The Impact of Teaching Centers on their Institutions
Compiled by Eron Drake | Updated April 25, 2012

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OVERVIEW

The following information was collected and organized in response to a query to POD members (January 2012) asking them to share best practices focused on “best practices for demonstrating the impact of teaching centers on their institutions.” In addition to the responses received, additional information was obtained from searching the PODlist archives, WikiPODia, and from contributors’ prior research into this critical and often challenging topic.

This collection of resources is designed to provide individuals focused on demonstrating the impact of their teaching and learning center with reputable research, resources, and samples based on the collective expertise and wisdom of our POD membership. We intend this collection to be a collaborative resource that invites POD member contributions and sharing of best practices so that we may all learn and benefit.

CHALLENGES OF EFFECTIVE EVALUATION OF FACULTY DEVELOPMENT IMPACT

Books and Articles


IMPACT OF FACULTY DEVELOPMENT CENTERS ON THE QUALITY OF TEACHING

Books and Articles


Cook, C.E., & Kaplan, M. (Eds.). (2011) Advancing the culture of teaching on campus: How a teaching center can make a difference. Sterling, VA: Stylus Publishing, LLC.

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POD Member Practice

We've been working diligently to put together instruments to measure the impact of our faculty development programs at the University of Minnesota for the past four years. We have developed three instruments for three different programs with scale items grounded in the basic goals of the programs and have subjected them to extensive reliability and validity tests. We have used pre/post designs to measure the change in participants' levels of attitudinal, belief, and (self-reported) behavioral constructs with considerable success. Last fall, my colleagues and I published an article on the pilot version of the project in the Journal of Faculty Development: Brooks, D.C., L. Marsh, K. Wilcox, and B. Cohen, “Beyond Satisfaction: Toward an Outcomes-Based, Procedural Model of Faculty Development Program Evaluation,” Journal of Faculty Development, 25:3 (2011): 5-12. As you can see from the title, we are making an explicit effort to move beyond satisfaction. The JFD article and other resources related to our Program Evaluation project are available on our Research and Evaluation website (http://www.oit.umn.edu/research-evaluation/selected-research/program-
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There is additional data regarding our other programs and results available offline if you are interested.

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POD Conference Presentations

Conceptualizing Our Work: Characteristics of Effective Teaching and Learning Programs
Leslie Ortquist-Ahrens, Otterbein College; Peter Felten, Elon University; Laurette Foster, Prairie View A&M; Deandra Little, University of Virginia; and Michael Reder, Connecticut College

To create and sustain effective educational programs, we must meet the evolving needs of our faculty colleagues, our institutions, and, ultimately, our students. In this session, participants will explore and apply a schema we have developed as a tool for planning and reviewing educational development programming on multiple levels (individual, departmental, and institutional) and in terms of multiple facets (audience, context, and evidence). Participants will consider how their own work might map onto the schema and will help evaluate potential for the tool’s use in efforts to support faculty learning and innovation, deep student learning, and institutional change. (Resource recommended by a POD member.)
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EVALUATION AND ASSESSMENT OF FACULTY DEVELOPMENT CENTERS

Books or Articles


WikiPODia Resource

Creating and Assessing Faculty Development Programs (Hines, 2009) Access at https://sites.google.com/a/podnetwork.org/wikipodia/Home/topics-for-discussion/assessing-faculty-development-programs

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Sample Faculty Center Evaluation

FaCIT Evaluation: A look at the past three years, The Faculty Center for Innovative Teaching, Central Michigan University.

Sample Annual Reports


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IMPACT OF PROGRAMS AND SERVICES OFFERED BY FACULTY DEVELOPMENT CENTERS

New Faculty Orientation

New Faculty Orientation Evaluation Sample

New Faculty Orientation Evaluation, Faculty and Organizational Development, Michigan State University: F&OD MSU

Consultation Services

Books and Articles


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*Sample Consulting Evaluation*

Instructional Consulting Form, Indiana University, developed by Joan Middendorf, Doug Karpa-Wilson, & Dakin Burdick

*Workshops or Seminars*


*Workshops on Specific Topics: Active and Collaborative Learning*


*Workshops on Specific Topics: Service Learning*

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**Sample Workshop or Seminar Evaluations**

FaCIT seminar survey, The Faculty Center for Innovative Teaching, Central Michigan University (focused on satisfaction, quality of materials, facilitation, and perceptions of application)

FaCIT follow-up seminar application survey, The Faculty Center for Innovative Teaching, Central Michigan University (online survey administered two-weeks after a workshop that focuses on actual implementation and perceptions and evidence of impact on student learning)

F&OD, MSU

**Cohort or Fellowship Programs**
(e.g., Faculty Learning Communities, Lilly Teaching Fellows)


**Books and Articles**


**Sample Cohort Impact Study**


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Graduate Teaching Assistant Programs


Publications
(e.g., newsletters, online instructional resources, print instructional resources)

Website visits
(e.g., Google analytics “visits” and keyword searches)
IMPACT ON STUDENT LEARNING

Books and Articles


POD Member Practice

Our campus has an annual *Institute for Student Success* which is collaboratively organized by several areas across our university. Our last three year's reports can be found on our Institute website at: [http://humboldt.edu/institute/reports.html](http://humboldt.edu/institute/reports.html). We organize a 2-day event with sessions (as well as semester-long Book Circles) designed to provide resources and strategies useful in supporting a variety of student learning needs and enhancing the success of students from diverse backgrounds. The reports focus on participants' modifications in their practices and the impact on student behavior and/or success.

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Return on Investment

ROI of Faculty Development: A Case Study (2010): [http://www.imagine-america.org/pdfs/ROI%20of%20Faculty%20Development%20Final.pdf](http://www.imagine-america.org/pdfs/ROI%20of%20Faculty%20Development%20Final.pdf) (based on Phillip’s model)

Phenomenography


Survey

**POD Member Practice**

We do a very simple survey that tries to get at changes in teacher and student behavior every three years (an approach once suggested to us by Tine Reimers). Our results are as follows: In 2009 we conducted a survey of 349 members [participants with more than ten hours of participation], with a response rate of 47 percent (n=164). Ninety-three percent said our workshops positively impacted their teaching; 84% said the same for their students’ learning; and 94% said it for their own professional development. You’re welcome to see the draft of the upcoming survey we’ll use to measure satisfaction, faculty self-reported behavior changes, and faculty’s reported changes in student behavior. [http://www.surveymonkey.com/s/DTG8GRF](http://www.surveymonkey.com/s/DTG8GRF). To see the full survey, be sure to click on one of the first three options when you land on the opener.

*Contact: Tara Gray, Teaching Academy Director*

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New Mexico State University

Case Studies

**POD Member Practice**

To get at the last category of measurable changes in student learning and engagement, we’re piloting three in-depth case studies with faculty members whose teaching has been transformed by their work with the Center, and who have maintained a high level of documentation. Will be happy to share those results when the studies are completed.

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Contact: Bill Roberson, University at Albany, SUNY

Concept Maps

Frerichs, C. (n.d.). *Using concept maps to document the effects of faculty development activities.* Pew Faculty Teaching and Learning Center, Grand Valley State University, Allendale, MI.

Multiple Sources of Evidence

**POD Member Practice**

Our center is in the process of launching a study of the tenure dossiers (or 5 successive AFRs) and syllabi of faculty who have used CELT services and those who have not. We are pulling 5-year records of workshop attendance and use of consulting to correlate with changes in teaching strategies as possibly shown in the dossiers. We will also conduct interviews with our random sample of 15 (10 users, 5 non).

Contact: Gail Rathbun, Indiana University – Purdue University Fort Wayne

**Online Resource**


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EVALUATION AND ASSESSMENT METHODS AND MODELS

Targeted Evaluation


Transfer of Training Model

*Books, Articles, or Online Resources*


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**POD Member Practice**

I’m an internal evaluator at IUPUI. As such, I approach “evaluation” for faculty development programs offered through the Center for Teacher and Learning (CTL) in such a way as to move beyond measures of satisfaction. This approach was presented at the 2009 Assessment Institute “Demonstrating Impact of a Team-Based Online Course Development Program” and 2009 American Evaluation Association Conference “Faculty Development, Program Theory, and Return on Investment...Oh, My!” Further, we evaluate our standard faculty development workshops and events using Donald L. Kirkpatrick’s Four Levels model to inform evaluation design and data collection. Attached are a few resources I’ve used in an attempt to build evaluation capacity within academe. I use program theory and find evaluation models—such as, those put forth by Donald Kirkpatrick, Claude Bennett, and Jack Phillip’s ROI Methodology—helpful for moving beyond measures of satisfaction. This is particularly useful for evaluating programs (e.g. faculty development) that do lend themselves well to experimental or quasi-experimental evaluation designs. Link to attachment: [JHSingh_2009 AEA Resources.pdf](JHSingh_2009 AEA Resources.pdf)

**Contact: Jacqueline H. Singh, Assessment Specialist**

Indiana University Purdue University Indianapolis
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The Success Case Method


Logic Model


360 Model

*POD Member Practice*

I would recommend a brief review of the program evaluation literature, especially as it relates to the importance of 360 evaluation. We often don’t seek feedback or data from all of the constituents who are impacted by a faculty development program, although it sounds like you are headed in this direction.

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