

# 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.

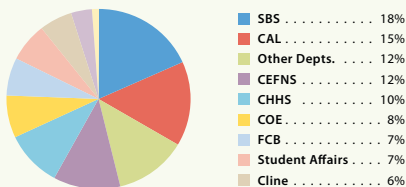
### Conclusions & Implications

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.

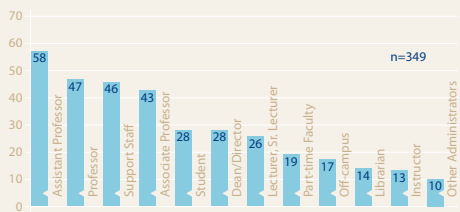
### LEVEL 1: PARTICIPATION

#### Who attended and why?

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



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%

QUESTION	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."*

