PURDUE UNIVERSITY® NORTHWEST™

CENTER FOR FACULTY DEVELOPMENT AND LEADERSHIP

2017-2018 Annual Report

This report documents the activities and impact of the Center for Faculty Development & Leadership at PNW from the Center's creation (July 15, 2017) through June 30, 2018[1].

MISSION

The Center for Faculty Development and Leadership inspires faculty to strive for excellence. It offers opportunities and resources to faculty in all stages of their careers related to learning, discovery, engagement, and professional growth.

BY THE NUMBERS

In 2017-2018, the Center reached

130

full-time faculty members across campus through consultations, programs, and events.

That's

42%

of full-time faculty at PNW.

Percent of Faculty in Colleges Reached by Center

College	Percent
College of Business	40%
College of Engineering & Sciences	39%
College of Humanities, Education & Social Sciences	41%
College of Nursing	61%
College of Technology	31%

Of faculty attending an event,

95%

indicated that attending the session was a valuable use of their time.

Of faculty attending an event,

94%

indicated that attending the session contributed to their professional growth.

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[1] Programs concluding after June 30, 2018 will be included on the 2018-2019 Annual Report.

ACTIVITIES

The Center for Faculty Development and Leadership offered several professional development opportunities to PNW faculty during the 2017-2018 academic year. A summary is provided in the chart below, with additional information about each program explained in the narrative that follows.

Session	Date(s)	# Participants
New Faculty Academy Sessions		
NFA – Active Learning	September 15, 2017	29
NFA – Scholarly Agenda	October 20, 2017	7
NFA – Open Discussion	November 17, 2017	10
NFA – Classroom Management	January 19, 2018	17
NFA - Assessment	February 16, 2018	10
Tenure & Promotion Information Session	March 30, 2018	51
Fall Pedagogy Circle – Grade Inflation	October 5, 2017	17
Spring Pedagogy Circle – Plagiarism	March 8, 2018	17
Active Learning Classroom Mtg.	December 13, 2017	16
Digital Learning Faculty Certificate Program	Spring 2018	10
ACUE Course in Effective Teaching Practices	October 2017 – May 2018	20
Consultations	July 2017 – June 2018	8

NEW FACULTY ACADEMY – The New Faculty Academy is a year-long program designed to help new faculty navigate the many aspects of academic life and ensure that faculty careers at PNW get off to successful starts. Faculty in their first three years of teaching at PNW are eligible to participate in the New Faculty Academy. The monthly sessions covered a range of topics about which new faculty expressed interest in learning more. The September workshop on active learning was offered in collaboration with the Office of Instructional Technology, and the October workshop on establishing a scholarly research agenda and exploring funding opportunities was offered in collaboration with the Office of Research.

TENURE & PROMOTION INFORMATION SESSION – This session was an extension of the New Faculty Academy, serving as the March meeting. The session was offered in collaboration with the Faculty Senate and opened to all PNW faculty who were interested in learning more about the tenure and promotion process and procedures. The session featured two panel discussions, one with academic administrators (including the Provost) and one with faculty members serving on T&P committees.

PEDAGOGY CIRCLE MEETINGS – Offered in collaboration with the Department of History and Philosophy in CHESS, a Pedagogy Meeting is held each semester to discuss the humanistic side of teaching-related topics. The topics selected by faculty to be addressed this year were grade inflation and plagiarism.

ACTIVE LEARNING CLASSROOM MEETING – Offered in collaboration with the Office of Instructional Technology, faculty scheduled to teach in two active learning classrooms were invited to a session to learn more about the technologies available in the rooms and consider how they may use the active learning space to promote engaged learning. Two representatives from the Office of Space Management were also in attendance to learn from and discuss with faculty who are teaching in the newly renovated classrooms. This session was only offered at the Hammond campus as a pilot program, with plans to expand such meetings to both campuses in future.

DIGITAL LEARNING FACULTY CERTIFICATE PROGRAM – Offered in collaboration with the Office of Instructional Technology, the Digital Learning Faculty Certificate program supports faculty as they develop an online, hybrid, or technology-enhanced course. The program, offered in Spring 2018, includes a series of workshops and pairs participants with a peer mentor to assist them in their course development. The Quality Matters framework is used to guide the design and assess the quality of courses developed in the program. Participating faculty receive a course release to support their participation. Every semester, the Mentor Team also gathers to review courses developed in the program. Those not earning certification continue to work with the CFDL and OIT.

ACUE COURSE IN EFFECTIVE TEACHING PRACTICES – PNW partnered with the Association of College and University Educators (ACUE) to offer their Course in Effective Teaching Practices to a cohort of 20 PNW faculty. The course promotes evidence-based teaching practices and requires participants to implement new techniques in their teaching and reflect upon their effectiveness. Course-takers who complete at least 25 modules receive a certificate endorsed by the American Council on Education (ACE). The Center pays the tuition cost ($1250/participant) and those who complete the course will receive $500 professional development funds (cost split between Center and Colleges).

CONSULTATIONS – The Director of the Center for Faculty Development & Leadership had limited availability for individual consultations and met with 8 faculty during the reporting period.

ACCOMPLISHMENTS

The Center achieved the following accomplishments during its first year of operation.

FACULTY NEEDS ASSESSMENT – Between December 2017 and February 2018, the Center for Faculty Development & Leadership gathered data regarding the faculty development needs of PNW faculty. An online survey was sent to all PNW faculty members. 96 of the 324 full-time

PNW faculty completed all or some of the questions (30% response rate). The deans and directors of each academic college and school housing faculty were also interviewed. The results are being used to inform the Center's services moving forward.

ADVISORY BOARD– An advisory board for the Center was established early in the Fall semester and met 3 times during the academic year. The advisory board provided guidance on programming, the needs assessment, and the creation of Faculty Learning Outcomes. The advisory board members are listed at in the Staff section of this report.

FACULTY LEARNING OUTCOMES – Informed by the results of the needs assessment and the institution's strategic plan, the Center's advisory board drafted the following Faculty Learning Outcomes to guide the Center's work for the next 3 years.

In next 3 years, faculty will make progress toward…

1. Establishing and strengthening interdisciplinary collaboration
2. Supporting integration of discovery and learning
3. Expanding pedagogical awareness and appreciation
4. Incorporating feedback to inform teaching
5. Designing courses that stimulate learning and critical thinking

ENHANCED SUPPORT FOR NEW FACULTY – A New Faculty Academy was established to support new faculty (in their first 3 years at PNW) throughout the academic year. Forty of the 69 faculty invited to participate attended at least one of the monthly New Faculty Academy sessions. A resource person was also identified in each College to serve as a contact for faculty in their first year at PNW.

PARTNERSHIP WITH THE ASSOCIATION OF COLLEGE AND UNIVERSITY EDUCATORS (ACUE) – The Center partnered with ACUE to offer their Course in Effective Teaching Practices to promote evidence-based teaching practices at PNW. The course was well-received and a second cohort started the course in May 2018.

PHYSICAL SPACE FOR CENTER – Discussions were started to establish permanent space for the Center at each campus, with a goal of being housed with or in close proximity to the Office of Instructional Technology to provide faculty with easy access to support. A permanent space on the Hammond campus will be identified once the Bioscience Innovation Building is complete. A temporary space for the Center in Gyte 140 will be ready for occupancy in August 2018. A permanent space for the Center on the Westville campus has been identified in the library and plans for renovation are underway with a targeted occupancy in August 2019.

WEBSITE – A website has been established for the Center (https://centers.pnw.edu/faculty-development/). It lists resources on a variety of topics, programs and services offered by the Center, upcoming events, and information about the Center and staff.

OUTCOMES & IMPACT

PARTICIPATION – 130 PNW faculty participated in at least one of the Center's offerings during 2017-2018. This represents 41.7% of the full-time PNW faculty (tenured, tenure-track, clinical, continuing lecturer)[2]. The breakdown of participants by college is listed in the table below.
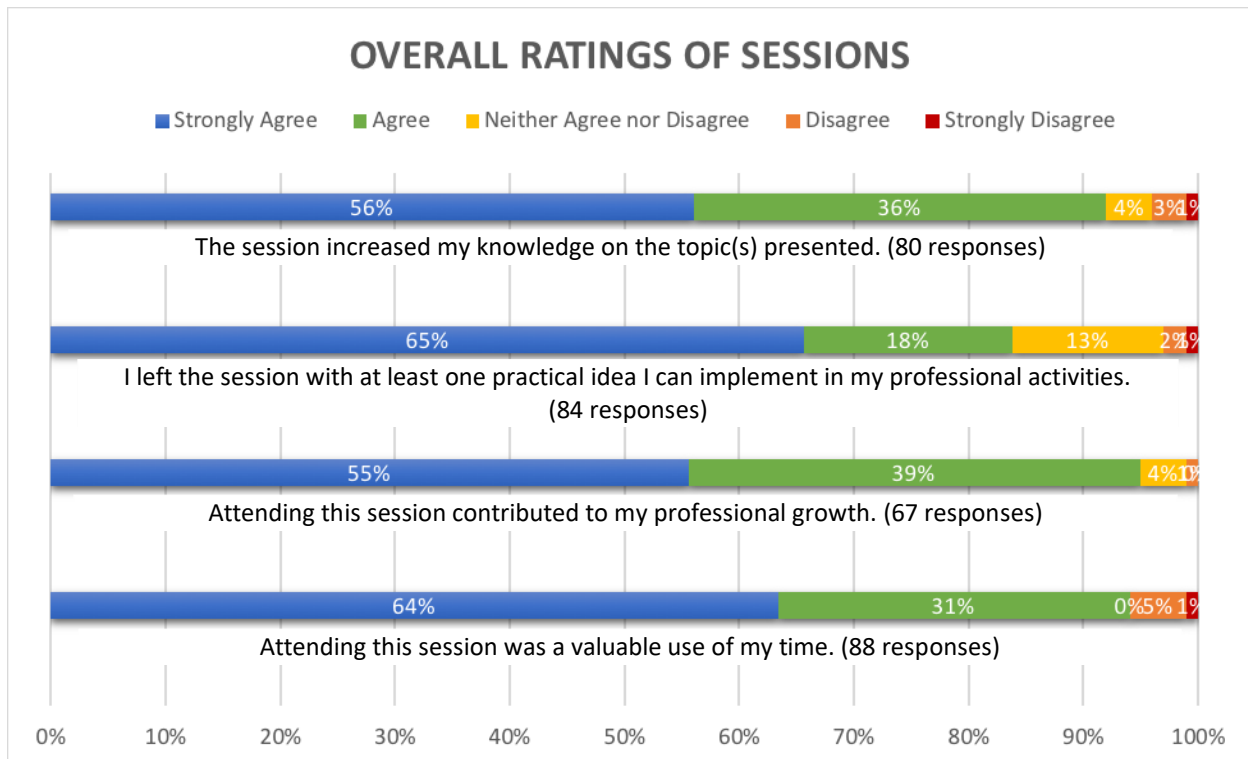
College	# faculty participating	% of faculty in college	# faculty in college
College of Business	18	40.0%	45
College of Engineering & Sciences	31	38.8%	80
College of Humanities, Education & Social Sciences	47	41.2%	114
College of Nursing	23	60.5%	38
College of Technology	11	31.4%	35

FACULTY FEEDBACK – Feedback from faculty who participated in the development opportunities offered by the Center was positive. The evaluation survey for events asked participants to identify one word that best describes the session. The word cloud below represents the responses, with size of the word reflecting the number of times it was used by participants to describe a session.

For each event/program, faculty are asked to complete an evaluation. Four common items are included on the evaluation surveys for sessions (excluding the Digital Learning program and ACUE Course), the results of which are included in the table below. The overwhelming majority of faculty participating in the sessions indicated that attending the session was a valuable use of their time (95%), contributed to their professional growth (94%), and increased their knowledge on the topic presented (92%). Additionally, 83% of faculty indicated that they left the session with at least one practical idea they could implement in their teaching, research, or professional activities.

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[2] There are 312 full-time PNW faculty as of September 2017.

OVERALL RATINGS OF SESSIONS

■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

The session increased my knowledge on the topic(s) presented. (80 responses)
Strongly Agree 56% | Agree 36% | 4% | 3% | 1%

I left the session with at least one practical idea I can implement in my professional activities. (84 responses)
Strongly Agree 65% | Agree 18% | 13% | 2% | 1%

Attending this session contributed to my professional growth. (67 responses)
Strongly Agree 55% | Agree 39% | 4% | 1%

Attending this session was a valuable use of my time. (88 responses)
Strongly Agree 64% | Agree 31% | 0% | 5% | 1%

Some of the most helpful things that faculty reported learning in Center events are included below:

- "The value of helping students become accountable for their own learning and providing experiences to make that happen"
- "The wide varieties of active learning out there that I can implement in my classes."
- "The sharing of ideas/challenges, and problem-solving solutions."
- "how to organize the class for active student participation"
- "How to be a better teacher"
- "Designing a rubric"
- "How others deal with plagiarism and what resources are available at PNW to help faculty with plagiarism."
- "ways to communicate with disruptive students"
- "New aspects and nuances of the P&T evaluation process."

When asked what they liked best about the sessions they attended, faculty shared the following:

- "The collaborative and experience-sharing atmosphere."
- "How engaging and practical it was"
- "Open sharing of successes and challenges in the classroom"
- "I like that an active learning technique is exhibited each of these meetings."
- "Hearing other people's personal experiences in the classroom is one of the most valuable tools"
- "The interaction and group discussion, from which I learned. This is the way that the sessions have been run, which is great."

When asked how sessions could be improved, many faculty responses addressed time in some way. Feedback sometimes indicated a shorter session would have been preferred (e.g., "shorten the length of time"; "it was a bit long"), while others indicated more time would have been helpful (e.g., "more time for Q&A"; "maybe just a little bit longer"; "much more time – for example a 'mini' seminar type format"). Some feedback also provided requests for sessions at different times/formats (e.g., "change in time"; "start earlier"; "WebEx stinks. …More seamless integration across campuses would help."). Feedback from some sessions also indicated a preference for more interaction and practical ideas (e.g., "Less information, more time to discuss each topic"; "more time for group activities"; "more concrete ideas and practical solutions"). This feedback will be addressed in scheduling and structuring future sessions as we continue to explore different days, times, locations, and formats for offerings. The Center will also work to ensure that all offerings take an active learning approach and emphasize practical ideas and strategies.

Feedback on Digital Learning Faculty Certificate program
Of the 10 faculty who participated in the Spring 2018 Digital Learning Faculty Certificate (DLFC) program, 7 completed the program evaluation. 100% of participants who completed the surveyed agreed or strongly agreed with the following statements:
- The workshops were beneficial to my learning.
- The DLFC program is well-run.
- The program enhanced my knowledge about instructional design.
- My teaching has improved as a result of participating in the DLFC program.
- The course I developed in the program is better than a course I could have developed on my own.
- The program enabled me to develop relationships with faculty members in other disciplines.
- I learned about new technologies that could be used to enhance student learning.
- I have used or plan to use at least one of the technologies introduced to me through the program.
- I am satisfied with my experience in the program.

Among the participants' responses to a question asking them to identify the most valuable thing they learned in the program were:
- "This program gave me an opportunity to see things from student's point of view."
- "All the technology available to enhance a student's leaning experience"

Other comments made by participants are below:
- "The program encourages me to keep "learning objectives" in the forefront of course design; this positioning will no doubt be useful for subsequent assessment of this and other courses that I teach."
- "I know my first distance learning course will be much better than if I had to do it all on my own with no guidance (and I use blackboard quite a bit already)."
- "Randyl, Emily and the mentors were outstanding. They were always very prepared and humorous and made the program enjoyable. I would highly recommend this to my colleagues."

Results and Feedback for ACUE Course in Effective Teaching Practices

Twenty PNW faculty, including the Center Director, participated in the ACUE Course in Effective Teaching Practices between October 2017 to June 2018. Nineteen[3] faculty and one staff member/limited term lecturer completed the course requirements by the deadline and earned a Certificate in Effective College Instruction endorsed by the American Council on Education (ACE). As a result of completing the course, course takers learned on average 73 new evidence-based teaching practices and learned about an additional 75 teaching practices. On average, each course taker reported implementing a total of 28 evidence-based teaching practices in their classes, and planned to implement an additional 53 practices.

All participating faculty (100%, N=19) reported that they would recommend the ACUE course to a colleague, that the modules were helpful in refining their teaching practice, and that the content was relevant to their work. Faculty reported increases in their confidence using evidence-based practices in all areas addressed in the course including:

	% of course-takers reporting confidence	
	before course	after course
Writing learning outcomes that are specific, student-centered, and actionable	28%	**100%**
Ensuring all assessments are aligned with my course learning outcomes	33%	94%
Ensuring all course activities and assignments are aligned with my course outcomes	28%	94%
Managing disruptive behavior in my class	47%	84%
Motivating students who show low interest in course activities and assignments	32%	79%
Impacting students' beliefs about their ability to do well on course assignments and assessments	37%	84%
Using active learning techniques in a large class	16%	79%
Ensuring the majority of students engage in and learn from class discussions	42%	95%
Providing clear directions for complex procedures and processes	42%	**100%**
Using varied questioning techniques to prompt critical thinking in the classroom	32%	95%
Developing students into lifelong learners	32%	79%
Ensuring students use my feedback to improve their performance	26%	84%
Checking for students' understanding and making appropriate adjustments to instruction	42%	**100%**
Using student feedback to inform instructional improvements	53%	89%

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[3] One participating faculty member received a medical-based extension to complete course requirements.

Course-takers were required to implement a new technique in each module and reflect upon its effectiveness. Some quotes from faculty reflections are below:

- "This module helped me to clarify my misconception which is the only way I can cover all of the material I'm expected to get through is by lecturing only not by discussions. However, I found that coverage is not the same as learning."
- "In the most recent discussion board where students were able to see the list of criteria and the points assigned to each one in the rubric, I noticed that it was much easier for me to grade their contributions. In other words, the rubric helped me tremendously in being more objective and consistent in how I was assigning points to each post. I also think the rubric must have had an impact on the students because I haven't heard from anyone complaining about why they got such and such a grade."
- "Reviewing the test turned into a critical-thinking assignment where students were debating the best answer… The test review was so successful because it also served to review some important concepts from our textbook, which I used to point out the correct answer. I have never seen students so involved and participating in giving the right answer or debating it with me and with other classmates."
- "I noticed a significant improvement in my students' scores when I changed from given written homework to class presentation. In fact, it seems that students prepared more than to only solve problems; this exercise made them to study the materials, created PowerPoint and presented their work to the class."
- "While I always design activities to allow students to get to know each other and start to work in groups, this module makes me realize that I should do more to include myself in that community."

STAFF

DIRECTOR – Dr. Emily Hixon was appointed to be the Founding Director of the Center for Faculty Development & Leadership. In that role, she oversees the Center's operations and works with faculty to improve their teaching, excel in scholarship, and develop as leaders. She is also a Professor of Education in the School of Education and Counseling. In Fall 2017, .5 FTE of her time was allocated to directing the Center; .75 FTE was allocated for this role in Spring 2018. She was employed 2 months during summer for this work.

SECRETARY – Ms. Christina Nevill was hired at the Center's secretary effective May 7, 2018. In this role, she provides administrative support to the Center Director assisting with event coordination, office management, Center communications, data tracking and reporting, and budget management. She is employed half-time (20 hours/week).

ADVISORY BOARD – The advisory board members are listed below:
- Raida Abuizam (representing Department Heads)
- Michelle Block (representing Faculty Senate)
- Elaine Carey (representing Deans)
- Hui Chu (representing Honors College)
- Joy Colwell (representing Graduate Studies)
- David Feikes (representing College of Engineering & Sciences)

- Lori Feldman (representing Academic Affairs)
- Emily Hixon (Director, Center for Faculty Development & Leadership)
- Maja Marjanovic (representing Office of Research)
- Shoji Nakayama (representing College of Technology)
- Rachel Smith (representing College of Business)
- Janice Tazbir (representing College of Nursing
- Gloria Velez-Rendon (representing CHESS)
- Heather Zamojski (representing Information Services)

LOOKING AHEAD

During 2018-2019, the Center will focus on the following:
- Establish physical space for the Center on both campuses.
- Offer additional opportunities for in-depth one-on-one consultations through a Faculty Peer Coach model.
- Expand the Center staff to include 2 part-time Faculty Fellows.
  - Faculty Fellow for New Faculty – will coordinate New Faculty Academy and serve as resource for new faculty
  - Faculty Fellow for Engaged Learning – will facilitate the ACUE Course in Effective Teaching Practices and assist with initiatives support active and engaged learning
- Explore an enhanced collaboration with ACUE that would make the course available to additional PNW faculty and would allow for more robust and extended use of the ACUE course content at PNW.
- Support faculty to maximize the benefits of peer observations of teaching and teaching portfolios.
- Elevate the level of recognition for teaching at PNW by celebrating teaching excellence.