

## Creating Faculty Development Pathways Through Badging



# CREATING FACULTY DEVELOPMENT PATHWAYS THROUGH BADGING

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# BACKGROUND

## Abstract

The *Encouraging Faculty Development Through Micro-Credentialing* project, that this open text shares findings from, proposes to positively impact the support provided to university faculty, through a reward and recognition process that issues micro-credentials. This summary report of findings, and implementation guide can be freely retained and reused by other institutions to build systems of faculty development reward and recognition.

## The Why; a bit of background

For many faculty, the recognition of “strategies for ... negotiating meaning that individuals develop through everyday activity can feel absent” (Hengstler & O’Neill, 2002, p. 72). One study expressed teacher concerns about foregrounding teaching techniques, by recognizing mainly workshops and conferences as ‘developmental’, which teachers felt “overshadowed more intangible complex processes of learning in-practice” (Fenwick, 2009, p. 4). Since deep learning can extend across multiple contexts, experiences and interactions, and faculty improve practice in a multitude of ways, it is vital to design and implement educational development activities to include them (Gibson, 2013).

### Badging as recognition

Micro-credentialing (commonly associated with badging) promises to measure and recognize skills that are valuable in many contexts at a fine level (Bowen & Thomas, 2014; Paul & Chandler, 2015; Gibson, 2013).

The collection of open learning created in the first round of Virtual Learning Strategy (VLS) funding is extensive so a faculty development passport can be utilized to help faculty map relevant development to these new offerings. Projects like the [Designing Quality Tech-Enabled Learning Experiences](#) open course can then be placed in context to existing training/development offered in centers of teaching and learning, that should precede participation in this course, and a development pathway could then indicate other developments, if done after, that would help faculty to develop mastery in tech-enabled learning design competencies. This type of system, once implemented and tested, can help the ongoing refinement of quality assurance mechanisms for validating development practices within centers of teaching and learning.

### Anticipated Contributions

to Faculty Development

When designing a badging system, a crucial first step is to map how centers currently offer faculty opportunities for experimentation and growth. This requires a scan of training calendars located on department websites to capture what a center say it does/offers. Less formal consultation services

should then be captured. Other ways that faculty development occurs with and without the center's involvement should then be identified and added to the map.

Because stronger connections between digital badges and other relevant innovations such as competency-based education, e-portfolios, credit for prior learning, and stackable credentials seem like promising directions for increasing the perceived value of badges (Educause, 2015, p. 1), it is crucial that such a development invite faculty to co-design/refine the faculty development passport. This involvement will help to determine the degree faculty value (and so are motivated to develop in) these areas.

The mapping process helps to cluster faculty supports into recognizable skillsets, and by creating levels of badges, faculty can also be rewarded for shorter/smaller investments (e.g. moderate a session at an institutional event, post or reply to a Community of Practice blog reflective question, creative commons license a developed learning resource, etc.). Time invested in the design process, including faculty in the process, develops a final passport that makes explicit how practice and knowledge emerge through relations amongst formal development events as well as (faculty) investment in connected conversations (Davis & Sumara, 2006).

The expectation from the integration of a badging system to the educational development practice [of the centers of teaching and learning involved in this project] is community growth, and deeper learning, in increasingly flexible ways, which meet faculty where they are at, and motivate their continued growth and development. Because "badges can be a pointer or reference to a process by which a learner engages in and receives validation from a community that practices authentic assessment" (Gibson, 2013, p. 461), educational development activity, now recognized at multiple levels, should encourage a wider variety of practice improvements and so strengthen our relationships with faculty over time.

#### to Institutional Change

The key to the sustainability of instructional interventions, according to the literature on personal change, is to start with a small change, within the program of instruction, and through the faculty member (Austin, Connolly & Colbeck, 2008). This idea is supported by the organizational change literature of Hegel III, Brown, and Davison (2010) when they speak of creating leverage. Rather than seeking massive change at the outset, the focus should be "on defining pragmatic paths to institutional change in ways that deliver near-term value to strengthen champions of change and neutralize resistance of entrenched interests" (Hegel III, Brown & Davison, 2010, Intro, Sec 6, pp. 6). There is a growing belief in the academic community that badges are one approach to inciting faculty to be this leverage (Hegel et al, 2010; Gibson, 2013).

One study found that instructors were more interested in sharing their digital badges with their school administrators than through their social networks (Grunwald and Associates, 2015). Unfortunately, strong course evaluation ratings, grant approvals, and publications are still the prominent method of determining tenure with very few institutions recognizing faculty engagement in new forms of pedagogy (Warger & Dobbin, 2009; Bates & Sangra, 2011). It is challenging to incite change when faculty are disinclined to experiment while job security is perceived to be at stake. This text/report includes a set of recommendations for other centers/alliances, to maximize these characteristics. Senior university leaders administering faculty development and micro-credential certifications have been key contributors to this project to assure its' pathways are validated/integrated within each institution's system of reward and promotion.



## Co-design for sustainability

Many models of self-directed learning do not separate knowing from that which is known; “rather, there is an assumption that practice, meaning, and identity constitute and are constituted within context” (Garrison, 1997; Barab & Kirschner, 2001, p. 6). This perspective supports a situated approach to learning in development. This perspective has been used to help faculty co-designers reconsider how they experience developmental activities in varied (virtual and place-based) locations that focus on “the way work gets done and on how knowledge is generated and applied in the process” (Sole & Edmondson, 2002, p. 4).

Throughout 2022, thanks to faculty and institutional leadership working in concert on a set of developmental characteristics that are intriguing to acquire, and areas for further development. The end result for each center is a rewards system that aims to remain future-focused and highly sustainable.

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# ACKNOWLEDGMENT AND THANKS

## Introduction

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The partnership between Lakehead, Nipissing, Algoma and Laurentian Universities furthers a collaboration that began with the Borealis Summer Institute for Teaching and Learning in August 2020 (a joint effort to provide professional development at the outset of the COVID-19 pandemic).

## Land Acknowledgement

This book resides within a virtual space, but we cannot forget that we are still sitting on traditional Indigenous lands that have been inhabited long before us. The ground we each walk upon has a specific history; a nuanced relationship with Indigenous peoples from across [Turtle Island](#). In this co-constructed virtual text, we want to acknowledge the territories that our respective universities reside upon.

### Algoma University

Algoma sits on the traditional lands of [Anishnaabeg](#), specifically the [Garden River](#) and [Batchewana](#) First Nations, as well as the [Métis People](#), Signatory to the [Robinson-Huron Treaty](#) of 1850.

### Lakehead University

Lakehead Thunder Bay, sits on the traditional lands of [Fort William First Nation](#), Signatory to the [Robinson Superior Treaty](#) of 1850.

Lakehead Orillia is located on the traditional territory of the Anishinaabeg, including the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the [Three Fires Confederacy](#).

### Laurentian University

Laurentian University is located on the traditional lands of the [Atikameksheng Anishnawbek](#) and that the City of Greater Sudbury, also includes the traditional lands of the [Wahnapiatae First Nation](#), Signatory to the [Robinson-Huron Treaty](#) of 1850.

l’Université Laurentienne se trouve sur les terres traditionnelles des [Atikameksheng Anishnawbek](#) et que la Ville du Grand Sudbury comprend également celles de la Première [Nation de Wahnapiatae](#). Signataire du [traité Robinson-Huron](#) de 1850.

### Nipissing University

Nipissing University sits on the territory of [Nipissing First Nation](#), the territory of [Anishnabek](#), within lands protected by the [Robinson-Huron Treaty](#) of 1850.

We are humbled by the histories of and on this land, and deeply grateful for the contributions of Indigenous peoples, as stewards of the land, for their cultures, their languages, and their wise teachings; their protection of Mother Earth including the finned, feathered, and crawlers of the land; and to their ways of being, seeing, and speaking. We are all grateful to be able to live and learn on these lands with all our relations.

### Why Do We Acknowledge the Land?

Land acknowledgements are used to “express gratitude to those who reside here, and to honour the Indigenous peoples who have lived and worked on this land historically and presently” (University of Toronto, 2021). Land acknowledgements demonstrate and reaffirm a commitment to our shared responsibilities of improving our understandings of Indigenous peoples and their cultures, to acknowledge the harms of past mistakes, to recognize that colonialism is ongoing, and to commit to a peaceful, shared path forward as we take action toward [Truth and Reconciliation](#).

Use the following links to learn more about Land Acknowledgements in your city, province, state, or country:

- [Whose Land](#) if you reside in Canada
- [#HonorNativeLand](#) if you reside in the United States

This book, and the project it is based upon, was made possible with funding by the Government of Ontario and through eCampusOntario’s support of the Virtual Learning Strategy. To learn more about the Virtual Learning Strategy visit: <https://vls.ecampusontario.ca>.

# ACCESSIBILITY STATEMENT

## Accessibility Statement

Your book development team [representing Lakehead, Nipissing, Algoma and Laurentian Universities] are committed to ensuring digital accessibility for all persons interacting with book content. We are also committed to continually improving the reader experience, and applying relevant accessibility standards.

### Conformance status

This text has been designed with accessibility in mind by incorporating the following features:

- It has been optimized for people who use screen-reader technology.
  - all content can be navigated using a keyboard
  - links, headings, and tables are formatted to work with screen readers
- Information is not conveyed by colour alone.
- There is an option to increase font size (see tab on top right of screen).

### Feedback

We welcome your feedback on the effectiveness of accessibility elements in this book. Please let us know if you encounter accessibility barriers at:

[online.tc@lakeheadu.ca](mailto:online.tc@lakeheadu.ca).

# INTRODUCTION & RECOMMENDATIONS



# AN INTRODUCTION

## Two elements at play in the project

### The building and refining of a 4 university alliance within Northern Ontario

Prior to this project, an unofficial alliance had been formed between Lakehead, Laurentian, Nipissing and Algoma universities to support their smaller centers of teaching and learning, and their common strategic initiatives, through collegial sharing of resources and faculty development opportunities. At the outset of the pandemic, this group co-hosted the [Borealis Summer Institute for Teaching and Learning](#) in 2020.

This collaboration formed the foundation of partnership for the *Encouraging Faculty Development Through Micro-Credentialing VLS 2.0* project proposal as it provided an opportunity to utilize a real project to formalize the impact this alliance could have, to support these centers, and Northern Ontario university faculty effectively.

### Benefits

- Ongoing discussion between these centers occurred throughout the project that would not have been otherwise possible, and
- Leadership involvement allowed for discussion on specific elements of the alliance that would be supported, and to identify processes that could be tested and refined (notification of shared events/workshops, personnel who could market shared events/workshops, etc).

### Challenges

- This element made the mapping and reward system a much more complex endeavor (pathways needed to be relevant/possible for all faculty across all universities),
- Not all centers offered the same events/supports, making each university ‘unique’, and
- Not all centers were ready to frame their offerings in such a way that ‘evidence’ could be provided (key badge award criteria) as validation of upskilling/mastery.

### The building and refining of a reward and recognition system

Previous to this project some reward elements (badges/certificates) were being issued in some workshops/events, some of the time, across multiple platforms (Credly, LMS, center-created, etc). There was no transparent connection between rewards that offered faculty explicit direction to scaffold/ladder their learning.

The use of eCampusOntario’s Passport functionality, along with a CanCred Pro account allowed the group of 4 members in the Northern Ontario Universities Alliance (herein referred to as NOUA) to

create a dedicated space for their faculty, and to implement the overarching goals and tasks outlined in the VLS 2.0 proposal submitted.

These platforms/spaces allowed for a robust series of badges, and a set of development pathways that link these badges together, to be created/implemented so that they could be available to all NOUA faculty.

#### Benefits

- To amplify the offerings of each institution, so that instructors at all institutions can attend training offered by all member universities,
- To allow workshops/events to be delivered, which may not have run at a single institution due to small enrollment numbers,
- Financial commitments to offer a full scope of faculty development offerings is reduced, and
- Staffing commitments to offer a full scope of faculty development offerings is mitigated.

#### Challenges

- Scheduling emerging support events is often 'on the fly' and so may not provide enough notice to other alliance members
- Securing an Alliance Lead for each institution to collaborate on the maintenance and currency of the system, and to review badge applications on an ongoing basis, and
- The transition from system development to sustainable and integrated element of each center (post VLS) will need to be managed

#### Project Proposal Goals/Tasks

The Teaching Commons (Lakehead) and Teaching Hub (Nipissing) proposed to develop and pilot a system of reward and recognition within the NOUA that supports faculty development, in ways that are appropriate to current teaching and learning environments, while recognizing faculty who improve their practice in large and small, formal and informal ways by;

- Mapping the landscape of development opportunities open to instructors within the universities of the NOUA,
- Recognizing informal and non formal acts which positively impact teaching development/excellence,
- Building a set of pathways instructors can follow, to develop in areas of;
  - highest determined need, and/or
  - highest determined interest
- Using these pathways to guide the execution of future development opportunities within and beyond university centers of teaching and learning.

The expectation from the integration of a badging system, to the educational development practice of NOUA centers is community growth and deeper learning, in increasingly flexible ways, which meet faculty where they are at, and motivate their continued growth and development.



## Proposed Project overarching Question

*How will university centers of Teaching and Learning, to encourage faculty experimentation and growth, reward (faculty) educational development in ways that honor the complexity of educational development practices?*

## Proposed Project Design Questions & Assumptions

The project design aimed to answer the following questions, originating from the following assumptions;

### Questions & Assumptions

#### Design and Development questions:

- What approaches to rewarding experimentation and growth encourage further experimentation and growth?
- What reward characteristics contribute to the legitimacy of micro-credentialing at an institutional level?

#### Aligned to design assumptions :

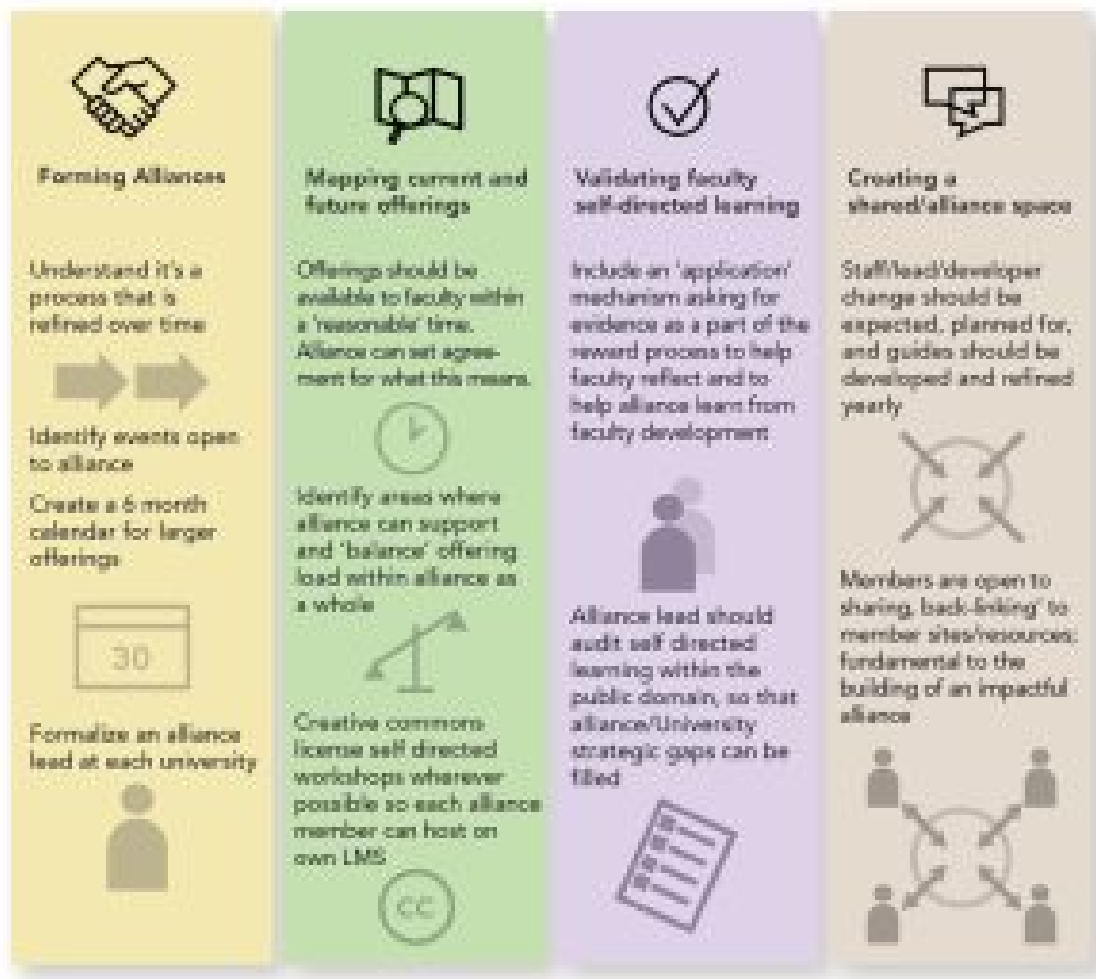
- by making the self-directed, informal and formal ways that faculty improve their practice explicit, we create pathways that encourage long term participation in educational development practices (generally across all NOUA institutions), and
- by adding rewards for self-directed and informal activity to our current formal workshop credentials/rewards the NOUA will increase faculty participation in formal activities, and in emerging conversations that connect educational practices to varied contexts (specifically within each institution).

# RECOMMENDATIONS FOR YOUR IMPLEMENTATION

## Recommendations for others Universities/Alliances

Based on the collective experience from project team discussions, implementation changes, and the desire to help **you** 'future-proof' your own implementation, we would like to provide you with a collection of recommendations.

Key recommendations that a project similar to our own should follow are;



The above infographic can be better informed with aid of the following detailed list of recommendations.

### Suggested practices for forming alliances

- Taking the idea of a reward and recognition system to full fledged alliance is not a light switch, it's a process,
- Events that are supported and shared help to build a richer set of offerings across all member institutions,
- Start small and build relationships across institutions to see what blossoms,
- Reach out to other universities to help you with problem solving or gap filling,
- Allow for concerns to 'just sit there' (eg. what if leadership changes?) during the formation process. These questions connect to discussions around the degree to which the alliance should be 'formalized', and these take time,
- Recognize the scope of each center, and the manner in which each can contribute, accepting various degrees of participation,
- Incorporate events/discussions/etc that build trust between centers,
- 'Alliance Lead' role should be formalized for each center, assuring that any staffing change/downsizing is planned for,
- Alliance Lead 'tasks' (maintaining space, reviewing applications, collaborating with other leads, etc) should also be the person to communicate shared events as a means of making efficient communication channels, and
- The 'contributions' of each member should be transparent, but will only be 'on balance' long term (eg. scheduling, speakers, marketing, platform supports, etc).

### Suggested practices for mapping current and future offerings

- Where centers have persons employed with soft funding, do these people offer unique events? Determine, in a pathway, if it can continue to be offered (to assure the pathway is future-proof),
- All rewards placed in the system should be made available to faculty within a 'reasonable' time,
- 'Reasonable' time is flexible and so the alliance should agree on a set of strategies that can be put in place to allow faculty to 'quickly' participate in self directed offerings, or choose 'down the road' facilitated options,
- The alliance can support the offerings and 'balance' the offering load in some cases some of the time
- Future offerings not yet known need to have a 'space'
- Auditing pathways each year for currency
- Topical/emerging pedagogies/strategies are not always accounted for in 'big' systems
- Creative commons license an offering wherever possible to share offerings across alliance members
- Record visiting scholars, gaining permission for 'open sharing'

### Suggested practices for validating faculty self-directed learning

- Inclusion of the 'application' mechanism within the Faculty Development passport that asks for evidence or reflection to occur as a part of the reward process
- 'Alliance Lead' audit of self directed (SD) learning, within the public domain, so that current/future gaps can be filled (maintaining validity)

L: authority to encourage faculty to participate in SD learning, and can direct toward the passport as a valid means of accomplishing SD learning that is valued

- Leadership communications should promote development opportunities of all forms as they have a full faculty distribution list. This is currently a practice for formal learning offerings/ events but must be expanded to include self directed learning that is embedded in the FD passport space
- Development of statement/agreement that can be shared with other academic leaders, that supports the validity of self directed forms of professional development
- Annual check ins of VP Teaching & Learning (or equivalent roles) within the alliance to assure support/value of development in all forms

#### Suggested practices for creating a shared/alliance space

- Staff/admin/developer change/downsizing needs to be expected with documentation/guides developed to make the system future-proof
- Alliance members are open to sharing. This is fundamental to the building of an impactful alliance. This benefits the passport space also in that it allows 'back-linking' to alliance member sites/resources/etc
- 'Alliance lead' role is most aware of the platform/space and is a 'go to' person for anyone who may have questions/issues arise
- Auditing process led by the 'alliance leads' to assure continuing offerings are represented in center yearly schedules, and new/trending

# THE DEVIL IN THE DETAILS



# ALIGNING UNIVERSITY OFFERINGS TO DESIGN THE SPACE

## The process of Aligning our Universities' centers

We undertook a three phase alignment process at the beginning of this project. To begin, each institution shared their annual teaching and learning offerings within a mapping document format ([see mapping section](#)). Examples of this include Lakehead University's [EdMedia Protege \(EMP\) Program](#), and Nipissing University's annual offering of the [Designing Quality Tech-Enabled Learning Experiences](#) course. These maps helped the project team expose what faculty development outcomes our centers currently supported, and the activities that faculty engaged in within center offerings/events. Once done, we could then see the strengths and the diversity of each member institution offering, and the offerings in alignment across our centers of teaching and learning.

As a next step, we sought to achieve increased alignment by grouping offerings/events into logical and legible development pathways that faculty could follow (to connect each offering/event). Each pathway provided a central theme (for example, 'Humanizing Learning' or 'Teaching with Tech'). During this process we also identified gaps in our offering, so that we could discuss areas of improvement. This was extremely instructive as each member in NOUA looked forward to planning future teaching and learning offerings at each university.

Finally, we sought to supplement our offerings with open and accessible external faculty development opportunities. This was done by looking at the many resources from the first round of Virtual Learning Strategy projects, and choosing what was applicable to our teaching and learning context. This final step helped to bridge our identified gaps by leveraging open and accessible faculty development offerings/events that each of the universities believed to be valid and impactful.

## The process of Designing our shared space

### Challenges with selecting a 'Faculty Development Passport' space

The proposed platform for the build of the Faculty Development Passport was Badgr. During project startup Badgr changed ownership, causing many months to pass with company representatives 'stalling' the team's ability to implement the prototype within Badgr.

Once a meeting was possible, the new Badgr cost, now under new ownership, was significantly higher than originally discussed. As a next step, the team looked to either i) build a custom space that allowed for faculty to interact with development maps, and link to badge requests, or ii) connect to other badging platforms/functionality that could support the mapping of NOUA faculty development opportunities.

After review it was determined that building a custom faculty development passport space could not be done within the timeline committed for this project.

At the time of this project's launch (April 2022) CanCred and eCampusOntario were working to pilot the use of CanCred 'spaces' functionality, linked to the eCampusOntario Passport already known to many Ontario faculty members. The expected release of these upgrades was unknown at the time of our original inquiry, but the team was confident that by the time the design was complete, the platform and support provided would allow for basic supports and interactions to be tested.

#### Approach to designing the Faculty Development Passport space

In the end, for this project, once CanCred released the [Open Badge Factory spaces and minimaps functionality](#) in the Fall of 2022, the team moved quickly to build out a prototype space for faculty co-designers to utilize, in order for them to be able to provide feedback. Maps previously created for offline access, having been refined by co-designer feedback, were built into the space. Within the simplified functionality provided by spaces and minimaps, visual communication elements (color, iconography, layout, etc) were tested to determine if they were perceived accurately by our co-designers. This is a critical step to help with the perceived 'ease of use' for all NOUA faculty, utilizing the development passport space. The team went with standard/common communication elements knowing that the co-designers would use the space in 'beta' to communicate their perceptions of ease of use of the Faculty Development Passport in phase 2. Two more iterations were needed to refine these choices thanks to co-designer and critical friend feedback.



# SETTING AGREEMENTS FOR ALLIANCE & SPACE

## The process of setting alliance agreements

Moving forward, how the NOUA becomes more formal, then its current informal nature, is a key conversation. Senior Teaching and Learning Leadership from Lakehead and Nipissing Universities met to discuss “what’s next?”

As one might expect this led to more questions than answers:

### Considerations for Faculty members

- Where does this faculty development sit – voluntary or mandatory?
- If voluntary, is there potential it could create a two tiered system among faculty? What impact might this have on tenure and promotion or merit evaluations?
- If mandatory, what are the implications for systems such as tenure and promotion, merit, collective agreements, etc?
- Would the passport be viewed/used as a “carrot” or a “stick” in encouraging and supporting better instructors in the university sphere?

### Institutional Considerations

- Are there levels of congruency amongst some of the alliance partners, but not others? Is that OK?
- How do we make this alliance sustainable given all the universities’ different financial and priority constraints, sizes of T&L Centre teams, etc.? Given the variability amongst institutions, we are open to varied participation across the institutions, over time.
- What might a larger and more formalized alliance look like – is NOUA on a trajectory towards the Maple League (<https://www.mapleleague.ca/>)?

Discussion has led to standardized agreement elements being set up. If you are looking to implement a similar alliance, NOUA suggests that your agreement include;

Always include NOUA (all ** must be true)	Sometimes include NOUA	Not possible to include NOUA
** Where the number of participants does not have a maximum	Where # of participants is limited and is hybrid/online BUT registration is low: notify designate person from each alliance Uni 3 business days prior to workshop start to promote.	One on one support/mentorship
** If no significant assessment of learning		Self-directed learning award approvals (must be done by faculty Institution)
** Delivered in hybrid/online manner. Event location must allow for external persons to view (using 'canned account' or other means).		
Self-directed learning courses/workshops gifted to other Uni's in Alliance, with agreement any assessment is done by delivering Uni. Updates are responsibility of each Uni.		
Publicly accessible virtual events (eg. Teaching Techniques of the Holidays series: <a href="#">2020</a> ; <a href="#">2021</a> ; <a href="#">2022</a> )		

# LEADER & CO-DESIGNER INPUT TO DEVELOP & REFINE

To initiate the project draft designs for development pathways were created based on the current offerings from within each member institution. Draft designs were produced to share with faculty and leadership to help them provide input to the reward process and the Faculty Development (FD) Passport space. Co-designer input also helped to beta test the FD Passport, in order to assure its ease of use, and value to both parties (faculty and their institutional leaders).

## The process of leadership involvement

Including senior leadership from the teaching and learning centres created the opportunity to ensure that institutional perspectives were included in the space design, as they identified key priorities and alignment with strategic objectives common among universities. They also assisted in creating and embedding appropriate language to support and reflect the institutional perspectives, while aligning with and being accessible to faculty users. Importantly, they also identified potential barriers to faculty participation and engagement related to contractual obligations and the comprehensive nature of faculty positions.

## The process of co-designer involvement

### Faculty as co-designer

A set of 12 faculty co-designers were identified from across all 4 universities within the alliance. An agreement was set up to make transparent their expected contribution to the project. Three tasks were asked of each co-designer;

- Share their current state of practice, and their prior knowledge/expectation around reward and recognition,
- A 2 hour small group discussion, guided by design documents, in order to gather detailed feedback about their current practices for professional development, their expectations of their institution for assistance, their thoughts about the proposed design/goals of the system, and
- Use of the FD Passport in its beta form in order to refine the space prior to it being made accessible to all NOUA faculty.

### Faculty co-designer Badge in recognition

Initial feedback was provided by co-designers in the form of a questionnaire, and as a follow-up a focus group discussion was implemented to gather detailed feedback. These elements helped to build the initial space for reward and recognition of faculty development activity.

Once co-designers utilized the space, the final feedback mechanism was implemented (built into the space). Each co-designer shared their response to a series of questions through the platforms 'badge application' functionality. These answers formed the final co-designer feedback element: their perceived value of the space they explored. Based on the completeness of their answers, by review from an Alliance Lead, a badge was issued for their contributions.

Co-designers prompts in the badge application, as a method of collecting final feedback data, and reward members for their contributions:



- Describe your favorite map/pathway. Why are you interested in it? In attempting to connect to it did you have any barriers [something that did not work as you expected]?
- Please share the perceived impact that you expect following this map/pathway will have on you/your teaching.
- Share one challenge you have identified, and any suggestions you have to resolve it, that the space presents in helping you to develop new/novel teaching and learning strategies.

### Insight in to favorite pathways

Theme: Growth in confidence, knowledge, and tools

*"Most of us don't know what the heck we're doing [in relation to decolonizing learning] but we want to be doing it and doing it well."*

*"Decolonizing learning . . . is something that I have always wanted to focus on and learn how I can incorporate new practices that embrace the different ways of being and learning."*

### Thoughts on perceived impact

Theme 1: Improving the learning experience for students

*"Better classroom learning environment ... feel welcome and appreciated ... I can see that will improve my teaching practice ... create more effective digital assets (ie videos) that my students will love"*

Theme 2: Clear, manageable workload

*"Small doable action items ... make a small change to my courses on a yearly basis ... [still needing] clear guidance and progress tracking for what "bite size" pieces I can complete when I have the time."*

### In response to challenges they faced during the beta phase:

Theme 1: Help me understand the WHY

*"Helping the faculty member understand WHY they would pursue particular pathways would be a good starting point."*

Theme 2: Design and functionality

*"There isn't always consistency in how these are displayed. I would like/prefer them all to look like the Online Facilitator Star OR at least say to click on the badge."*

### Faculty as critical friend

Once faculty co-designers had completed the tasks outlined above, and after initial changes were made, additional university faculty were called upon, in order to incorporate alternative perspectives of those who would experience the space.

The process involved an initial meeting with the faculty member to discuss the basics of badging, and the project goals. The faculty member was then invited to the space where they were asked to utilize the guidebook, and the space to 'embed' themselves into the NOUA passport community. Another meeting was then held to review critical friend journal notes, in order to make final revisions to the guidebook, revisions to the pathways (mainly the way that they were viewed and interpreted by faculty). This step helped with final changes and identified some (previously unknown) just-in-time training that could occur, for areas needing further support/tutorial.

#### Indigenous curriculum specialist, and EDI team as critical friend & pathway developers

The Lakehead University Indigenous Curriculum Specialist and EDI team were called upon to conduct a review of the Faculty Development Passport space. This review, as critical friends, helped the project team to consider some very important questions that directly impacted the experience our faculty have when seeking/participating in faculty development.

Changes made to the space resulting from this review;

- Navigation of the space makes explicit the types of learning experience (self directed, collaborative, etc) that each event/offering provides. This will help indigenous faculty learners see experiences that they prefer, and those that precede/follow. This will also benefit all faculty who are drawn to specific type of learning and development opportunities.

Longer term discussions/tasks resulting from this review;

- A review of all offerings will be done to identify covert and overt elements of each offering that support i) indigenous faculty learners ways of knowing and being (groups work, storytelling, etc), and ii) embed content and resources that work to decolonize the experience (eg. example of digital storytelling changed from bobby on the bus to fern calling the circle).
- A review of offerings to offer a wider compliment of those between self-directed and facilitated offerings to cater to the widest possible set of preference and constraints faculty may have and any time.

Other contributions to this project were the creation of development pathways which could i) guide faculty to instill decolonizing practices, and ii) guide faculty to instill inclusive practices.

This is a much larger task than this project allows for but with the space already built, and guidance already provided, the implementation of this pathway can be aligned to all other pathways already implemented. The pathway design template ([see mapping pathways section for format](#)), will be utilized to speed up the pathway design prior to its' implementation within the FD Passport.

#### The impact from leader and co-designer involvement

Once other university members were provided access to the space direction needed to be provided to aid in the navigation of the eCampusOntario space. A meeting with all co-designers to introduce them to the space was helpful in this process. Alongside this a draft guidebook was created for use by the co-designers. The feedback provided by the co-designers about their use of the space was affected by the completeness of the guidebook provided.

After initial use a review of the guidebook was also completed by critical friends to help with this

documents completeness. It is now hosted on the homepage of the NOUA Faculty Development Passport space, to serve as a critical new member's 'orientation' resource.

[<A link to the guidebook currently in use within the space>](#)

## CLOSING REMARKS FROM THE PROJECT TEAM

Those of us on the *Encouraging Faculty Development Through Micro-Credentialing* project team, hope this resource is helpful to people considering the build of a faculty development reward and recognition system at their University, or for their region.

In closing; a few final remarks from the project team:

### Algoma University

*“It is tremendously exciting to get to contribute to something that I believe adds up to more than the sum of its parts. This project has given Northern Ontario universities the opportunity to pool resources and give faculty access to developmental pathways that might otherwise be unavailable. While we may be geographically isolated by the vastness of the North, it is partnerships like this that help bring our institutions close together.”* **Dave Jamieson**

### Lakehead University

*“When teaching and learning centres are small (in terms of staff), it is wonderful to be able to share resources and experience across institutions – we are able to provide more and varied training opportunities through the collaboration. However, sustaining the opportunity requires commitment and intentionality, that is sustained by careful thought and planning. The importance of relationships can not be minimized.”*

**Dr. Rhonda Koster**

*“Effective teaching practices, that support learning, is a complex process to master, and continues to evolve with and through technology. Centers of teaching and learning live and breathe faculty development as a means to support engaging and enjoyable learning experiences. Because we appreciate that is incremental and long term, so a significant commitment, every tool we can employ to support and reward this development investment is appreciated. Especially in areas where we are under resourced to meet all of the areas where this commitment is being made!”* **Dr. Lisa O’Neill**

### Laurentian University

*“This project has provided the opportunity to work with our educational partners in Northern Ontario to provide a variety of teaching development opportunities. These in turn have allowed faculty to customize their individual paths as teachers and have strengthened the collective missions of our teaching and learning centres.”* **Bettina Brockerhoff-Macdonald, PhD**

### Nipissing University

*“Most Ontario universities are large and located in major population centers. As a small, regional*

*university, Nipissing is neither. Thus, we've always seen the need to collaborate, and start small, in order to create big change. Teaching and learning is the "bread and butter" of a university, and thus cooperating with our Northern partners in this area was a perfect fit. This project built on a relationship of trust and empowerment that we mobilized in early 2020, and as we move forward the need to share training and development opportunities and document the interconnectivity is even more important."* **Dr Patrick Maher**

*"Working on this project, and seeing it come to life through co-design, was so rewarding. As a member of a small but mighty teaching and learning centre, it is so valuable to work alongside others and to strengthen the teaching and learning landscape in our region. Providing opportunities to share programming and ideas with the other NOUA institutions serves to strengthen all of our faculty development work"* **Heather Carroll**



# TO HELP YOUR IMPLEMENTATION



## **FACULTY CO-DESIGNER CONTRIBUTIONS**

Faculty co-designer contributions helped the team validate the direction the project was headed. It also helped the team to refine the FD space functionality, and pathway development so that they were more likely to be perceived as interesting and valuable pursuits to all faculty within the Northern Ontario University Alliance.

Elements of data gathered from faculty co-designers – A top ten list

Element #	Element description	Element usage	Stage of data gathering
1	background/context	To sort data gathered from usage To report on any patterns forming from usage by years previous experiences	1: questionnaire
2	'Common' approaches to development	To see if reproducing these connected to passport has pos effect on 'uptake'	1: questionnaire
3	Specific expectation of Uni/employer	To learn about practices/supports that will be well received To validate current offerings aligned to expectations so adjustments can be made	1: questionnaire
4	Motivating factors that have faculty prioritize T&L development (in relation to other priorities)	To learn about practices/supports that will be well received To validate current practices/communications aligned to these factors so adjustments can be made	2: focus group
5	Feedback on Passport chosen 'top levels' (rockstar) of development pathways (finishlines) to determine validity/ and value	To adjust final pathways so they reflect motivation, expectations, and value to co-designers To compare to leadership strategic 'top level' development categories	2: focus group
6	gathering/brainstorming development areas of personal interest to each co-designer	To create patterns from individual contributions	1: questionnaire
7	Feedback on functionality of system built in draft	First impressions, compared to long term use to determine marketing, and job aids for other faculty	3: system use & journalling
8	Analytic data on use of the system	Frequency of 'acceptance' of the system oas designed	3: system use & journalling

9	Reflective feedback from use of the system	To report on initial 'value' of system to users and implement refinements to system prior to wide spread use	To identify, 3: system use & journaling
10	NOUA previous study reports provided by alliance members		0: backgroundin

### Highlights from questionnaire contributions

- when sharing the draft map/paths it was stated that language used for the badge 'levels' can be mis-interpreted
- indigenization and equity within one pathway was flagged [whether these can/should be combined or should follow separate paths]
- faculty are open to many methods of developing self since covid though a return to campus for our students implied that tech-enabled development areas are now less necessary
- general descriptive language is important to the interpretation of 'stations' in the draft maps/pathway shared
- faculty invest **a lot** of time in their development (both formal and informal)!
- faculty questioned showed evidence of being great self-directed learners
- mid-career faculty are doing their development a bit differently and doing so in less time than early and late career faculty [utilizing student, conference, and industry]

### Highlights from focus group interviews

#### How faculty co-designers apply their learning; their 'evidence'

Focus group discussion asked faculty to share learning that they applied to their practice, that they are proud of. They were asked to provide what they believed to be evidence of this application. This helped the project team to consider an approach to rewarding self-directed learning in an evidence-based manner.

#### Responses:

- I took the time to learn the advanced features of the LMS, and have been sharing with others to encourage consistency in the student experience, also sharing analytics for reporting purposes. My course is proof of concept for this learning... it has my SCORM session and H5P workshop learning applied.
- Grant funding helped me to develop databases and websites for folks who don't have geographical access to a campus. I use these sites for T&L.
- Through time in workshops and course I've adjusted my course to have no exams, no tests; just research-based pedagogy. I now am connecting 'people places and events to the land'. My evidence = My students' course work product, I have a book chapter forthcoming – My creation/use of burn stereotypes ['pyro epistemology'].
- I had issues procuring a textbook for my course, so I researched OERs & opened community work. I looked at OER databases and spoke to colleagues to find textbook replacements resources. My evidence: My found oer's, the way I have been remixing them, and my work to find a likeminded community to provide resources to students.
- My attendance at annual conference for PD: The 'CAAA' helped me to gather EdTech tools and then data. My evidence: in speaking with students about the value of this data, their improved course grades, my recently published paper on using doodlecastpro.
- I participated in book club: It was valuable to learn from education professors (outside of my discipline). I was encouraged by them to make small changes in classroom such as encouraging students to form study groups. I've

watched my students do it, create whatsapp. I have benefited from the encouragement, and am getting feedback from current students (about what they are learning in their study groups) to share with the next students.

- It seems that academics were (previously) never trained to deliver content online. I was humbled by watching myself on video, and I had to learn how to illustrate the same concepts online that I was already able to do on campus. I worked to de-constructing how to teach by watching self and learning how to be more engaging. I learned in practice without formal workshop support.
- I attended workshops for best practices in online teaching: As a result I did 'chunking' my course in to shorter segments; I changed assessment / quizzes to move away from clickers. My evidence: My learners satisfaction, that I get less 'excuses' from students.
- I took workshops early in the pandemic, and also talked with colleagues about tips they wanted to share: I keep trying different ideas that I am getting from workshops and discussions, and adjusting based on those in order to relate the course activity to my students daily life, in ways that can help them to apply their own creativity.

#### How faculty co-designers perceived themes in faculty development

When looking to create pathways that faculty can interpret with ease, and which they are motivated to participate in, the 'clustering' of badges and terminology used is critical.

Faculty co-designers were asked to share their perspectives and issue with two thematic approached to pathway development:

- the timeline for faculty practice/experience, and
- the development themes that occur during faculty practice/experience.

Responses:

#### Theme based pathways

- Look at reducing the time it may take to complete a theme; try smaller themes to help me plan my time to complete a path
- Can we merge or co-locate pathways?
- Implementing experiential learning may be a theme to add to this space as it may mean something different based on department(?)
- The grouping [in general] were appropriate, though some of the sections were unbalanced
- Technology route: some of them need to be merged
- Using T&L themes means that themes are able to be 'swapped out' for emerging themes that change as HE changes
- Where do we put the 'professor need' theme? This would be the 'self directed'
- Liked the grouping: these are 'clean' pathways, having certain weighting associated with each task would make it more appealing
- Current faculty don't want to do 'new faculty' but need to in order to get the 'rockstar'
- Let people choose from all the options to move up the hierarchy
- How can people opt out of certain things in a map?
- Likes the grouping, needs different entry points
- what about people who don't want to start at the beginning
- PLAR? survey?
- is there a leadership series/theme is any area of the space?
- 'Innovation in teaching' theme should be one option

#### Seniority based pathways

- These might be limiting: It might be uninviting to specify and restrict development based on position and/or years of service
- Most teachers are not tenure track faculty – don't exclude them (stated by two attendees) – motivate them to invest time even if not granted tenure
- Sunset series: might be offensive haha – how about an 'old dog new tricks' theme – play to the ego of senior faculty, entice them to close to age gap with development options.
- For career themed maps how about using star wars (eg. yoda, jedi, etc)
- We should foster the culture that senior academics need to engage and modernize their teaching to fight complacency – student success is still a huge part of the work
- Is there an 'innovation' theme?
- difficult for many people to feel a 'fit' with these themes... how about 'spring' 'summer' 'winter' themes
- Part-time faculty: We always feel like 'early career' at faculty meetings. We may have been around longer than mid-career faculty, but not taken as seriously.
- Themes should be based off faculty development needs, not necessarily stages of career

#### Team discussions resulting from focus group input

The project needed to clearly delineate private development events from public/shared events within the alliance. NOUA should agree to create a '6 month development 'calendar for each institutions shared events/workshops, and post it in the passport space as so that 2 times each year this detail is available to faculty for development planning.

This will also help with any future badge developments/creation to account for emerging practice supports. Also needed is to determine how new offerings can provide 'evidence' for reward issuing.

### Highlights from system use and journalling

Favorite maps/pathways, why they're interesting, and the perceived impact expected by following them:

- Teaching with Technology
  - *"I was most interested in the teaching with tech mini map. As someone who has investigated a variety of digital teaching tools and incorporated several into individual courses, I was excited to see what additional training might be offered through this pathway."*
  - *"I am most interested in the Teaching with Tech Rockstar pathway. This is most interesting to me as I have a strong interest in technology, both inside and outside, of the classroom."*
  - *"I think I will be able to pick a few things up from it, and it will focus my efforts to improve my courses. Hopefully I can implement it into D2L and set an example for others in my faculty. I also hope it will help me create more effective digital assets (ie videos) that my students will love."*
- Decolonizing Learning
  - *"I really see a lot of value and it is a way to formalize a commitment to incorporating ways of knowing in a culturally responsive and respectful framework. We, as a community, talk a lot about reconciliation but we don't always have the tools or perhaps the confidence to use those tools. I think that this pathway gives us both."*
  - *"At a personal level, I think decolonizing learning will add a lot of value, this is something that I have always wanted to focus on and learn how I can incorporate new practices that embrace the different ways of being and learning."*

Challenges identified, and suggestions provided to resolve them, that the space presents in helping faculty develop new/novel teaching and learning strategies:

- Lack of familiarity with emerging platforms for FD and badging
  - *"I am not sure if it is a challenge or if it is just me, but I found it hard to start when I hit the landing page. I think that this is just due to my lack of familiarity with the platform, but I had to familiarize myself through trial-and-error before being able to feel more comfortable with where to go and where to find different items. For example, I did not find it very intuitive to instantly find the maps/pathways. So, I had to explore a bit before I could find what I was looking for."*



# MAPPING PATHWAYS; TEMPLATES & EXAMPLES

## Mapping faculty development in centers, utilizing meta themes

A template that maps a meta study of faculty development themes:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/creatingfacultydevelopmentpathways/?p=111#h5p-1>

## Building badge 'stations', and pathway 'maps' to guide faculty development

An example that outlines the build of NOUA initial pathways within their faculty development passport:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/creatingfacultydevelopmentpathways/?p=111#h5p-2>

## Building station applications to aid faculty providing development evidence

A template that outlines the requisite elements to implement a badge application process within the CanCred system. This application process can be 'pushed' to workshop/event finishers or available within the faculty development passport to allow members to 'pull' a badge by submitting evidence of completion/competence:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/creatingfacultydevelopmentpathways/?p=111#h5p-3>