

**A Faculty Development Framework
to Support and Evaluate
Individual, Organizational,
and Educational Outcomes**

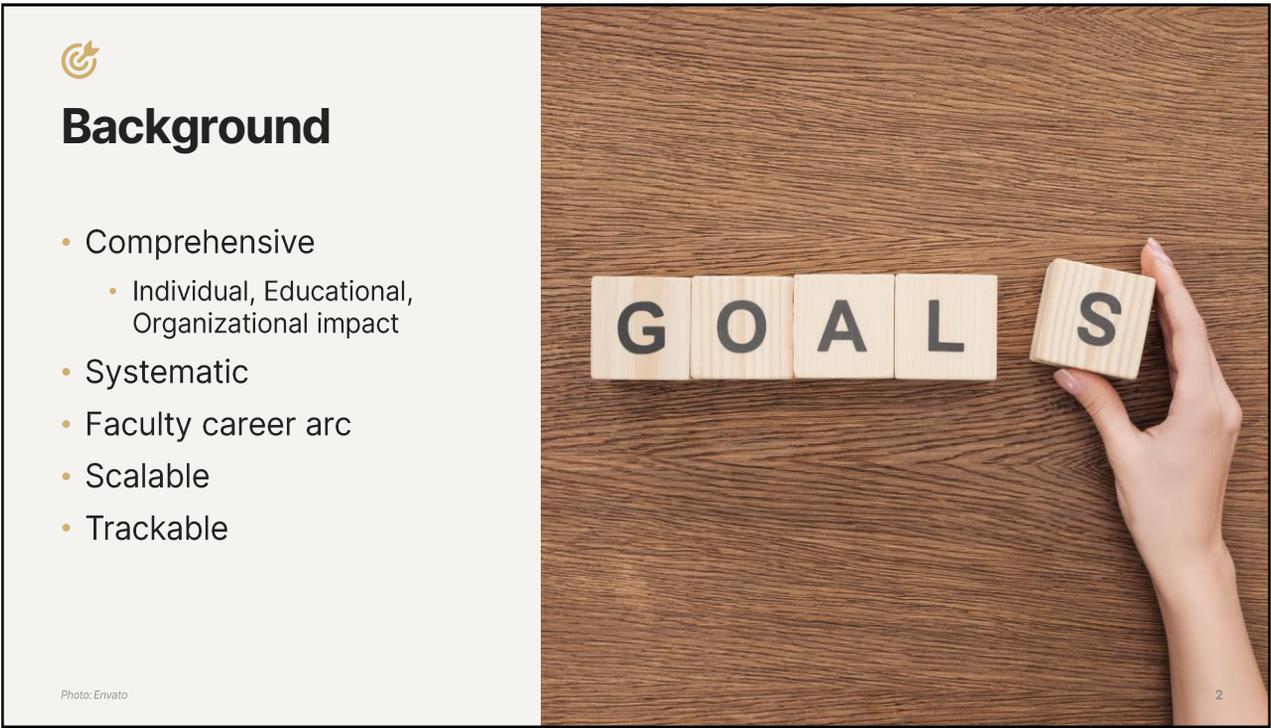


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Background

- Comprehensive
 - Individual, Educational, Organizational impact
- Systematic
- Faculty career arc
- Scalable
- Trackable

Photo: Envato

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Advisory Group

Photo: Getty Images

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Purpose



01

Create

Create an organized, evidence-based, ongoing, multimodal plan for faculty access to professional development offerings (formal and informal, episodic and longitudinal), based on identified needs and aligned with school/university mission



02

Inspire

Inspire a collegial, inclusive community of faculty by sharing narratives of experiences in the academic and research role



03

Ensure

Ensure development of essential faculty role competencies and meet the diverse and individualized needs of faculty at every level and career stage for development in pedagogy, scholarship, and leadership areas



04

Engage

Engage faculty in a safe, inclusive supportive learning environment for professional development



05

Promote

Promote a self-reflective approach to inquiry, excellence, and influence in the academic role



06

Evaluate

Systematically evaluate the impact of the faculty development program on individuals, faculty, students, and the organization

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Outcomes Focused Faculty Development Model

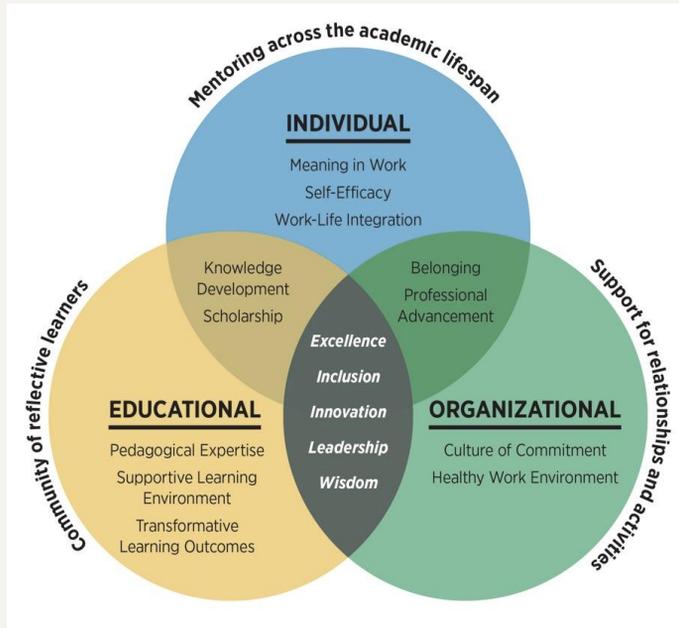


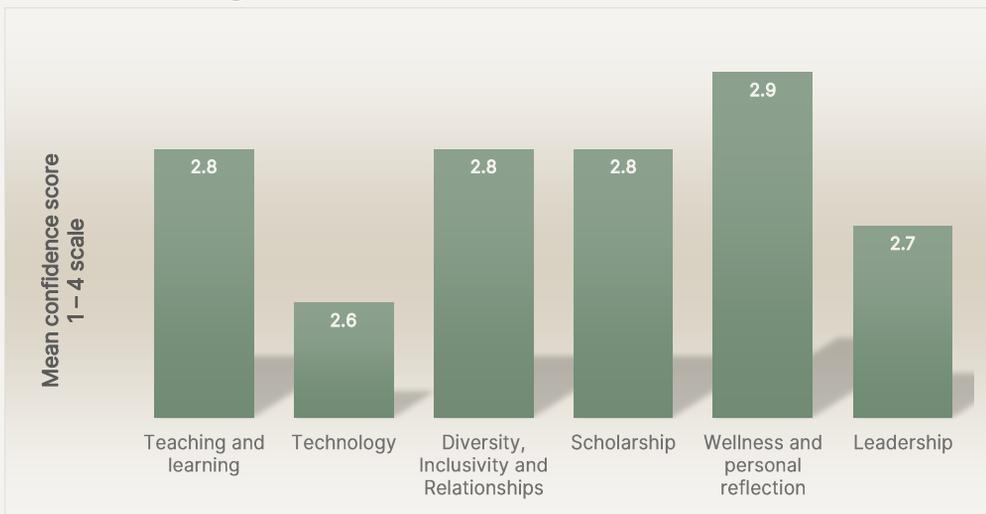
Illustration: Keith Wood/VUSN



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Needs Survey



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Methods

- Programming
- General & focused
- Internal & external
- Format
 - FTF
 - Online
 - Streamed
 - Recorded

Self-Paced Modules

- Essential Competencies
- Just in Time Resources

Special Workshops

- Special Topics
- Mandatory Topics

Longitudinal Programs

- Onboarding
- Role Acquisition

Recurring, Regular Sessions

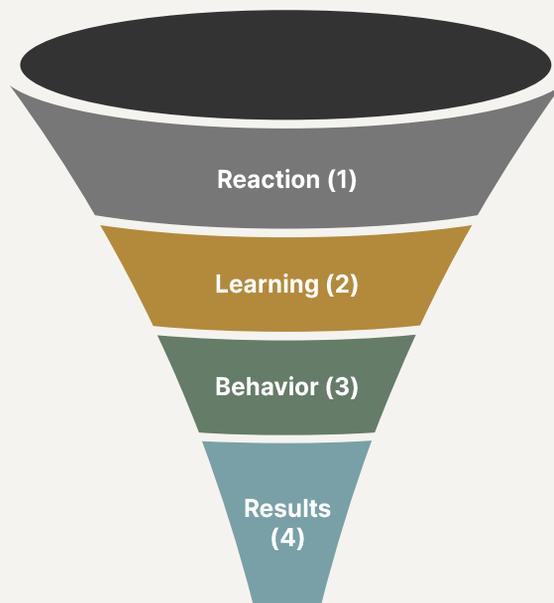
- Teaching/Learning Innovations
- Journal/Book Club
- Solution Oriented, Role Specific, Special Interest, Targeted, Just in Time Topics
- Scholarship in Progress Peer Support

External Opportunities

- Specialty Interest, Role Specific



Evaluation Model – Kirkpatrick’s



(Kirkpatrick & Kirkpatrick 2006)

Evaluation Plan

1 Individual Outcomes

- Participation tracking (1)
- **Post session Satisfaction, perception of learning Surveys (1,2)**
- Annual Evaluation (2,3)
- Educator Competency Self-Assessment (2,3)
- Rank Advancements (3)
- Wellness survey (3)
- FD Needs Survey (2)

2 Educational Outcomes

- Faculty Survey re: application of learning (2)
- Student Focus Groups (4)
- Course/Faculty evaluations (3,4)
- Exit and Alum satisfaction surveys (4)
- **Learning Environment Survey (4)**
- Peer observations of teaching (3)
- Faculty teaching reflections (2)
- Targeted pre-post measures of student performance (2, 3, 4)
- Student progression (4)
- Course portfolios (2,3)

3 Organizational Outcomes

- **Scholarly productivity data (3,4)**
- Ranking (4)
- School Life Survey (4)
- Student attrition, retention, graduation rates (4)
- Faculty retention rates (4)

Selected Outcomes

- **Individual**
 - Satisfaction and perception of learning for Internal FD offerings
- Tracked 4 years
- All consistently > 80%

- *Session met my goals for attendance?*
- *Content relevant to my work/role?*
- *Stimulated my learning?*
- *Apply what I learned to my role?*





Selected Outcomes

- **Educational**
 - Annual Learning Environment Survey
 - I receive helpful feedback from my faculty
 - % agree or strongly agree



Year	% Agree or Strongly Agree
2018	89
2019	91
2020	87
2021	90
2022	87

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Selected Outcomes

- **Organizational**
 - Scholarly productivity
 - Targeted development – Writing Studio
 - 5 cohorts
 - 14 participants, 10 submitted manuscripts during program
 - All have published since participation, 5 now with multiple publications



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Conclusion – Updated Kirkpatrick's

1. *Plan with the outcome in mind*
2. *Understand expectations*
3. *Partner with stakeholders*
4. *Create value to demonstrate value*
5. *Compel with evidence*

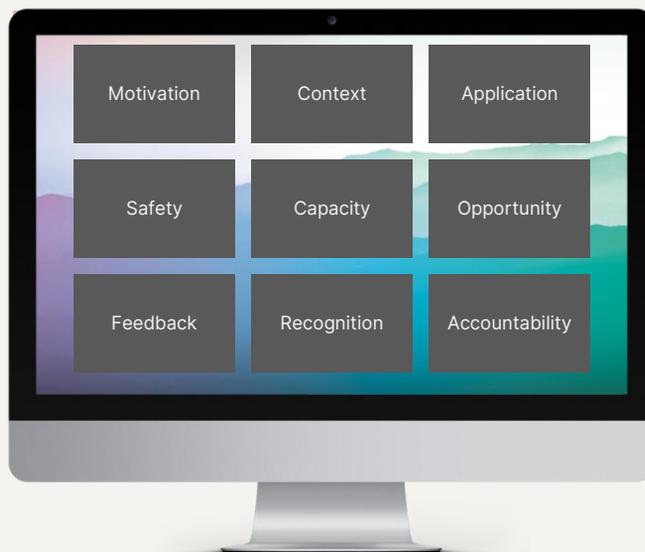


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Conclusion – Transfer of Learning



(Chillers & Tekian, 2016)

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