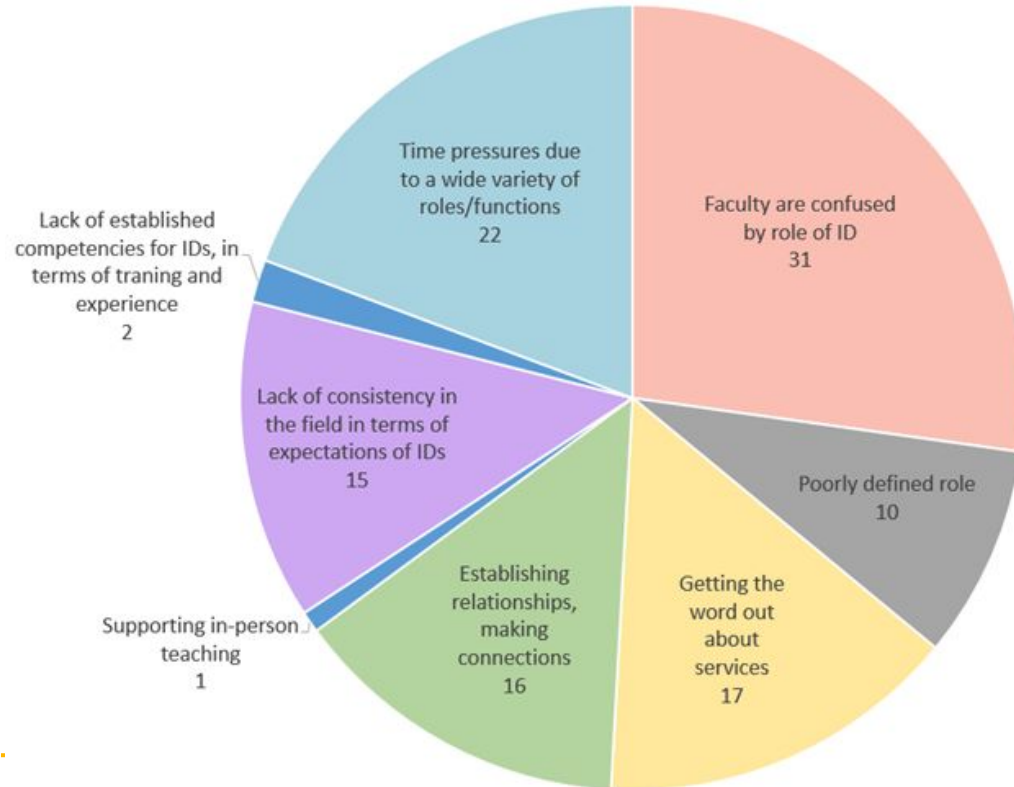


What other responsibilities do you have?

- 24 of 38 respondents listed additional responsibilities



Top Three Challenges Facing ID



n=38

Obstacles and Challenges

Intentional Futures: Biggest Obstacle

1. Lack of faculty buy-in
2. Time
3. Resources

ID2ID: Top 3 Challenges

1. Faculty confused by role of ID
2. Time pressures
3. Communication & marketing struggles

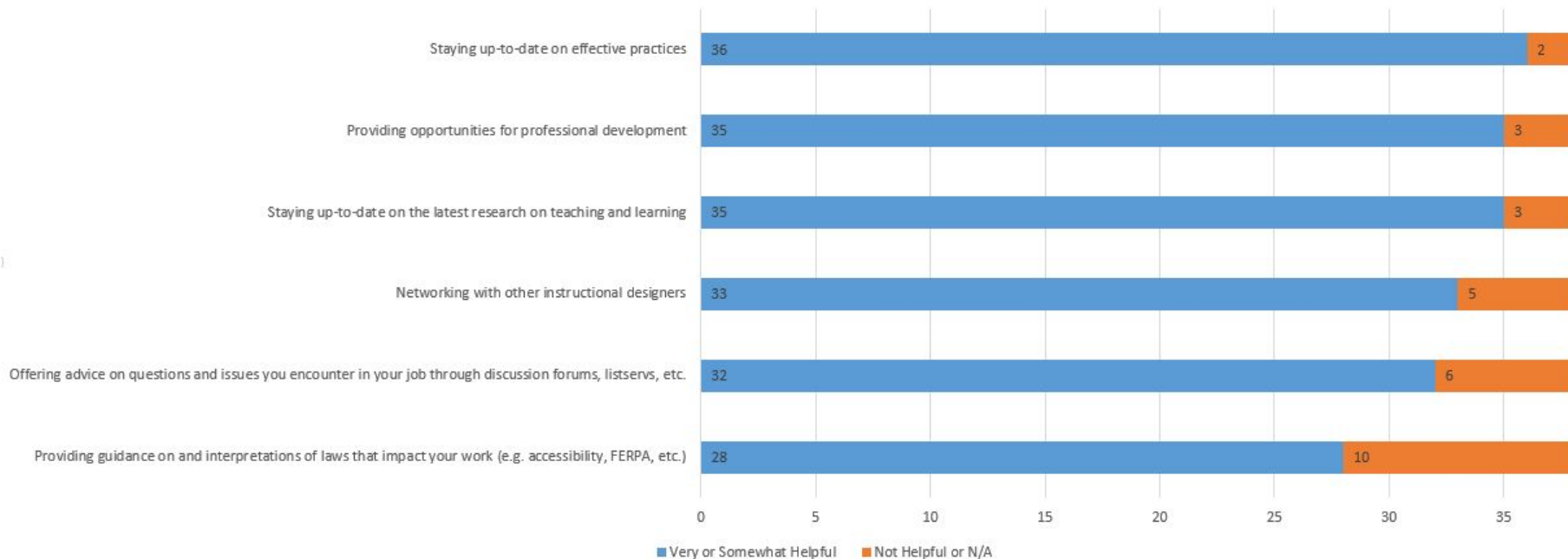
What do you like the *most* about your role?



What do you like the *least* about your role?



Professional Communities of Practice





Association for Educational
Communications & Technology

Instructional
Designers

UPCEA



Association for
Talent Development

NERCOMP
NorthEast Regional Computing Program



Professional Communities of Practice

“mentoring”

“constructive feedback”

“job opportunities”

“collaboration”

“camaraderie”

“companionship”

“relationships”

“problem-solving”

Professional CoP Research

- Campbell, Schwier, and Kenny research article "Instructional designers' observations about identity, communities of practice and change agency" (2004)
 - Communities of practice
 - are "informal networks"
 - are "born of convenience"
 - must fill a need
 - don't have to be co-located
 - are built on "trust and mutual obligation"
 - require shared language and shared context

Takeaways



- Instructional designers and others in faculty support roles have a diverse set of responsibilities.
- Collaborating with faculty is one of the most enjoyable and rewarding aspects of working in an instructional design or other related role.
- IDs frequently perform a lot of technical/troubleshooting tasks, despite this being one of the least enjoyable aspects of their job.
- Building community is an important aspect of professional development.

Join our PLN group

to connect with your faculty support peers



1. Log into the CCC Professional Learning Network (or create your free account) <https://prolearningnetwork.cccco.edu/community>
2. From the homepage, click on Community
3. Select "Click here"

Thank you for visiting the Community section of the Professional Learning Network!

To access our new discussion groups and connect with your peers, please [click here!](#)





Thanks!

Any questions?

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