



# Faculty Professional Development Committee Agenda

Wednesday, November 9, 2016  
2:00 p.m. – 3:30 p.m.  
L-201

**COMMITTEE MEMBERS**

- Kristine Oliveira, Faculty Co-Chair
- Dr. Bonnie Suderman, Co-Chair
- Gary Roggenstein, Administrative Member
- Dr. Tom O’Neil, Administrative Member
- Leslie Baker, Faculty Member
- Dr. Rona Brynin, Faculty Member
- Dr. Zia Nisani, Faculty Member
- Jack Halliday, Faculty Member
- Mark Hoffer, Faculty Member
- Darcel Jarrett-Bowles, Faculty Member
- Dr. Liette Bohler, Tenure Evaluation Coordinator
- Greg Krynen, Technical Liaison
- Jackie Lott, Faculty Union Rep
- Laurie Walker, Faculty Member
- Jeffrey Cooper, Faculty Member
- Susan Snyder, Faculty Member
- Dr. Darcy Wiewall, Faculty Member

**MEMBERS ABSENT**

Items	Person	Action
I. Opening Comments from the Co-Chair		
II. Open Comments from the Public		
III. Approval of Minutes	All	<ul style="list-style-type: none"> <li>a. September 28, 2016 FPDC Minutes (attachment)</li> <li>b. October 12, 2016 FPDC Minutes (attachment)</li> </ul>
IV. Discussion Items		<ul style="list-style-type: none"> <li>a. Goals               <ul style="list-style-type: none"> <li>1. DHH: Darcy and Zia</li> <li>2. Evaluation of FPD Program: Rona and Bonnie</li> <li>3. Mentorship Program: Mark and Jeff</li> </ul> </li> <li>b. FPDC Faculty Complaints:               <ul style="list-style-type: none"> <li>1. Unannounced cancellation of Basic Skills Inquiry Group Event</li> <li>2. Inaccessible Presentation</li> <li>3. Room Changes and Equipment Problems</li> </ul> </li> <li>c. FPDC Handbook Special Accommodation Request</li> </ul>



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		Language d. 4CSD Conference March 16-17, 2017 - Claremont e. E. Spring 2017 Opening Day Schedule f. F. Spring 2017 Scholar in Residence Presentation g. Proxies h. Reschedule Final Meeting Date of Fall 2016 (Thanksgiving?)
V. Action Items		a. Funding Request from Charles Hood for Speaker Fee \$200
VI. Information Items		a. New Member: CMS Representative Michelle Hernandez, Director of First Year Experience b. Sabbatical c. Part-time Faculty Self-Report Attendance due Dec 2, 2016 d. Senate Report - November 9, 2016
VII. Adjournment		

<p><b>MEETING DATES</b>  September 9, 2015  September 23, 2015  October 14, 2015  October 28, 2015  <del>November 11, 2015</del> HOLIDAY  November 25, 2015  February 10, 2016  February 24, 2016  March 9, 2016  March 23, 2016  April 13, 2016  April 27, 2016  May 11, 2016  May 25, 2016 (if needed)</p>
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# Faculty Professional Development Committee Minutes

Wednesday, November 9, 2016  
2:00 p.m. – 3:30 p.m.  
L-201

**COMMITTEE MEMBERS**

- Kristine Oliveira, Faculty Co-Chair
- Dr. Bonnie Suderman, Co-Chair
- Gary Roggenstein, Administrative Council Member
- Dr. Tom O’Neil, Administrative Council Member
- Leslie Baker, Faculty Member - ABSENT
- Dr. Rona Brynin, Faculty Member
- Dr. Zia Nisani, Faculty Member
- Jack Halliday, Faculty Member
- Mark Hoffer, Faculty Member
- Dr. Liette Bohler, Tenure Evaluation Coordinator
- Greg Krynen, Technical Liaison - ABSENT
- Jackie Lott, Faculty Union Rep
- Laurie Walker, Faculty Member
- Jeffrey Cooper, Faculty Member
- Susan Snyder, Faculty Member
- Dr. Darcy Wiewall, Faculty Member
- Michelle Hernandez, Confidential Management Union ASO Member - VACANT

GUESTS: Rick Shaw

Items	Person	Action
I. Opening Comments from the Co-Chair	Dr. Bonnie Suderman Kathryn Mitchell	Kathryn Mitchell, proxy for Kristine Oliveira welcomed new committee members Michelle Hernandez, Confidential Management Union representative, and Gary Roggenstein, Administrative Member. Kathryn welcomed Rick Shaw, proxy for Dr. Bonnie Suderman.
II. Open Comments from the Public		None.
III. Approval of Minutes	All	a. September 28, 2016 FPDC Minutes (attachment) <i>A motion was made and seconded to approve minutes of the September 28, 2016 FPDC meeting. Motion carried with five (5) abstentions.</i>
IV. Discussion Items		a. Goals 1. DHH: Darcy and Zia Item tabled. 2. Evaluation of FPD Program: Members discussed the evaluation process of the FPD Program. Members agreed the



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		<p>barcode system is not an option as not everyone has a smartphone. The feedback process for AVID could be an option. Kathryn noted individual event evaluations are not reviewed.</p> <p>3. Mentorship Program: Mark and Jeff Item tabled. Kathryn reported four possible mentoring programs and suggested looking at best practices and framework, then talking to committees with mentorship programs in place. Dr. Suderman noted the faculty-to-faculty mentorship programs on other campuses. The program must be tailored to draw in and support our professionals, as needs of incoming full-time faculty are different than that of a student. DETC is looking at a mentorship program and a training program before the semester begins. Kristine will talk to Perry to ensure the FPDC and DETC are not developing the same program. Mark Hoffer and Jeffrey Cooper will meet with Michelle Hernandez to learn framework for AVID and MAPS mentorships. They will speak to DETC Chair Perry Jehlicka to gather information about the DETC mentorship program.</p> <p>b. FPDC Faculty Complaints:</p> <p>1. Unannounced Cancellation of Basic Skills Inquiry Group Event Several faculty attended a Basic Skills event that was cancelled. The Basic Skills Committee did not inform anyone the event was cancelled. Members discussed whether or not to grant flex credit to those in attendance. Consensus was as a legal issue, faculty cannot get paid for work they did not do. Kristine will notify attendees they will not receive flex credit.</p> <p>2. Inaccessible Presentation During the President's Coffee Chat it was reported a flex event did not provide closed caption capability. Kristine notified the facilitators. The event was initially booked in a room with adequate equipment, but was</p>
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		<p>bumped to a room without adequate equipment. Not all rooms have equipment to meet compliance.</p> <p>Mr. Rick Shaw explained the content must be accessible regardless of the audience - we are legally responsible. Attendees do not need to declare themselves in need of that. Make sure all content is accessible. Make sure YouTube capturing is accurate. Rick will send the link to Kathryn Mitchell.</p> <p>Members suggested the committee create a policy for presenters before the end of the semester. Language should include consequences. Consensus was to add guidelines to the proposal that presenters must read and sign. Should the union have input? An opening day workshop was suggested.</p> <p>3. Room Changes and Equipment Problems Dr. Matthew Jaffe spent unsuccessfully to get the equipment to work. Venue change was not his fault. He continued the activity to the best of his ability. Rick Shaw reported IT is surveying rooms to create an equipment aging report to determine which rooms can accommodate closed captioning equipment. He suggested facilitators take advance of adastra that outlines equipment.</p> <p>c. FPDC Handbook Special Accommodation Request Language</p> <p>d. 4CSD Conference March 16-17, 2017 – Claremont Kathryn asked if anyone was interested in the upcoming conference - <b>All Roads Lead to Success</b>. If interested let Kathryn or Kristine know.</p> <p>e. E. Spring 2017 Opening Day Schedule Members discussed options for Opening Day workshops:</p> <ul style="list-style-type: none"><li>• How to Develop and Submit FPD Proposals</li><li>• How to Craft and Deliver an Engaging FPD Event</li><li>• Canvas Boot camp</li><li>• Hands-on Workshop for Closed Captioning Your Video</li><li>• AVID Strategies</li></ul>
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		<ul style="list-style-type: none"> <li>• Overview of Building Plans Since Bond Measure AV Passed</li> <li>• Basic Skills</li> <li>• Student Equity – Bridge Programs for Summer</li> <li>• AP&amp;P</li> </ul> <p>f. Spring 2017 Scholar in Residence Presentation Tina McDermott inquired about her Scholar in Residence Presentation. It should be 1.5 - 2 hours in length, and held during faculty appreciation week. Members considered allowing sabbatical participants to present that week as well.</p> <p>g. Proxies FPDC meeting attendance was low in October. Consensus was for members to have proxies.</p> <p>h. Reschedule Final Meeting Date of Fall 2016 (Thanksgiving) Consensus was to move the next meeting to November 30.</p>
V. Action Items		<p>a. Funding Request from Charles Hood for Speaker Fee \$200 <i>A motion was made and seconded to approve the aforementioned funding request. Motion carried with one (1) abstention.</i></p> <p>b. Membership Renewal - 4CSD Consensus was to renew the 4CSD membership = \$125.</p>
VI. Information Items		<p>a. New Member: CMS Representative Michelle Hernandez, Director of First Year Experience</p> <p>b. Sabbatical A reminder announcement for 2017-18 Sabbatical applicants will be made on February 5, 2017. Letter of Intent for Sabbatical is due December 5, 2016.</p> <p>c. Part-time Faculty Self-Report Attendance due Dec 2, 2016</p> <p>d. Senate Report - November 9, 2016</p>
VII. Adjournment		The Faculty Professional Development Committee meeting of November 9, 2016 was adjourned at 3:30 p.m. by Kathryn Mitchell, proxy for Kristine Oliveira.

# WHAT IS THE IMPACT OF FACULTY LEARNING FROM AND WITH COLLEAGUES?

## *An assessment of the Faculty Development Program, 2010-2011*

Ed Cahall, Program Coordinator, Sr.  
Linda Shadiow, 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." 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.

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 convener 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.

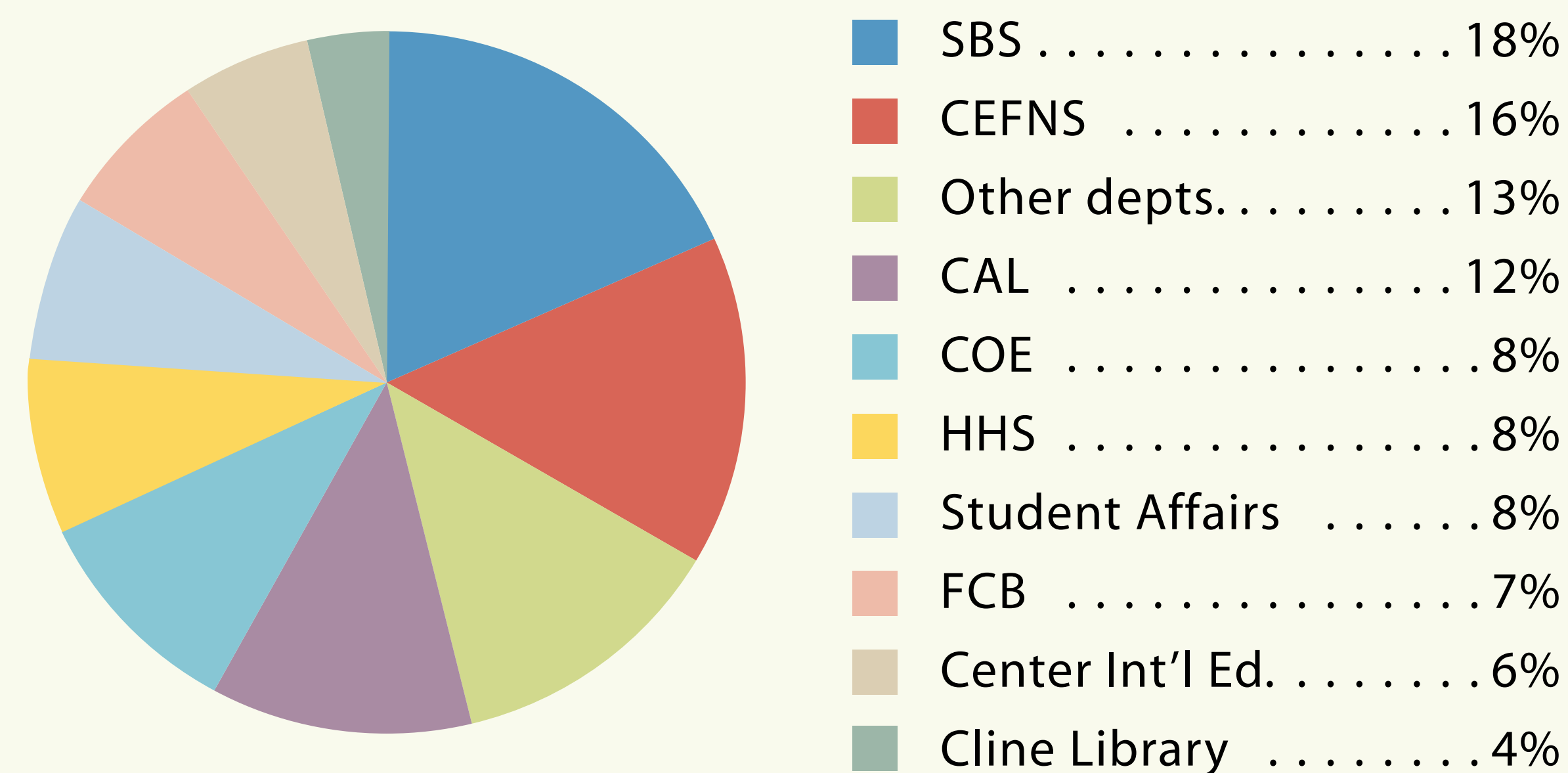
### Conclusions & Implications

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.

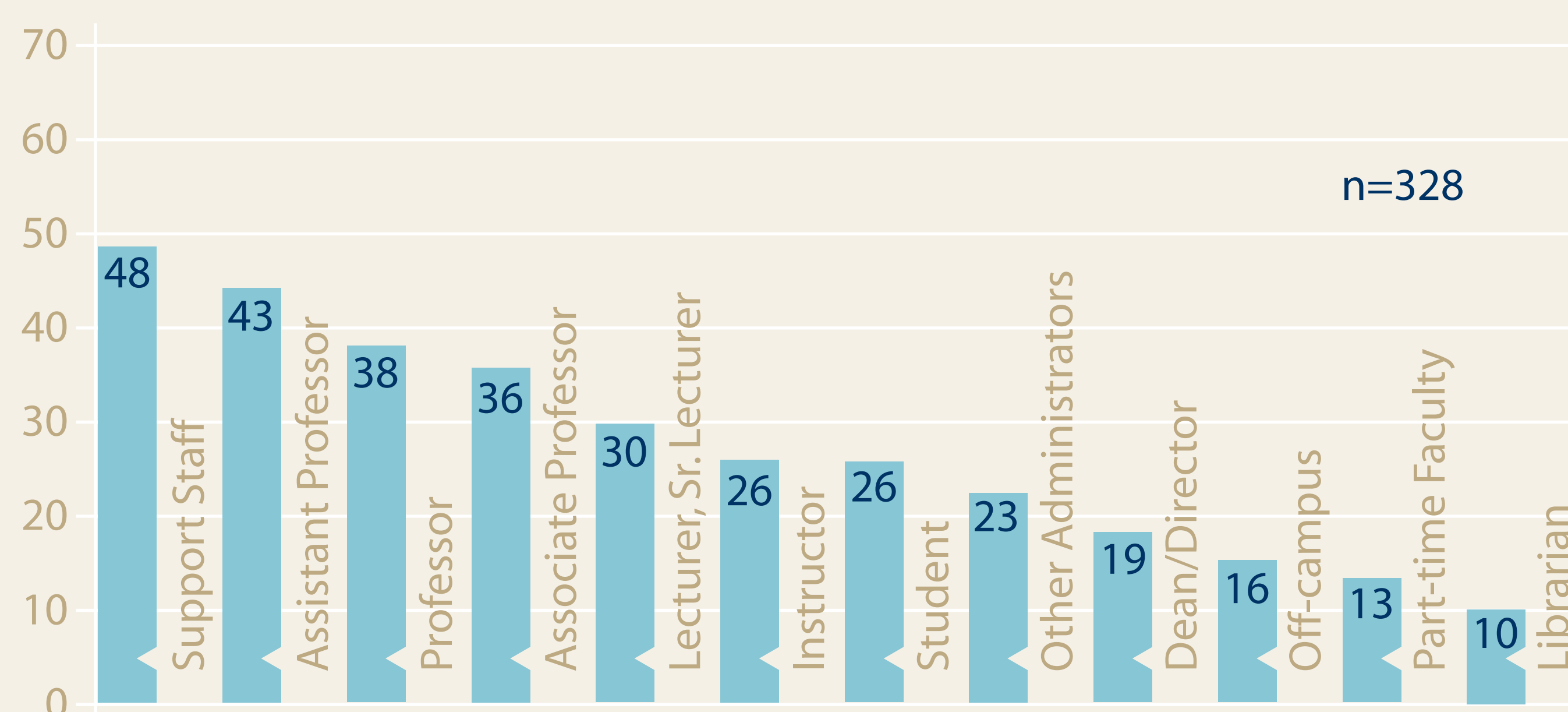
### LEVEL 1: PARTICIPATION

#### Who attended and why?

Faculty Development Program Event Participation by College/Area 2010-2011



Faculty Development Program Event Participation by Academic Title 2010-2011



#### What prompted you to attend this event?

- "I like to make sure any assignments I give are pertinent and will help the students absorb and put into practice the class discussions."
- "I have a need for constant professional growth and revitalization."
- "I aim to be the best 'teacher' I possibly can – and past sessions have always provided new tools for me to work with."
- "This is my first time teaching and one of my mentors ... thought that it would be a helpful discussion for me. I definitely agree and am very glad that I attended."
- "I actually attended to meet people from other departments, but I also learned much."
- "I want more student engagement and discussion in my large lecture class."

### LEVEL 2: SATISFACTION

#### Did participants find the session useful?

Aggregate Evaluation Data over sixteen workshops and roundtables 2010-2011

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
The session addressed some of my teaching and instruction needs.	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 %
			YES	NO
Would you recommend this session to another faculty member?			92 %	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."

### 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."

"It gave me some new perspectives that I will try with my ... students."

### 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 as I plan for the next semester."
- "I picked up a few techniques that I think I can use in class."
- "Will use daily in classes."

"I plan to try some of the ideas for classroom activities."

### 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."

1. [NAU](#) NORTHERN ARIZON UNIVERSITY
2. [Faculty Development](#)
3. Program Assessment

## WHAT IS THE IMPACT OF FACULTY LEARNING FROM AND WITH COLLEAGUES?

### An assessment of the Faculty Professional Development Program, 2010-2011

The Faculty Professional Development Program (FPDP) 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.

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#### 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?

SBS	18%
CEFNS	16%
Other departments	13%
CAL	12%
COE	8%
HHS	8%
Student Affairs	8%
FCB	7%
Center Int'l Ed.	6%
Cline Library	4%

Support Staff	48
Assistant Professor	43
Professor	38
Associate Professor	36
Lecturer, Sr. Lecturer	30
Instructor	26
Student	26
Other Administrators	23
Dean/Director	19
Off-campus	16
Part-time Faculty	13
Librarian	10

### What prompted you to attend this event?

- “I like to make sure any assignments I give are pertinent and will help the students absorb and put into practice the class discussions.”
- “I have a need for constant professional growth and revitalization.”

- “I aim to be the best 'teacher' I possibly can – and past sessions have always provided new tools for me to work with.”
- “This is my first time teaching and one of my mentors ... thought that it would be a helpful discussion for me. I definitely agree and am very glad that I attended.”
- “I actually attended to meet people from other departments, but I also learned much.”
- “I want more student engagement and discussion in my large lecture class.”

## Level 2: Satisfaction

### Did participants find the session useful?

Aggregate Evaluation Data over sixteen workshops and roundtables 2010-2011				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The session addressed some of my teaching and instruction needs.	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%

	Yes	No
Would you recommend this session to another faculty member?	92%	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.”

## Level 3: Learning

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

### What new attitudes, beliefs, or skills did you learn? (Rona's suggestion)

- “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.”
- “It gave me some new perspectives that I will try with my ...students.”

## Level 4: Application

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

**How will you apply what you learned to your teaching? (Rona’s suggestion)**

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 as I 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: Systematic 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.
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For a printable PDF version, download the [2012 Assessment Fair poster](#).