

# A Human Performance Technology Approach to Improving Faculty Engagement with the Center for Teaching Excellence (CTE)

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## Executive Summary

This report synthesizes the findings from a comprehensive needs assessment ***conducted to improve faculty engagement with the Center for Teaching Excellence (CTE)*** at Redacted. Grounded in Human Performance Technology (HPT), this analysis explores organizational and contextual factors, data collection strategies, and preliminary insights gathered from faculty, administrators, IT/marketing teams, and advisory committees. The findings indicate consistent barriers such as scheduling conflicts, low perceived relevance of offerings, and communication gaps—coupled with new emerging needs like discipline-specific training, flexible delivery models, and strategic institutional integration. Based on this, the report outlines targeted short-, mid-, and long-term recommendations and presents a framework to scale assessment efforts college-wide for sustained performance improvement.

## Description of Organization

The Center for Teaching Excellence (CTE) at Redacted (REDACTED) is dedicated to supporting and advocating for faculty by offering professional development opportunities focused on evidence-based teaching techniques. Their goal is to promote the design and implementation of effective and engaging learning environments. This is in alignment with institution's goal to create an environment conducive to instructional experimentation and effective student engagement.

The CTE supports faculty adoption of effective instructional practices to effectively engage students in the classroom. Additionally, the CTE provides a community forum for the exchange of ideas and innovative instructional practices that could lead to high levels of student learning. The CTE coordinates and facilitates REDACTED's New Faculty Orientation at the start of every academic year and the New Faculty Academy throughout the academic year.

The CTE currently offers a mix of face-to-face, online, and hybrid workshops each semester on a range of topics, including active learning and student engagement, digital learning, inclusive teaching, experiential learning, and online teaching and learning. The CTE also organizes annual events such as the Winter Institute, Teaching & Learning Day, and Summer Institute.

Furthermore, it provides quiet and focused time for individual or collaborative writing in their Writing Spaces sessions and offers the use of new Dell and Apple workstations in the Faculty Instructional Design Lab for faculty projects. The continued offerings of relevant comprehensive programs and resources by the CTE plays a crucial role in enhancing teaching excellence and fostering a culture of continuous improvement among REDACTED faculty.

## Background

It has been observed by the administrative functions of the CTE that Faculty attendance at CTE workshops has shown variability, with a noted decline before the pandemic, slight improvement after, and periodic spikes when new workshops are offered. Online and hybrid workshops have seen some success since COVID-19, driven by the need for flexible learning options. Additionally, attendance appears to be influenced by factors such as individual promotion efforts, use of SoTL for scholarly engagement, and institutional requirements. However, challenges such as limited engagement from new faculty, inadequate communication channels, and unclear alignment of offerings with faculty needs persist. Addressing these issues requires an evidence-based approach

## Introduction

Improving faculty engagement with professional development—especially at teaching-focused institutions like REDACTED—requires more than offering workshops. It involves understanding performance gaps, contextual barriers, and strategic alignment. This report draws from an HPT framework to identify what is working, what's not, and what needs to be redesigned to address ***the primary need identified, namely improve faculty participation*** and therefore making the CTE more impactful. The process included identifying contextual factors that impact the primary need identified, followed by a thorough organizational analysis of the overall function, at the management and job/performer level. This guided the data tools created to analyze the institutional and human performance factors contributing to variable faculty engagement with the CTE. The recommendations offered are evidence-based (needs analysis) and grounded in stakeholder feedback and HPT principles.

## DATA ANALYSIS

For the need's assessment, four tiers of stakeholders were identified to obtain feedback on various aspects of the CTE functions. Below in table 1, is outlined the survey methodology used and the number of responses received within each stakeholder group.

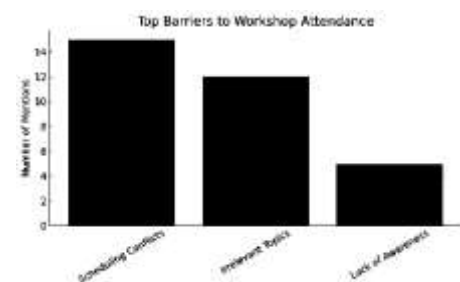
*Table 1: Stakeholder group with data collection methodology and number of responses received.*

Stakeholder group	Methodology	Number of responses
SST faculty	Survey included both scaled and open-ended responses	20
CTE advisory committee	Survey included topic prioritization and qualitative input	6
CTE Marketing and IT staff	Survey related to operational feedback from internal collaborators	4
Senior leadership and faculty evaluators	Survey included narrative insights and impact scoring	6

### Snapshots of response analysis from each stakeholder group.

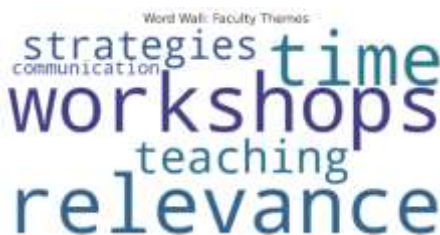
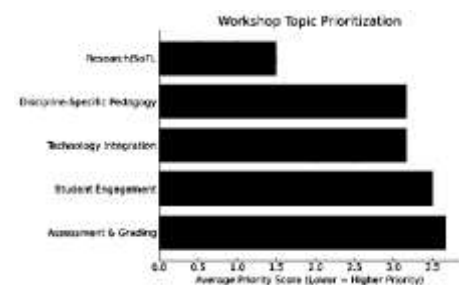
**SST Faculty:** Responses from the twenty faculty in SST identified the following as top barriers to workshop attendance:

- Scheduling conflicts
- Perceived irrelevance of topics and
- Lack of communication or clarity



The faculty would like to see future workshops prioritized on the following topics in the order listed below.

- #1: Research/SoTL Methodologies
- #2–3: Discipline-Specific Pedagogy, Technology Integration
- Lowest: Assessment and Grading



Faculty shared thoughtful reflections on what works and what doesn't when it came to professional development. They really value opportunities to connect with colleagues, especially across disciplines.

Many spoke highly of specific workshops and facilitators, but there's a shared feeling that content can sometimes be too basic or not directly relevant—especially for those in STEM or in more advanced stages in their career.

Time constraints came up again and again, with a strong interest in asynchronous formats and recorded sessions. There's also a desire for more practical strategies to manage workload, and for professional development to be tied more clearly with teaching challenges.

**New faculty** expressed appreciation for orientation programs like the New Faculty Academy and the opportunity to connect with colleagues early in their careers. They found value in foundational workshops, especially those covering course design, technology platforms like D2L, and inclusive teaching practices.

However, several noted a desire for more targeted support beyond the first semester—such as mentoring, clearer onboarding pathways, and opportunities to engage in reflective practice or long-term development communities.

Many shared that they felt “flooded with information” early on and suggested pacing out content and revisiting key topics throughout the year.

**CTE Faculty Fellows** shared largely positive experiences and viewed their roles as a valuable way to contribute to their institution’s development. They appreciated the opportunity to collaborate across disciplines, co-lead workshops, and represent various faculty interests. Respondents said the experience helped them grow professionally and built a greater sense of belonging on campus.

However, fellows also pointed out areas for improvement:

- there is a need for clearer expectations,
- more structured training or support for their facilitation roles,
- and a better system for selecting and mentoring future fellows.
- Some also advocated for broader recognition of their service in annual evaluations and promotion processes.

**CTE advisory committee:** The feedback from members of the advisory committee brought a sharp, strategic lens to the conversation. They helped prioritize key professional development topics—Research and SoTL stood out—as well as shared useful critiques. While some praised the scope of CTE’s offerings, others pushed for greater focus, more advanced content, and stronger representation across disciplines. The committee also pointed to the need for clear communication strategies, better scheduling, and meaningful collaboration with faculty who already have pedagogical expertise. They clearly see the value of CTE—but want to see it evolve with greater intentionality and rigor.

**CTE Marketing and IT staff:** The feedback from the internal teams supporting CTE’s outreach and tools, focused a lot about logistics, visibility, and missed connections. The CTE staff emphasized how much effort goes into communication, yet still feel unseen by many faculty. They would like access to better calendar tools, more outreach support, and internal liaisons within schools to spread the word. Meanwhile, IT staff shared that collaboration with CTE has been limited and uneven. They



did, however, bring to attention upcoming tools like Panorama for accessibility—which can provide a great opportunity to align technical support with faculty training in meaningful ways.

**Senior leadership and faculty evaluators:** Leadership acknowledged the potential value of the CTE but offered mixed reviews on its visibility and perceived impact. Ratings ranged from 0 to 5, signaling *inconsistent recognition of CTE's role and contributions and lacked clarity on how CTE aligned with institutional priorities*.



They echoed concerns about limited faculty time and emphasized the need for better communication, integration, and support structures.

Senior leadership also highlighted systemic issues—like burnout and staffing limits—that hinder CTE's ability to scale. They expressed openness to strengthening CTE's role, but also shared a clear call for it to be more embedded in strategic planning and faculty advancement processes.

**Key themes across stakeholders:** Considering the feedback of various tiers of stakeholders from a cross section of the organization the following key themes emerge.

### ***1. Visibility and Communication***

While the general awareness of CTE workshops is high, attendance outside of any required programs remains low. The CTE staff and support teams identify gaps in communication tools, available channels, and visibility in standard organizational calendars. Senior leadership reinforce the need for a broader institutional integration and prioritization of CTE efforts.

### ***2. Relevance and Engagement***

Faculty have expressed interest in workshops that are more discipline-specific and go beyond entry-level content. There's growing interest in flexible, asynchronous, and advanced programming formats. Senior leadership voice concerns about CTE's connection to long-term faculty development and retention goals.

### ***3. Structure and Staffing***

A permanent CTE Director is a resonating shared priority across all tiers of stakeholders. Feedback from the CTE advisory committee highlights the importance of structured selection of faculty fellows and clearer processes. It has been noted that staffing limitations is a key obstacle to the growth and sustainability of CTE efforts which in turn affects faculty participation.

#### 4. Emerging Needs

Faculty have expressed interest in topics like AI in education, inclusive pedagogy, and accessibility that are gaining momentum. Tools such as the Panorama accessibility checker (mentioned by IT) could support future offerings.

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### REFLECTION

In 2022, faculty shared reflections on their professional development experiences through a campus-wide survey. In this survey, while faculty expressed appreciation for available resources, several gaps stood out. Time and scheduling constraints were a major hurdle, and many felt that sessions lacked depth or discipline-specific relevance—particularly in STEM. Technical access issues, lack of follow-up, and the need for a more transparent and inclusive planning were also noted. Faculty expressed a desire for professional development that is practical, tailored, and aligned with the institution's mission.

There was a strong call for more flexibility, internal collaboration, and meaningful support for both teaching and research. In the span of the next three years despite many challenges and changes in leadership roles, the staff were able to design and implement workshops and trainings spanning a wide range of themes but noted disparity in impact of offerings and faculty participation. As we examined new feedback across multiple stakeholder groups—faculty, leadership, advisory members, and support teams—several trends have emerged:

#### Trends Noticed

- *Strong appreciation for collaboration:* Faculty consistently value interaction with peers, both within and across disciplines.
- *Time and scheduling remain persistent barriers:* This appeared across every group—faculty, staff, and even leadership acknowledged time as a major constraint.
- *Desire for relevance and depth:* There's a clear call for more discipline-specific, advanced, and practical faculty development.
- *CTE's visibility is inconsistent:* While some recognize its role, others (especially outside of direct users) are unclear on its mission or offerings.
- *Technology and modality preferences are shifting:* There's growing interest in asynchronous formats, hybrid offerings, and recorded content on relevant topics.

#### Discrepancies in the Data

- *Perception of CTE's impact varies:* Leadership ratings ranged from very low to high, while faculty fellows and staff offered more favorable views.
- *Support team feedback emphasizes improvement in internal logistics,* while faculty focus more on program content and institutional support.

- CTE staff feel the burden of communication gaps, yet IT and leadership report limited collaboration or understanding of CTE's internal challenges.

### **Do the Data Support the Needs Being Explored?**

Yes—The findings from the surveys strongly support that there has been a low or decline in participation by faculty members at the CTE. But, additionally the data highlights new needs that must be addressed. These new needs if addressed with a focused and systematic approach, will support the original need to increase faculty participation and making efforts of the CTE more relevant to the initiatives of the organization.

#### **The new needs emerging from the data are:**

- Greater flexibility in modality and scheduling (e.g., asynchronous, hybrid, and on-demand development options)
- Clearer, more strategic integration of CTE into institutional planning and priorities
- Advanced, discipline-specific training, especially for STEM, professional programs, and senior faculty
- Increased transparency and equity in access to professional development opportunities and related roles.
- Stronger emphasis on mental health, burnout, and workload management for faculty
- More inclusive planning that incorporates diverse faculty voices (especially by rank, and department)
- Improved technical support and user experience for accessing and navigating training resources
- Ongoing faculty development in inclusive, accessible, and student-centered teaching practices
- A more robust and formalized system of recognition for participation in professional development
- Clearer alignment between faculty development and career advancement pathways
- Support for faculty transitioning into research roles or administrative responsibilities
- Institutional capacity to track and respond to faculty development data on a continuous cycle

### **Expanded Strategic Recommendations**

To support meaningful, sustainable improvements in faculty engagement, strategic actions must move beyond surface-level fixes and focus on addressing the primary and newly emerging needs as identified in this assessment. The recommendations below are not just tasks—they are targeted interventions grounded in human performance technology (HPT). They seek to optimize systems, clarify expectations, and align organizational support to improve outcomes for faculty and institutional stakeholders alike.



Each recommendation in the table below aligns with key needs identified through data and is categorized by timeframe to help guide planning and implementation. The fully expanded recommendations with rationale and stakeholder calls to action presented after the table will provide a key implementation guide.

*Table 2: Strategic needs table outlining recommendations with time-frame, resources, stakeholder leaders and associated dependencies.*

Need	Recommendation	Time frame	Lead Stakeholder(s)	Resources	Dependencies
<b>Improve visibility and planning</b>	Launch a semester-long CTE calendar integrated with Pulse and internal systems	SHORT TERM 0 – 3 MONTHS	CTE Staff, Marketing, IT	Calendar integration, design support, access to communication channels	Coordination with IT and Marketing teams
<b>Time flexibility, scheduling conflicts</b>	Pilot asynchronous and hybrid faculty development formats for relevant topics.		CTE Staff, Faculty Fellows	Video recording tools, LMS platform, online repository, staff time	Creation of a calendar and repository
<b>Relevance and quality of content</b>	Use internal faculty experts to lead professional development sessions		CTE Programming Team, Department chairs, faculty evaluators.	Stipends or course release for faculty experts	Liaison with department chairs and faculty evaluators to identify experts
<b>Evaluation and feedback, better programming</b>	Improve tracking and follow-up for session attendance and feedback		CTE Staff, CTE Advisory Committee	Feedback tools, surveys, admin support	IT team
<b>Leadership stability, long-term vision</b>	Hire a permanent CTE Director and fill key staff roles	MID TERM 3 – 12 MONTHS	Senior Leadership, HR, Provost's Office	Budget for salaries, hiring process	Collaboration with HR and funding allocation
<b>Content depth and relevance for all faculty levels</b>	Develop tiered workshops (introductory to advanced)		CTE Programming Team, Faculty Fellows	Curriculum design expertise, internal reviewers	Faculty input from fellows and departments
<b>Communication gaps, department-level needs</b>	Establish school-based professional development liaisons		CTE Advisory Committee, Deans, Department Chairs	Volunteer time or minor compensation	May depend on Director role and scheduling infrastructure



<b>Incentivize engagement, linking Professional development to career advancement</b>	Recognize CTE participation in annual reviews and promotion criteria	LONG TERM 12 + MONTHS	Academic Affairs, Faculty Senate, P&C committee, Department Chairs	Policy revision input, faculty buy-in	Institutional leadership agreement
<b>Sustained feedback loop for continuous improvement</b>	Institutionalize an annual needs assessment cycle for faculty development		Institutional Research, CTE Leadership	Survey design support, analytic capacity	Alignment with planning cycles, support from leadership

*The table was adapted from: Stefaniak, J. (2021). Needs assessment for learning and performance: Theory, process, and practice.*

*Routledge. ISBN: 978-0-367-25387-5*

## Strategic Implementation Framework Using Kotter's Eight-Step Change Model

To guide the institutionalization of faculty development improvements at the Center for Teaching Excellence (CTE), Kotter's (1996) Eight-Step Model provides a systematic framework for implementing change at both operational and cultural levels. This guide expands on each step and explicitly ties it to the recommendations outlined in the strategic needs table.

### 1. Create a Sense of Urgency

Communicate findings from the needs analysis to faculty, staff, and leadership, emphasizing gaps in engagement, relevance, and accessibility. Highlight missed opportunities due to scheduling conflicts, low visibility, and a lack of discipline-specific programming. Disseminate key statistics from the survey and use brief testimonials to generate emotional connection to the urgency for change. This urgency will underpin initiatives such as launching a semester-long calendar, piloting asynchronous workshops, and investing in leadership roles.

### 2. Build a Guiding Team

Assemble a diverse implementation team including CTE staff, Faculty Fellows, department chairs, advisory committee members, and IT/Marketing reps. This team should model cross-functional collaboration, with roles clearly aligned to lead each initiative (e.g., marketing for the calendar, advisory members for liaisons). The team will co-own accountability and act as advocates in communicating progress and needs. Consider appointing faculty fellow teams from each department that can lead efforts within the CTE aligned with their departmental needs.

### 3. Develop a Change Vision and Strategy

Craft a shared vision of faculty development as an accessible, equitable, career-relevant experience that evolves with faculty needs. Map this vision to specific milestones: short-term (e.g., calendar and tracking tools), mid-term (e.g., tiered workshops, hiring leadership),

and long-term (e.g., integration with annual reviews). Ensure the strategy shows how each initiative addresses barriers and supports faculty advancement.

#### ***4. Communicate for Understanding and Buy-in***

Use a multifaceted communication campaign to share progress and next steps: departmental briefings, town hall meetings, liaison reports, Pulse announcements, and recorded showcases. Clearly describe the 'why' behind changes like asynchronous options, calendar access, or faculty-led sessions. Use data visuals and infographics to show impact and keep messaging transparent and consistent.

#### ***5. Empower Others to Act***

Give CTE staff the tools and support to execute new systems (e.g., calendar integration, feedback tracking). Empower Faculty Fellows and department chairs to identify internal experts for PD sessions. Allow school-based liaisons to co-develop communication plans and feedback loops tailored to their departments. Support their involvement with time release, modest stipends, or course release credit.

#### ***6. Produce Short-Term Wins***

Identify and celebrate early successes such as: higher registration through the CTE calendar, completion of pilot hybrid modules, or increased satisfaction with new expert-led sessions. Publish success metrics in internal newsletters or dashboards. Recognize contributors (fellows, liaisons, IT staff) during faculty senate or campus events to reinforce momentum.

#### ***7. Don't Let Up***

Build on early successes by launching new content tiers, expanding asynchronous libraries, and improving survey tools. Continue to adjust strategies based on follow-up data. Ensure tracking systems and feedback loops remain active and inform planning. Sustain cross-functional team meetings to monitor implementation.

#### ***8. Create a New Culture***

Formalize CTE's role in career advancement by aligning it with annual APAR evaluations and promotion guidelines. Institutionalize an annual needs assessment cycle and embed faculty development expectations into onboarding and departmental planning. Shift the narrative from one-off workshops to lifelong teaching development that's supported and recognized at every level of the institution.

**Conclusion:** This cross-institutional feedback effort has uncovered aligned concerns, emerging opportunities, and actionable steps that, if implemented with intention, can significantly elevate faculty participation in CTE efforts, their professional development and student success. To take this work beyond the initial pilot and scale it institution-wide it is recommended to use a mixed methods approach, tailoring the surveys based on the role of stakeholders, incorporate focus groups to get deeper insights, use a centralized platform like the pulse and administrative meetings to collect input and disseminate findings and lastly to create a repeated cycle of needs assessment as an annual strategic practice.

## References:

- Kotter, J. P. (1996). Leading change. Boston, MA: Harvard Business School Press.
- Stefaniak, J. (2021). Needs assessment for learning and performance: Theory, process, and practice. Routledge. ISBN: 978-0-367-25387-5

Add other reading material from course here.

## Appendix: (Will include links to pdfs/excel to the following) ??

- Contextual factor analysis
- Organizational analysis
- MoU and Original data collected