Judith recommended submitting it to POD next year for creative ideas.

Desire2Learn Implementation

Resources on the USG Faculty Development site:
http://www.usg.edu/facultyresources/d2l
Augusta State - faculty + IT teamed up to do the D2L training. A lot of questions about the grade book, requests for drop-in sessions, questions about where to get help.
Bainbridge - it would be a good idea to track which faculty come to sessions!
Bainbridge - require students to do a tutorial in the lms. 96% completion, fewer tech support calls.
D2L is not Vista. It can be helpful to make some comparisons, but try to encourage faculty to use the D2L vernacular and learn about the tools and what the tools can do.
Ginger is working on some FAQs and best practices

Licensing is expensive - done by FTE # of students for a campus, would have been $13000 for Georgia Gwinnett, about $500,000 for USG system (system has someone who does negotiations like this for them)

Lydia has login credential she can share for those of us who would like to check it out

CATME - student provide peer feedback when working in teams. Question based on the literature available and/or write your own

Issue - your online courses need to qualify as regular courses containing designed

funding may not be available.
Question - why   -to-face as
well? Most of the ideas for online will translate directly to face-to-face.

Moving Forward
Subcommittee to explore the relevant policies where the most potential impact on our work
exists:
    USG policy
        Pamela M - GPC, Pam - VSU, Lauren Depaula (GSW)
    8.3.14 policy (below) refers to supplemental document on faculty affairs that was never
    written -explore what should be in it
        Deborah, Lydia,

8.3.14 Faculty Development

In keeping with
institution shall have a campus-wide professional growth and development program that
supports the continuous improvement of all faculty in their roles as teachers;
scholars/researchers; and professionals engaged in service to the institution, the

cultivate and sustain a culture in which faculty professional development is valued and
pervasive.
        The program should specify how faculty development is incorporated into each

        grounded in best practices for faculty development (see the Academic Affairs
        Handbook) to inform faculty of opportunities, empower them to stay current, and
        reward them for enhancing their skills. The program should be goal-driven,
        include a mechanism to evaluate its effectiveness, and explain how the
        information gathered will be used to enhance faculty development. Programs
        must be endorsed by the appropriate faculty governance process and the