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 convenor to showcase faculty expertise in teaching.

We support departmental, school, and college initiatives and
seek to provide pathways for the NAU learning-centered priority
and strategic goals through alignment of initiatives.

**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 2010-11 resource sessions to further assess the systemic
impact of the year's programs.

**Conclusions & Implications**

Total attendance at 2010-11 resource sessions exceeded 731. By analyzing
the unduplicated numbers (328), we learned how to strengthen the offerings
in 2011-12. 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**

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." Through our events, resources, and programs we aim

to enable faculty to build relationships with others in the university
community and discover new methods to strengthen professional
and teaching capabilities.

**LEVEL 2: SATISFACTION**

**Did participants find the session useful?**

**Aggregate Evaluation Data over sixteen workshops and roundtables 2010-2011**

**QUESTION**

- The session addressed some of my teaching and instruction needs.
  - STRONGLY AGREE
  - AGREE
  - DISAGREE
  - STRONGLY DISAGREE
  - 36 % 53 % 9 % 2 %

- The topics addressed during the session were clearly presented.
  - 74 % 24 % 2 % 0 %

- The topics addressed during the session will be useful to me in my work.
  - 58 % 40 % 1 % 1 %

- The level of interaction between presenters and participants was valuable.
  - 61 % 36 % 3 % 0 %

**Waldorf you recommend this session to another faculty member?**

- Yes 92 %
- No 8 %

**Representative comments:**

- "I’ve saved the handouts, and I’m going to use all the ideas I can.”
- "This is my first time teaching and I found the material, discussion, and
  ideas presented very helpful.”
- "I love that everything...is backed up by current research – and that
  multiple views are offered.”
- "I got four or five ideas that I have already started to use.”
- "I plan to try some of the ideas for classroom activities.”

**LEVEL 3: LEARNING**

**What was gained?**

(i.e. attitudes, beliefs, skills)

- I am consciously more aware of the words that I choose to use & how they
can either facilitate or impede a conversation.”
- "Helped me identify fellow faculty members who are potential resources
for the courses I teach. I’m still thinking about the session, which indicates
that it resonated within me.”
- "I plan to try some of the ideas for classroom activities.”
- "I plan to try some of the ideas for classroom activities.”

**LEVEL 4: APPLICATION**

**How will material be applied to participant's work?**

**Representative comments:**

- "I plan to implement some of the techniques I learned in this session to
  improve (class) discussions.”
- "I plan to engage with the class differently – particularly in the first
  2 weeks”
- "I really came away with a lot of ideas to enhance classes. So much of it
  made sense and it will be easy to implement little pieces to start with
  and grow from there.”
- "I will refer to the materials provided in the sessions to evaluate my
  current work and act plan for the next semester.”
- "I picked up a few techniques that I think I can use in class.”
- "Will use daily in classes.”

**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.
- 67% directly applied something from one
  or more sessions to their teaching.
- 49% saw a positive impact on students related to
  something they adopted/adapted following the session/s.
- 32% directly applied something from one
  or more sessions to their scholarly work.

*The Faculty Development Program is invaluable in helping NAU to achieve its mission. Students appreciate that faculty have an opportunity to improve their teaching skills. NAU’s reputation benefits when faculty have an opportunity to learn skills and techniques that improve their
scholarly work. Faculty benefit from all of the above and also from having
the opportunity to engage with colleagues from other departments.*

**NORTHERN ARIZONA UNIVERSITY**