

**Speaker: Dr. Jennifer Potter**

**Title:** Supporting Faculty in Sustained Course Redesign Efforts

**Audience:** Administrators

**Topic:** Building Long-Term Faculty Support Systems for Course Redesign

**Summit track:** Catapult Courses

**Objectives:**

- Train administrators to create support structures, including professional development and mentorship programs, for faculty.
- Develop incentives and recognition for faculty engaged in redesign work to encourage sustained improvement.
- Establish feedback mechanisms to continually assess and refine redesign efforts based on faculty input.

**Session Description/Abstract**

This presentation examines strategies for effectively supporting faculty members engaged in course redesign initiatives, with a focus on creating sustainable structures that foster continuous improvement in teaching and learning. Drawing on research from educational development, diffusion of innovation theory, and self-determination theory, the presentation identifies five key barriers to faculty engagement in course redesign: time and workload constraints, knowledge gaps, incentive deficits, institutional obstacles, and sustainability concerns.

The presentation showcases evidence-based approaches to overcoming these barriers, including the implementation of course release programs, instructional design partnerships, stipend initiatives, faculty mentoring networks, and communities of practice, among others. Case studies from institutions including the University of Louisiana at Lafayette, California State University, University of Alabama at Birmingham, Virginia Commonwealth University, and Elon University demonstrate successful models of supporting faculty through the redesign process. Our discussion will include numerous potential strategies to support faculty, so that participants can find multiple strategies that will work best for their own institutions.

The session concludes by examining metrics for success, feedback mechanisms, and strategies for building long-term support systems that promote continuous improvement in course design. By addressing faculty support systematically through professional development, mentorship, incentives, recognition, and effective feedback channels, institutions can create environments that foster pedagogical innovation and sustain meaningful course redesign efforts that ultimately enhance student success.

**Speaker Bio**

Jennifer Potter is Associate Director at the University System of Maryland Kirwan Center for Academic Innovation, leading alternative credentialing, digital accessibility, and Generative AI initiatives. Previously, she spent over 16 years at Towson University as Chair and Professor in Communication Studies and Faculty Mentoring Fellow. Her accomplishments include developing a capstone course, creating a Residential Learning Community, establishing an undergraduate research program, launching the Public Communication Center, and co-leading an OER-based Public Speaking curriculum redesign. In 2024, Jennifer received the University System of Maryland Board of Regents Faculty Award for Mentorship.

**Materials and/or Links:**

<https://www.laregents.edu/wp-content/uploads/2025/03/References.docx>