

WHAT IS THE IMPACT OF FACULTY LEARNING FROM AND WITH COLLEAGUES?

An assessment of the Faculty Development Program, 2009–2010

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FACULTY DEVELOPMENT PROGRAM

The **Faculty Development Program** (FDP) seeks to frame a campus "teaching commons," what the Carnegie Foundation describes as a "conceptual space in which communities of educators committed to innovation & inquiry come together to exchange ideas about teaching & learning, and use them to meet the challenges of educating students for personal, professional, and civic life." Our efforts build on past faculty development traditions at NAU; support departmental, school and college initiatives; and seek to provide pathways for the NAU learning-centered priority and strategic goals through alignment of initiatives.

The mission of the NAU Faculty Development Program is to

- Offer opportunities for professional development in teaching to enrich success in student learning;
- Play a key role in strengthening a learning-centered campus culture leading to student success;
- Advance new teaching and learning initiatives that impact student success;
- Foster collegial dialogue within and among faculty and campus partners about effective teaching;
- Serve as a convener to showcase faculty expertise in teaching.

FDP offerings include resource sessions, new faculty orientation, links to resources, as well as individual and department consultations, and multiple campus collaborations.

Methods

The professional literature suggests five levels of evaluation for faculty development programs. FDP resource session participation was tracked through registration and attendance. Following the sessions participants were provided with a link to anonymous online evaluations with six Likert-scale items and three open-ended questions. A brief year-end survey was also sent to all participants in the 2009-10 resource sessions to further assess the systemic impact of the year's programs.

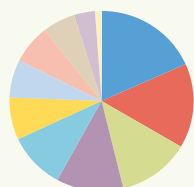
Conclusions & Implications

Total attendance at 2009-10 resource sessions exceeded 650. By analyzing the unduplicated numbers (349), we learned how to strengthen the offerings in 2010-11. Implications of the assessment efforts: faculty feedback was used to identify this year's session topics and an advisory committee and coordinating council met regularly to review findings and discuss implications.

LEVEL 1: PARTICIPATION

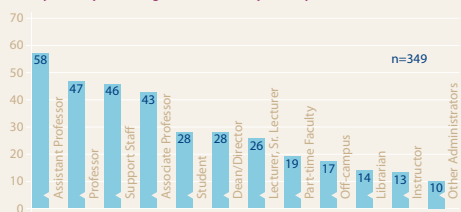
Who attended and why?

Faculty Development Program Event Participation by College/Area 2009-2010



SBS	18%
CAL	15%
Other Depts.	12%
CEFNS	12%
CHHS	10%
COE	8%
FCB	7%
Student Affairs	7%
Cline	6%

Faculty Development Program Event Participation by Academic Title 2009-2010



What prompted you to attend this event?

- "I am always interested in finding new ways to give me more time for my research."
- "...wanted to see what concerns faculty had that I might better address as a chair."
- "An important topic for me as I teach related concepts."
- "To continue to re-assess my assumptions."

LEVEL 2: SATISFACTION

Did participants find the session useful?

Aggregate Evaluation Data over twenty workshops and roundtables 2009-2010

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
The session addressed some of my teaching and instruction needs.	36%	54%	8%	2%
The topics addressed during the session were clearly presented.	64%	32%	3%	1%
The topics addressed during the session will be useful to me in my work.	57%	33%	9%	1%
The level of interaction between presenters and participants was valuable.	64%	30%	3%	3%

	YES	NO
Would you recommend this session to another faculty member?	92%	8%

Representative comments:

- "The faculty development sessions are easy to access, convenient, and require manageable preparation."
- "...greatly increases the feelings of connectivity and collegiality among faculty members campus-wide."

"It's made me think about all of the suppositions and presumptions I bring to my classroom teaching."

LEVEL 3: LEARNING

What was gained? (i.e. attitudes, beliefs, skills)

"Encouraged me to reflect on my own teaching practice and consider ideas for strengthening my courses."

"...some ideas on how to make my on-line classes more democratic."

LEVEL 4: APPLICATION

How will material be applied to participant's work?

Representative comments:

- "Always refining, trying to improve classroom discussion dynamics."
- "I will implement ideas I learned this spring in my classes next fall!"
- "The sessions I have attended...will shape the revisions I plan... in future semesters."
- "I have told several of my colleagues about things that I learned in the session."
- "I left and couldn't stop thinking about it and couldn't wait to share some of what I had learned with others."

LEVEL 5: SYSTEMIC IMPACT

What evidence is there that participation in the FDP leads to identifiable outcomes?

- 73% talked with colleagues about something that came up at the session/s.
- 48% directly applied something from one or more sessions to their teaching.
- 38% directly applied something from one or more sessions to their scholarly work.
- 31% saw a positive impact on students related to something they adopted/adapted following the session/s.

"The Faculty Development program continues to provide consistent programming where faculty can critically engage with each other and get support for their teaching and scholarship. Participation in a faculty development session at NAU is the smartest investment in time that a faculty member could make."