

What is the Impact of Faculty Learning from and with Colleagues?

An assessment of the Faculty Development Program, 2008-2009

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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 contribute to the NAU learning-centered priority.

The mission of the NAU Faculty Development Program is to

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

FDP offerings include Resource sessions, New Faculty Orientation, Colleague-to-Colleague Mentorship Program, 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 2008-09 resource sessions to further assess the systemic impact of the year's programs.

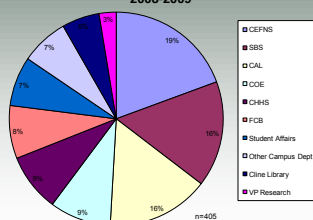
Conclusions & Implications

Total attendance at 2008-09 resource sessions exceeded 875. By analyzing the unduplicated numbers (405), we learned how to strengthen the offerings in 2009-10. Implications of the assessment efforts: faculty feedback was used to identify this year's session topics, new feedback questions were added to the evaluations, an advisory committee and coordinating council met regularly to review findings and discuss implications.

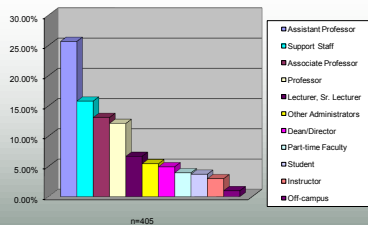
Level 1: Participation

Who attended and why?

Faculty Development Program Event Participation by College/Area
2008-2009



Faculty Development Program Event Participation by Academic Title
2008-2009



What prompted you to attend this event?

- > "Willingness to learn more about teaching"
- > "Hoped to learn some practical techniques for improving students' motivation."
- > "Previous exposure to similar events that were beneficial"

Level 2: Satisfaction

Did participants find the session useful?

Aggregate Evaluation Data
over twenty-three workshops and roundtables
2008-2009

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The session addressed some of my teaching and instruction needs.	40%	52%	8%	0%
The topics addressed during the session were clearly presented.	52%	45%	3%	0%
The topics addressed during the session will be useful to me in my work.	54%	43%	3%	0%
The level of interaction between presenter and participants was valuable.	58%	38%	3%	1%
Would you recommend this session to another faculty member?	yes		no	
	93%		7%	

Representative comments:

- "I will share this information with colleagues."
- "I will incorporate new ideas in my next class."

Level 3: Learning

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

"I am looking at my course assignments and making some modifications."

"I will use the materials with my GTAs so they can feel more comfortable with their interaction with their students."

"I think it provided a foundation for further conversations among individuals in my department."

Level 4: Application

How will material be applied to participant's work?

Representative comments:

- > "I bring the ideas to all my lesson planning/student interaction."
- > "These workshops always make me think about how I can improve my teaching. The discussions usually lead to faculty sharing their ideas and what has worked for them."
- > "Participation in the sessions exposed me to a lot of ideas that I had never thought of before."
- > "I really enjoyed hearing how others approached certain problems or ideas."
- > "Some of the material helped my confidence level increase."



Level 5: Systemic Impact

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

- > 83% talked with colleagues about something that came up at the session/s.
- > 61% directly applied something from one or more sessions to their teaching.
- > 45% directly applied something from one or more sessions to their scholarly work.
- > 35% saw a positive impact on students related to something they adopted/adapted following the session/s.



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