**Grand Rapids Community College**

Faculty Equated Overload/Release Time

End of Semester Report

**Grand Rapids Community College**

Winter, 2014

Name: Garret Brand    Faculty Assignment: Online Faculty Trainer

Note: Please take a moment to review the letter you received from the Office of the Provost. That letter describes your faculty assignment in detail. As you complete this document, please refer to the specific tasks that you were asked to complete.

Section 1: Report of Accomplishments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Accomplishments</th>
<th>List and briefly describe the most significant impact of your accomplishments.</th>
<th>List and briefly describe any barriers you encountered.</th>
</tr>
</thead>
</table>
| -Facilitating the Online and Hybrid Certification Course (OHCC) | **Before both OHCC sessions:**  
- Provided input on participant letter.  
- Copied Fall 2013 Course.  
- Added Users to Winter 2014.  
- Created template courses for all users.  
- Added user and dlitgroup to templates.  
- Updated Syllabus and Schedule.  
- Assigned anonymous discussion board posts.  
- Posted new intro to blog.  
- Updated contact information. | - Certified 10 faculty.  
- Trained 11 faculty in Blackboard Basics.  
- Reviewed final presentations, provided feedback and reported certification status.  
- Supported faculty with instructional technology needs.  
- Assisted faculty with accessibility training and captioning issues.  
- Provided input regarding revisions to DLIT website.  
- Supported Faculty Learning Day. | - I think the collaboration between DLIT and IT could be improved. Specifically, there needs to be a better way to continuously seek input from faculty and to communicate with them before plans or changes are implemented. |
| -Making recommendations to the Director of DLIT regarding the faculty development curriculum for online courses, faculty certification (and continuing education), and accreditation requirements | | | |
| -Providing course development and ongoing quality improvement for the Online and Hybrid Certification Course | | | |
| -Working with the Director and | | | |

Winter 2014
| faculty colleagues to develop needed learning opportunities for online and hybrid instructors | - Made date changes throughout Assignments.  
- Updated Announcements.  
- Made updates to discussion board forums.  
- Subscribed to Questions forum.  
- Made updates to gradebook.  
- Removed any videos from previous campus sessions.  
- Checked all links.  
- Updated Orientation Video (include Closed Captioning).  
- Made OHCC available.  
- Posted Welcome and e-mailed participants.  

On a weekly basis during OHCC:  
- Facilitated online learning.  
- Participated in discussion board daily.  
- Posted announcement for weekly assignments.  
- Sent reminder of campus session.  
- Met with participants in campus session.  
- Recorded and posted campus session with Relay.  
- Reviewed templates.  
- Posted weekly participation and self-assessment scores.  
- Provided faculty support.  

After both OHCC courses ended: | - Supported Faculty LearnLab video.  
- Assisted with Donuts (and Dinner) with DLIT.  
- Met with Techsmith representatives regarding Camtasia Relay.  
- Planned, supported and presented at 8th Annual Teaching, Learning and Technology Showcase.  
- Supported Faculty with Google Glass and GoPro as part of GRCC Digital Initiative.  
- Supported and participated in DL portion of HLC visit.  
- |
Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.

| Please list and describe no more than three activities or accomplishments that went particularly well. | - Revisions to the OHCC (based on feedback from participants) that re-ordered the modules and revised the final presentation rubric were well-received.  
- Getting 10 more faculty trained to teach online (and 11 trained in Blackboard Basics) contributed to the institution’s overall ability to deliver more, quality online and hybrid sections.  
- Our investment in emerging technology (e.g. Google Glass and GoPro), as well as showcasing faculty use of instructional technologies, continues to be well-received. Faculty need an advocate for experimenting with new technologies that will ultimately contribute to student success, |

| - It’s always a challenge, but our (DLIT) efforts could benefit from better promotion/marketing/communications with (and to) faculty.  
- As mentioned under barriers, we could benefit from better collaboration between DLIT and IT. |
Please list and describe how your particular efforts could have been better supported.

Please use this space to document any other concerns, suggestions, or comments.

I've been involved in a number of strategic planning efforts in the area of online learning at GRCC. The earliest was a "DL Business Plan" (when I first came to the college) and the latest was a "Distance Learning Strategic Plan for 2012-2014." This work was completed by the DL College Action Project:

http://cms.grcc.edu/distancelearningandinstructionaltechnologies/teachingonline/distancelearningcollegeactionproject

For a number of reasons, I've never seen any of these department and/or institutional plans become fully implemented. We don't commit the staff and resources to online learning. I don't think the IT liaison or collaborative meeting model has produced the results we need either.

I support efforts to put ISIS and IT staff together, as a team, in a collaborative space, with a dedicated budget. I also support a clear leader/director for this area. This area would focus on supporting online course quality and online student success.

Finally, I support efforts to increase faculty and instructional designer input into Blackboard.