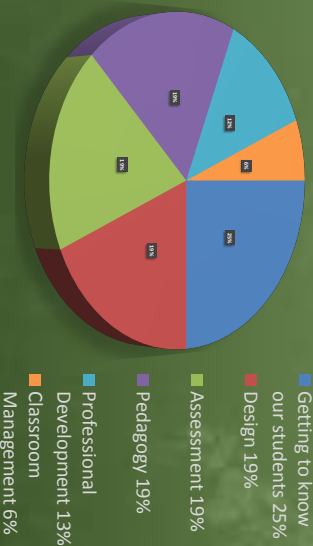# What was the Impact of Faculty Learning from and with Colleagues?
An assessment of Faculty Professional Development Program sessions
August 2013 - February 2014

Larry Gallagher, Director
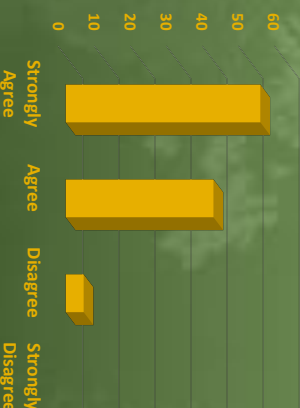**Ed Cahall, Program Coordinator, Sr.**
Samantha Clifford, Graduate Assistant

Session Topics

- Getting to know our students 25%
- Design 19%
- Assessment 19%
- Pedagogy 19%
- Professional Development 13%
- Classroom Management 6%

College/Area Participation

- CEFNS
- FCB
- Other dept.
- Student Affairs
- Non-NAU visitor
- HHS
- CAL
- UC
- COE
- SBS
- Cline Library

Level 1 : Participation

217 participants across all ranks

Level 2: Satisfaction

The events met my goals

Strongly Agree — Agree — Disagree — Strongly Disagree

(axis: 0, 10, 20, 30, 40, 50, 60, 70)

Level 3: Learning: What was gained?

> "I see these different mindsets either festering or growing in my students. The session brought my attention to my own fixed mindset."

> "As I work with international students, this training will allow me to be more aware of their values and customs."

Level 4: Application

The topics addressed during the sessions will be useful to me in my work.

Strongly Agree — Agree — Disagree — Strongly Disagree

(axis: 0, 10, 20, 30, 40, 50, 60)

> "Sometimes I feel inspired during the workshop, but by the time I get back to my office I have to drop everything to work on something urgent or run off to my next appointment. I liked having the chance to write things down in one place and summarize my thoughts."

> "I will have more conversations with my students about the learning process, and also - how our stories and the way we think affect our outcomes."
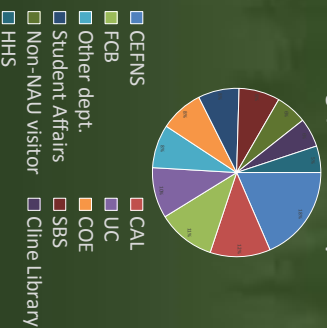
The Faculty Professional Development Program organizes and conducts offerings aimed at engaging faculty in focused conversations about designing teaching and learning experiences to contribute to a "teaching commons" at Northern Arizona University.

We support departmental, school, and college initiatives and seek to promote NAU's strategic goals and prioritize learning-centered pedagogy.

Level 5: Systemic Impact: What did participants identify as direct outcomes?

> "Try a variety of the strategies shared and assess how they went with students in different courses to expand my assessment tool kit"

> "I would like to apply some of the ideas... to make the courses more relevant to our students."

> "I will be looking more critically at my own rubric development to make sure all are clear, concise and consistent."
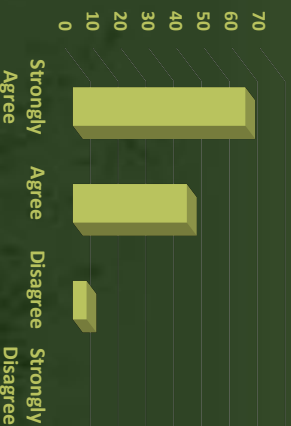
Methods
The professional literature suggests five levels of evaluation for faculty development programs. FPDP resource session participation was tracked through registration and attendance. Following the sessions participants were provided with a link to anonymous online evaluations with six Likert-scale items and three open-ended questions. A brief year-end survey will be sent to all participants in the 2013-14 resource sessions to further assess the systemic impact of the year's programs.

Conclusions & Implications
The analysis of survey results will inform how to strengthen offerings for 2014-15.