What Do Part-Time Geographically Dispersed Faculty Members Need for their Professional Development?
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• Institutions of higher education employ an increasing number of part-time, temporary faculty. However, little is known about their professional development needs.
• These faculty members often have high level skills in their disciplinary area, but may lack a broad understanding of institutional workings or in providing high-quality instruction to adult learners.
• Student success and achievement can be promoted through professional development that equips faculty members with tools for providing effective instruction and a strong focus on student learning.
• The information from this collaborative project between the Faculty Professional Development Program and Extended Campuses will inform the design of a larger survey to more accurately address the professional development needs of faculty distributed across and outside the state.

Goal: To gather needs, themes and concerns related to professional development.
Method: Purposive Sample of all part-time and full-time faculty members in geographically dispersed locations. (Recruitment email sent to 545 faculty in Extended Campuses)
Results: 25 individual interviews (13 PT, 12 FT). Interviewees were distributed throughout the state and representative of the overall distribution of FT and PT faculty members. (Northeastern and Southeastern Arizona were underrepresented in the sample)

Themes that will inform a larger needs assessment of these faculty members:

- Awareness of professional development resources
- Sense of community (or lack of)
- Barriers to participation in professional development
- Preference for format of delivery for professional development activities

The NAU Context
Flagstaff Mountain Campus
20,134 students
971 FT faculty
233 PT faculty
Extended Campuses
2,613 students in-person
4,439 students online
41 FT faculty
378 PT faculty
Yuma Branch Campus
526 students
35 FT faculty
13 PT faculty

Professional Development for Educators

OR