



PORTRAIT OF ENGAGEMENT

2012-13 Faculty Professional Development Activity

Campus Participation: The Faculty Professional Development Program organizes and conducts offerings aimed at engaging faculty in focused conversations about designing teaching/learning experiences to contribute to a “teaching commons” at NAU. The office also provides consultations to departments and colleges, committees, and to individual faculty. The figures below relate to the open resource sessions (workshops, roundtable discussions, book discussions, guest speakers).

# of sessions	Total session attendance	Unduplicated # of attendees	# of departments/ programs represented
22	633	332	110

Selected 2012-13 Highlights:

- Forty different faculty from 24 different departments/programs led sessions and five faculty led learning communities. Seven students were also invited to present their perspectives at sessions.
- Faculty Development Program sessions were coordinated with 11 different co-sponsoring groups (excluding departmental and committee work sessions).
- An optional, day-long work session on teaching called *Productive Beginnings* was offered to new faculty members before the start of the fall semester. The program provided specific course design frameworks and related teaching strategies adaptable to multiple disciplines and was co-facilitated by two faculty members.
- For the Colleague-to-Colleague Mentorship program 10 new faculty members were paired with senior faculty for the year.
- Four Faculty Learning Communities were active through the year, involving over 63 faculty members and campus professional staff who were involved in sustained conversations on focused topics:
 1. **Intersections of Culture and Learning: Implications for Student Success, Faculty Growth, and Teaching** 16 participants initiated this learning community with a summer inaugural institute, following which they met regularly throughout the year. The learning community concluded with a closing institute held in Albuquerque with members of a similar University of New Mexico community. Co-sponsored with University College. Resource Books: *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation* (Rendón) and *Look to the Mountain: An Ecology of Indigenous Education* (Cajete). Each community member developed a personal cultural autobiography to examine ways their own backgrounds influenced their teaching.
 2. **First-Generation College Student Experiences** 18 participants met throughout the year. Resource Book: *The First Generation Student Experience: Implications for Campus Practice, and Strategies for Improving Persistence and Success* (Davis). The interdisciplinary group included student services professionals. Over the summer they are collaborating on a professional journal article based on their work and are writing a grant proposal that will support the continuation of the learning community into the 2013-14.
 3. **Blended Learning Course Redesign** 21 participants met once at the end of fall semester, then met throughout spring semester. Resource Book: *Blended Learning: Across the Disciplines, Across the Academy* (Glazer and Rhem). Based on the work of the learning community, the participants are collaborating on an NAU publication that will address implementing blended course designs in different disciplines.
 4. **Researching the Impact of Our Teaching on Student Learning** 11 participants met 5 times during spring semester. Resource Book: *Enhancing Learning Through the Scholarship of Teaching and Learning* (McKinney). Participants are working on research projects related to studies of the impact of their teaching on student learning. The group will continue during the 2013-14 year in order to complete their work. Another learning community will be established for faculty in earlier stages of this scholarship of teaching and learning.

Representative Workshop Topics: Single workshops/work sessions throughout the year were tied closely to student success as represented by the following topics: “Helping International Students Succeed in your Classes”; “Leading Edge Course Support @ NAU”; “Designing Inquiry-based Learning Experiences”; “Difficult Conversations, Difficult Students, Difficult Classrooms”; “Using Cultural Maps to Improve Campus Climate”; Book Discussion with Dr. Laura Rendón, author of *Sentipensante Pedagogy*; “Building Civility Within the Academic Environment”; “Law, Civility, and Social Change: A Discussion in Preparation for Justice Sandra Day O’Connor’s Campus Visit”; “How Can I Learn What Works? Beginning to Research My Teaching”; “Race and the Collegium: Taming the Elephant in the Higher Education Classroom” with visiting scholar Sybol Anderson; “Working with Students from the Middle East.” In lieu of a newsletter, at the beginning of each week faculty were sent an email notice about the availability of an online “Twenty-Minute Mentor,” each focusing on a topic for university teaching. The email provided a hotlink to related materials and a brief online mini-seminar. Additionally, a graduate course on an introduction to university teaching was offered each semester for graduate teaching assistants.

Impact: An electronic survey was sent out immediately following sessions. 96% of the respondents agreed or strongly agreed that the session and materials met the stated goals; 88% of respondents agreed or strongly agreed that teaching and instruction questions were addressed in the session; 100% of respondents agreed or strongly agreed that the topics were clearly presented in each session; 90% of respondents agreed or strongly agreed the topics were helpful and useful; 92% of the respondents agreed or strongly agreed that the level of interaction between presenter and participants was valuable in each session; 88% of respondents indicated that they would recommend this session to others.

Faculty Professional Development Program Role as Convener: The Program regularly convened the Resource Collaboration Group (a group of campus program representatives who provide faculty development opportunities through their offices); the Teaching Academy and Teaching Fellows (the interdisciplinary group of teaching award recipients—one of their major projects is the campus-wide Teaching Day); Advisory Council (which is made up of representatives of campus offices who regularly collaborate with FPDP and who are directly impacted by the work); and NAU New Faculty Orientation held at the beginning of each fall semester.

Annual May Teaching Seminar: In this fifth year of the three-day teaching seminar, the participants selected for involvement examined “Collaborative Learning: Principles, Design, and Practices for Multiple Course Formats” with visiting consultant Elizabeth Barkley. The group will continue to work on implementing seminar themes and practices in their courses throughout 2013-14. Arrangements have been made for Professor Barkley to continue her involvement with this project as faculty apply the seminar to their teaching and study its impact. The May Seminar was co-sponsored with University College.

Development of a Comprehensive FPDP Assessment Plan: The NAU Program has been selected as a pilot institution for the development and implementation of a multi-stage assessment plan. Researcher and Professor Sue Hines (St. Mary’s University) is guiding this multi-year work. The work builds on the program’s current assessment plan and the results will inform the development of future directions. As a part of the research, the NAU Program will be one of the featured case studies in the resulting book.

Infrastructure Changes During 2012-13: With the support of the Office of the Provost and the Office of the Dean of Cline Library, the Program moved into a remodeled space in Cline Library. The “Teaching Commons” includes offices and formal and informal meeting spaces. With the retirement of the director, a new director was selected after a campus-wide search. Professor Larry Gallagher begins his tenure July 1, 2013. The name of the office was changed from “Faculty Development Program” to the “Faculty Professional Development Program” in order to be responsive to the program’s expanded work beyond an exclusive focus on teaching. The Program website was redesigned collaboratively with University Marketing and was fine-tuned throughout the year to strengthen its usefulness and navigation. According to statistics gathered via Google Analytics, the new site garnered 17,243 unique “hits” during its first year (May 1, 2012 to April 30, 2013); 49.6% come from off-campus and 50.4% come from on campus.

Linda Shadiow, FPDP Director to May 17, 2013

Ed Cahall, FPDP Program Coordinator, Sr.