

Assessing the Scope, Role, and Impact of the Faculty Development Resource Sessions: Portrait of Engagement, 2006-2007

Jeane Spada-Allgood, Program Coordinator, Sr.
Linda Shadiw, Program Director

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; are guided by a comprehensive faculty-written planning document (May 2001); 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, a resource library, 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 a registration and attendance. Following the sessions participants were provided with a link to anonymous online evaluations with four Likert-scale items and three open-ended questions.

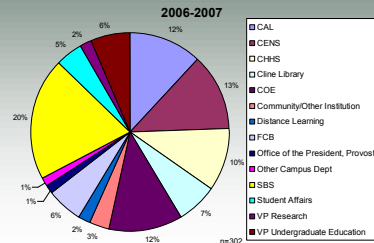
Conclusions & Implications

Total attendance at 2006-07 resource sessions exceeded 500. By analyzing the unduplicated numbers (302), we learned how to strengthen the offerings in 2007-08. 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 were convened to review finding and discuss implications. Attendance at 2007-08 resource sessions is estimated to exceed 600, with approximately 350 unduplicated attendees.

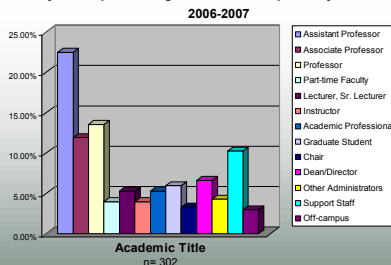
Level 1: Participation

Who attended and why?

Faculty Development Program Event Participation by College/Area



Faculty Development Program Event Participation by Academic Title



In an attempt to answer the question of "why" participants attended, an additional question has been added to the evaluation as of Spring 2008:

- > *What prompted you to attend this event?*

Level 2: Satisfaction

Did participants find the session useful?

Aggregate Evaluation Data over twenty-four workshops, roundtables, and online conferences* 2006-2007

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The session addressed some of my teaching and instruction needs.	36%	45%	12%	7%
The topics addressed during the session were clearly presented.	48%	46%	6%	0%
The topics addressed during the session will be useful to me in my work.	48%	39%	10%	3%
The level of interaction between presenter and participants was valuable.	42%	43%	13%	2%
Would you recommend this session to another faculty member?	yes		no	
	85%		15%	

*The majority of negative feedback was in response to the online sessions. We have re-evaluated these sessions and are unlikely to offer them in the future.

Representative comments:

- "I found this seminar very inspiring" "excellent information, very useful"
- "The session was very informative" "valuable perspective"

Level 3: Learning

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

"It made me think about how to better address common misconceptions."

"Great to learn that there are faculty presenting these challenging and important topics in so many varied approaches across campus and grappling with how to best do it (i.e., impact students)."

"His ideas were inspiring and encouraging to me, not just for my own work but for higher education in general."

Level 4: Application

How will material be applied to participant's work?

Representative comments:

- > "Strategies learned will be immediately included in my courses."
- > "the information was totally useful as a way to improve my courses and the group work as I have been doing it!"
- > "Keeping key points in mind when developing course syllabus and expectations."
- > "Many of the things I learned will help with my everyday work and for me in the future. I will be able to implement what I learned from this session for future work."
- > I plan to follow up with sources and study.
- > "Already applied and it works!"



Level 5: Systemic Impact

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

- > Faculty/classroom research projects
- > Department teaching and learning initiatives
- > Scholarly publications on teaching and learning
- > Grant, project, and award applications

More extensive data gathering about systemic classroom and campus impact is underway.