Despite our best intentions in creating training workshops, we often find that only a handful of faculty really make use of them. Whether this is because of the format, length, or content of a training workshop, or whether it is the actual use of a presentation strategy or tool within the workshop, strategies we assume to be effective may not prove to be that way in actual practice. Many assumptions we make when designing workshops are due to us designing the workshops we want to have as a certain type of user, which do not match up at all with the expectations of faculty, who come to a training workshop expecting very different kinds of results than what we may hand them.

This presentation shares the most important time-tested and proven strategies to keep faculty interested, engaged, and most importantly, coming back for more, that have been gathered over five years of faculty development and training workshops given by the instructional technology department at a large, urban, Midwestern university. Five things faculty hate the most about training workshops they attend are discussed in detail, and are accompanied by five strategies to help eliminate these most common problems from the design of a single workshop all the way up to a complete training curriculum. These strategies have been used over many different formats, from training in an LMS to a specific technology tool to a workshop series preparing future online faculty, and the strategies have proven to be platform-agnostic and effective across many different media.