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History

There have been two iterations of a faculty development program in the history of the Richard Stockton College. The first was initiated in 1999 and was called the Institute for the Study of College Teaching; it lasted from 1999 – 2003. The second and current faculty development program is called the Institute for Faculty Development (IFD). It began in the 2004 – 2005 academic year and continues today. The IFD has not previously undergone a five-year review; therefore, this is the first self-study of the IFD that has been conducted.

Institute for the Study of College Teaching (ISCT)

The Institute for the Study of College Teaching existed from 1999 – 2003. During that time there were two directors, Sonia Gonsalves, Professor of Psychology from 1999 – 2002, and William Miley, also Professor of Psychology and ISCT Fellow under Dr. Gonsalves, from 2002 - 2003. Responsibilities of the ISCT Director included presenting new faculty workshops, providing assistance to faculty wishing to modify pedagogy, and conducting research on the teaching process and learning outcomes assessment. At the end of the 2003 academic year the Institute was disbanded by the President of the College, ostensibly for lack of funds to support it.

There was no faculty development program, including no orientation for new faculty, from 2003 – 2005, although Dr. Gonsalves was serving as Assessment Coordinator of the College during that period, and she resumed some of the responsibilities of her former role as ISCT Director. Under a new President of the College a faculty development program was reconstituted in 2005 and called the Institute for Faculty Development.

Institute for Faculty Development (IFD)

Dr. Gonsalves served as IFD Director for four years beginning in AY 2005-06, and she laid the groundwork for what the Institute is today. She established a two day new faculty orientation program, which takes place in August prior to the start of the fall semester. During this orientation new faculty receive information from faculty, staff, and administrators that serves as an introduction to institutional culture and programs. In addition, Dr. Gonsalves organized a series of weekly workshops in the fall semester for new faculty, for which they receive a course release to attend. Orientation and the fall faculty workshops continue in a similar format today, and they will be described in more detail later in this report.

Mission of the Institute for Faculty Development

The mission of the IFD is to serve as a resource to support effective pedagogy and productive scholarship for all faculty members. The IFD works with faculty to develop services and
resources to assist them in the pursuit of their goals for excellence in teaching, research, and service.

Responsibilities of the Director of the Institute for Faculty Development

The IFD Director has responsibilities in two main areas: 1) maintenance/development of the IFD and 2) support to the faculty. These responsibilities are formally articulated in the 2012 Letter of Agreement: Program Coordinator, Directors, and Other Designated Faculty. (See Appendix A for IFD Director responsibilities extracted from this Agreement.)

Maintenance/Development of the IFD

In order to maintain and ensure the ongoing development of the IFD, the Director is expected to fulfill the following responsibilities:

- Research, develop, and maintain library of Best Practices analyses and other resources for faculty development.
- Publish newsletters from Institute.
- Maintain Institute webpage.
- Convene an Advisory Committee to the IFD to include at least one faculty member from each Academic School.

Support to Faculty

The most substantial portion of the IFD Director’s time is spent in service to the faculty. Supportive services to faculty include:

- Mentor new tenure track faculty.
- Conduct orientation session for adjunct faculty.
- Mentor adjunct faculty.
- Conduct Faculty development workshops, including first-semester seminars for new faculty.
- Provide leadership and assistance to faculty responsible for peer observation of classroom teaching.
- Serve as a resource to assist faculty in developing tenure/promotion files and teaching portfolios.
- Respond to requests for assistance from tenured faculty.
- Assist in recruitment and selection of Faculty Institute Associates [i.e., “Fellows”], and coordinate their work.

In addition to these responsibilities, the Letter of Agreement also states that the Director will:

- Serve as assessment coordinator for the college’s academic area.
- Work with the faculty liaison for the formal tool for student evaluations of teaching (IDEA).
• Submit an annual report by June 30 to the Provost and Faculty outlining the activities of the Institute.

It should be noted that since the date when the current Letter of Agreement was initiated in 2012, the College created the position of Director of Academic Assessment. Therefore, the IFD Director no longer acts as Assessment Coordinator for the college’s academic area.

Finally, the Director has no formally articulated responsibility to assess the effectiveness of IFD services or the impact of faculty development activities on the faculty or the broader college community. However, in the spring of 2013 then IFD Director Dr. Heather McGovern conducted a faculty survey to assess a) faculty use of IFD services and b) faculty interest in services that were not then being regularly offered. Where relevant, these results will be discussed below.

Maintenance and Development Activities of the IFD

Since 2009 the IFD has employed a full time administrative assistant, Nancy Monticello, to manage many of the maintenance and development activities of the IFD. For example, Ms. Monticello manages the Faculty Resource Library, processing book orders and maintaining an updated list of resources; maintains the IFD webpage; processes and summarizes mid-semester feedback surveys conducted by faculty; provides data input and spreadsheet management services for faculty; manages assessment activities, such as recruitment for and administration of the Collegiate Learning Assessment; manages the IFD budget, which has expanded to include additional budgets for Teaching Circles and the Stockton Critical Thinking Institute; processes contracts for guest speakers and other IFD contractors; and performs the basic clerical and office management functions that keep the Institute functioning efficiently.

Faculty Resource Library

The IFD has been compiling a library of resources for faculty since its inception in 2004. This library currently contains 265 books, most of which focus on best practices in teaching (see the full list labeled “IFD Library” here--http://intraweb.stockton.edu/eyos/page.cfm?siteID=284&pageID=10). The library also contains a number of resources to assist faculty with grant writing, research, and publication, as well as books on community engagement and other service opportunities. Under the current director, 26 books have been added to the library, several of which have been requested by faculty members. Recent books have been used as the basis for new faculty workshops and brown bag discussions open to the faculty community. In addition, the IFD has purchased critical thinking guides and posters, mentoring guides, and other resources for Teaching Circles and Institutes sponsored by the IFD.

IFD Newsletters
The Assessment Coordinator of the College, who subsequently became IFD Director, began publishing a newsletter titled *Evidence: Program Assessment for Continuous Improvement* in 2004. As suggested by the title, this newsletter focused primarily on faculty, program, and institutional assessment. *Evidence* was produced by the IFD Director through spring 2013, a period during which one of the main responsibilities of the IFD Director was to serve as the Assessment Coordinator for the College. However, in the fall of 2013 the College created the position of Director of Academic Assessment, and former IFD Director (and *Evidence* founder) Sonia Gonsalves was appointed to this position. Because the primary function of *Evidence* had been to report on assessment efforts, responsibility for the ongoing production of the newsletter transferred to the Assessment Director. At that point, the IFD began producing a newsletter about the ongoing activities of the Institute. Recent issues of the IFD Newsletter are available on the IFD website (http://intraweb.stockton.edu/eyos/page.cfm?siteID=284&pageID=4). Back issues of *Evidence* are also available on the IFD website (http://intraweb.stockton.edu/eyos/page.cfm?siteID=284&pageID=2).

**IFD Webpage**

The IFD maintains a webpage (http://intraweb.stockton.edu/eyos/page.cfm?siteID=284&pageID=1) where faculty can find information of use in their faculty development activities. The website underwent revisions during the 2013-14 academic year, and a calendar was added to the home page so faculty would have easy access to information about faculty development related events taking place on campus. Other areas of the website that have been augmented and that have been identified by faculty as containing useful information are the “Evaluation of Teaching” section and the “Videos” section. From fall 2013 through fall 2014 the IFD has increased efforts to record workshops and other presentations related to professional development and post them on the website. Recently added videos include a panel discussion of the process of promotion from Associate to Full Professor, a presentation on using Turnitin.com to augment one’s teaching, and a presentation on the IRB submission and approval process.

Further revisions to the IFD website are necessary to increase its “user-friendliness” and add to the information available to faculty. The current infrastructure for Stockton’s webpages was developed internally several years ago and has been recognized as needing an upgrade. The Office of Computer and Telecommunications Services is currently undertaking a review of possible external providers for web-hosting services, and the IFD will closely follow developments in this process so that we can take advantage of newly available technologies to improve our accessibility and ease of use.

**Advisory Committee to the IFD**

A responsibility of the IFD Director is to convene an Advisory Committee to the IFD to include at least one faculty member from each Academic School. The IFD currently has five “Faculty Fellows” who serve in an advisory capacity to the Director. (The full responsibilities of the IFD Fellows are described on p. 12.) The number of Fellows was increased from four in the 2013-14 academic year and, depending on the School-affiliation of the Fellows, there can be relatively
broad representation from the eight Stockton schools (i.e., Arts and Humanities, Business, Education, General Studies, Health Sciences, Natural Sciences and Mathematics, Social and Behavioral Sciences, and Graduate and Continuing Studies). At the present time, Fellows represent Arts and Humanities, Education, and Social and Behavioral Sciences.

Typically, the Fellows meet with the IFD Director at the beginning and end of each semester to review activities and accomplishments and to plan for the next semester. These meetings provide Fellows with the opportunity to advise the Director on matters that are relevant to their specific disciplines and schools and to suggest future professional development activities. For example, in their December 2014 meeting, two Fellows from different disciplines (Literature and Economics) agreed to conduct two faculty workshops in the spring of 2015 on the scholarly publication process, one focused on journal articles and one on books. Two other Fellows will host a spring 2015 session on teaching classes with large numbers of students. Finally, another Fellow agreed to explore opportunities for the IFD to use social media applications to connect with a greater number of faculty members.

Support for Faculty

Mentor New Tenure-Track Faculty

All new faculty are assigned an in-program mentor and most Schools choose to assign new faculty an out-of-program mentor, as well. Thus, the IFD Director functions as mentor to new faculty on an as-needed basis.

Mentoring of the new faculty by the IFD Director begins with a two-day New Faculty Orientation in August. The Director typically presents the opening session of the orientation on the topic of “Getting to Know Stockton,” and throughout the two days conducts additional sessions on “Prepping for the Semester” and “Student Evaluations at Stockton” (see Appendix B for the 2014 New Faculty Orientation schedule). The Director also hosts a lunch for new faculty and their program and out-of-program mentors, during which they are introduced to mentoring at Stockton. While the Director remains available to mentor new faculty throughout their early years at the College, most will develop positive relationships with assigned and chosen mentors within a couple of months of their orientation to the College. Thus, mentoring by the Director gradually diminishes and typically happens informally and on an as-needed basis at the request of the faculty member. The ways in which the Director continues to mentor new faculty will be discussed in the sections on “Faculty Development Workshops,” “Peer Observation of Teaching,” and “Assisting New Faculty in Developing Tenure/Promotion Files.”

Services to Adjunct Faculty

Orientation for adjunct faculty. The Director participates in Adjunct Information Sessions every year in January and August prior to the start of each semester. The Director typically prepares two 60 – 90 minute presentations, one for new adjunct faculty members and
one for adjuncts who have previously taught at Stockton. The session for new adjuncts always includes information on student evaluations of teaching because these are the primary means by which adjunct faculty performance is evaluated (see Appendix C for sample presentation slides). (Stockton uses the Individual Development and Educational Assessment survey [IDEA] for student evaluation of teaching.) The returning adjunct session varies from semester to semester, and under the current Director has included topics such as “An Introduction to Stockton’s Essential Learning Outcomes Initiative” and “The Student Perspective on Teaching at Stockton,” which involved a question and answer session with a panel of student leaders.

**Mentor adjunct faculty.** Although mentoring of adjunct faculty is listed as a responsibility of the IFD Director, this role has typically been undertaken by Coordinators of the Programs in which the adjunct faculty member teaches. Program Coordinators typically have deeper knowledge about the curriculum and unique needs and responsibilities of adjunct faculty who teach within a given discipline, and, therefore, they are best able to respond to the needs and concerns of adjuncts teaching in their programs.

Results of a recent adjunct faculty survey conducted by the IFD Director in fall 2014 are still being processed at this time; however, the preliminary analysis of data from the survey indicates that 56 percent of adjuncts (65 of a total N of 111) disagreed or strongly disagreed with the statement “I am interested in being mentored by a full-time faculty member.” The same survey suggests, however, that a majority of adjuncts are interested in consulting with the IFD Director or another appropriate staff person or administrator on a variety of topics (e.g., IDEA interpretation, teaching challenges). Thus, whether or not these consultations represent “mentoring,” the IFD will make every effort to continue its outreach to adjuncts in order to provide them with instructional services.

**Conduct Faculty Development Workshops**

A major responsibility of the IFD Director is to provide professional development workshops for both new and experienced faculty members. The Director organizes weekly workshops each fall for new faculty, who receive a course release in exchange for their participation. In addition, the Director facilitates discussions and invites speakers to address topics of interest to faculty members. The Director also facilitates the Summer Institute on the Peer Evaluation of Teaching for tenured faculty seeking training as peer observers, and the current Director is a founder and co-facilitator of the Stockton Critical Thinking Institute, a three day workshop that provides training, coaching, and resources to faculty who are interested in helping students improve their critical thinking skills.

**Fall new faculty weekly workshop series.** Since the IFD was established in its current form in 2005, the Director has been responsible for organizing a weekly series of 75 minute workshops for new faculty each fall. Through fall 2013 these workshops were typically conducted by a different member of the Stockton community each week and focused on various aspects of the College culture. (See Appendix D for a representative schedule.)

In the final meeting of the 2013 fall workshops, however, the current Director initiated a feedback session in which participants were asked to evaluate the workshops and make suggestions for future topics. One theme that emerged from this discussion was that many new
faculty had no formal teaching training as part of their doctoral studies, and they thought that the fall workshops would be a good venue in which to incorporate sessions on pedagogy. Based on this feedback the Director began a process of integrating content intended to help faculty promote deep learning in their students. (See Appendix E for 2014 workshop schedule and sample workshop slides.)

In the 2013 feedback session new faculty also noted that much of the content of their workshops that was related to aspects of Stockton culture, curriculum, etc. had been useful, so an effort was made to preserve as much of that material as possible in alternative formats for new faculty. Several presenters created online versions of the presentations they had made to the new faculty, and these were posted on the IFD website. In addition to freeing up time in the fall workshops for discussions of teaching, an additional benefit is that the online content is now available to adjunct and part-time faculty, who do not receive release time to attend the new faculty workshops. These videos are available on the IFD website here: http://intraweb.stockton.edu/eyos/page.cfm?siteID=284&pageID=14.

Session evaluation surveys are completed by participants after each new faculty workshop. Overall, ratings tend to be quite high, but faculty are also able to make qualitative comments on the survey that the Director uses to improve future workshops. (See Appendix F for summary evaluations from the 2013 and 2014 new faculty workshops.)

**Summer Institute for the Peer Evaluation of Teaching (SIPET).** At Stockton all pre-tenure faculty are required to receive two peer observations per academic year, reports of which are included in their evaluation files each academic year. SIPET was initiated in the summer of 2012 because there was no formal training for faculty in the conduct of these observations prior to that time. This institute is held for three days in June, and tenured faculty receive information and training on the philosophy and practice of peer observation of teaching. Materials are drawn from the growing professional literature on peer observations and include content from Chism (2007), Hendry & Oliver (2012), and others. In 2014 the training for the first time included content on evaluating online and hybrid teaching, and SIPET 2015 will introduce training on Small Group Instructional Diagnosis (SGID), which the current Director began offering in the fall of 2014 as an alternative to mid-semester feedback surveys.

Twenty-five faculty members in total have participated in SIPET training to date, and they have performed over 40 peer observations of teaching among them. (This total does not include the 15 observations the current IFD Director, who participated in the 2013 SIPET training, has conducted since being appointed to the IFD.) Up to ten faculty members will be invited to participate in SIPET 2015. The names and program affiliations of all SIPET participants are on the IFD website so probationary faculty have information about selecting a peer observer. (Information on SIPET participants: http://intraweb.stockton.edu/eyos/page.cfm?siteID=284&pageID=12).

**Stockton Critical Thinking Institute (SCTI).** The SCTI was started in the summer of 2012 by the current IFD Director and two colleagues, roughly one year before Dr. Reynolds began his term as IFD Director. The purpose of the SCTI is to provide training, coaching, and
resources to faculty who are interested in helping students improve their critical thinking skills. Each summer in late July or early August the SCTI hosts a two-day workshop, during which faculty learn strategies for infusing critical thinking content and activities into their subject area courses. Because the SCTI is clearly a faculty development project, when Dr. Reynolds became IFD Director in 2013 the SCTI budget was moved to the IFD and now falls within Dr. Reynolds’s responsibilities as IFD Director.

The three cohorts of SCTI participants have included a total of 33 faculty members representing all Stockton schools except Business. The School of Social and Behavioral Sciences has had the strongest representation (N = 9). The request for applications for the 2015 SCTI will be issued early in spring 2015. The number of participants is capped at 12 per summer, and each year the number of applications has exceeded the available spots. Participants are chosen by lottery, and those not selected are guaranteed spots for the next summer should they still wish to participate.

**Assessment Institute.** This institute became the responsibility Dr. Gonsalves, the newly appointed Director of Academic Assessment, in summer, 2013. Prior to 2013 the Assessment Institute had been held annually for six years: four times with a general focus on helping faculty/programs with assessment plans and twice with a focus on developing Collegiate Learning Assessment (CLA)-style performance tasks for use both pedagogically and for assessment of student learning. There had been 110 participants (about 52 after correcting for repeat participants) in the Assessment Institute from 2007-2012.

**Other workshops and brown bags.** Dr. Reynolds has expanded opportunities for faculty to engage in discussions and workshops intended to support professional development. Generally referred to as “brown bags,” these sessions typically focus on a specific topic, are led by the Director or a faculty member with a particular area of expertise, and last 60 – 90 minutes. Sample brown bags from the 2013-14 academic year are listed below.

- Two brown bag discussions to introduce IFD Fellows and the services they would provide to faculty (Deb Figart, ECON; Mike Frank, PSYC; Liz Shobe, PSYC)
- A brown bag on instructional technology and support for online courses (Susan Davenport, Vice Provost for E-Learning; Doug Harvey, EDUC and IFD Fellow)
- A brown bag on ways of internationalizing course content (JY Zhou, Internationalization Specialist)
- A workshop on using Turnitin.com to enhance teaching (Dennis Fotia, Assistant Director of E-Learning; Marissa Levy, CRIM; [video](#) available)
- A community engagement brown bag (Joe Rubenstein, SOCY & Jennifer Barr, BUSN; co-sponsored by the Stockton Center for Community Engagement and the IFD)
- A brown bag discussion with Bill Daly, POLS, on “The Stockton Idea” ([video](#) available on the IFD website)
- Two workshops/discussions on creative teaching approaches (Liz Shobe, PSYC and IFD Fellow)
- Two file construction workshops for pre-tenure faculty (Bill Reynolds, SOWK and IFD Director)

Additional workshops and brown bag discussions were offered throughout spring 2014:
• Using Zotero to support faculty research (Manish Madan, CRIM)
• Creative teaching forum: Research methods (Liz Shobe, PSYC; Joshua Duntley, CRIM)
• Panel discussion on process of moving from Associate to Full Professor (Rodger Jackson, PHIL; Margaret Lewis, BIOL; Deb Figart, ECON; Beth Olsen, Grants Director; video available on IFD website)
• Blackboard Exemplary Course Rubric discussion (Linda Feeney, Director of E-Learning)
• Making the most of your mentoring relationship (Marissa Levy, CRIM; Christine Gayda, PSYC; Deeanna Button, CRIM)
• Grants development workshop series (Beth Olsen, Grants Director; series of three workshops co-sponsored by the IFD and Grants Office)
• Critical Reflection and Stockton’s Essential Learning Outcomes (Bill Reynolds, SOWK and IFD Director)
• Fostering Deep Learning (Ken Bain, author of *What the Best College Teachers Do*; IFD Annual Speaker)

**Provide Support for Faculty with Tenure/Promotion Files and Teaching Portfolios**

Stockton faculty are responsible for assembling a review file in each pre-tenure year. Submitted in either January (years 1 & 2) or February (years 3, 4, & 5), these files increase in length and complexity as faculty members increase their activities and output in the areas of teaching, scholarship, and service. After receiving tenure, faculty members submit self-evaluations every five years, and Associate Professors who wish to apply for promotion are also responsible for assembling detailed and extensive accounts of their professional accomplishments. A major responsibility of the IFD Director is to assist faculty in these efforts.

**File review and consultation.** In AY 2013-14, the Director read drafts of or otherwise consulted on the writing of approximately 15 faculty files. He has done so for an additional 10 faculty thus far in AY 2014-15. File consultations have been requested primarily by first year faculty who are new to the process and faculty submitting tenure files, but those in their second and third years also frequently request feedback. Needs of faculty vary with respect to file construction; typically, however, the Director reads and comments on partial and completed drafts, some of which can be more than 50 pages in length. Consultations can often last more than an hour, especially when faculty members request assistance with interpreting and writing about student evaluations of teaching. File-related activities consume a large portion of the Director’s time from December through February, in advance of spring file deadlines.

**File workshops.** In December 2013 and 2014 and January 2014 and 2015, before evaluation file submission due dates, the IFD hosted workshops for faculty to assist with file construction. These sessions were attended by over 35 faculty in each year, many of whom reported that the information was quite helpful. As a result of their attendance, several faculty followed up with the Director to seek assistance with constructing their files. (See Appendix G for sample presentation slides.)
In addition, for 90 minutes preceding the December 2014 and January 2015 file workshops the IFD Director and IDEA Faculty Liaison, Judith Vogel, met individually with faculty members who desired a consultation on their student evaluations of teaching. A total of seven faculty members attended these individual sessions.

**Face to face meetings.** The Director of the IFD meets with faculty for teaching consultations upon request. Some of these take the form of helping faculty use student and peer feedback to improve teaching performance. In 2013-2014, the Director met with sixteen faculty (three of them twice) in individual, formal meetings, about interpreting their IDEA reports and using them to build on obvious strengths and identify areas for improvement to optimize impact on teaching and learning. In addition, the Director had numerous less formal conversations with faculty and staff about how to interpret IDEA results, deal with problematic students, and improve the effectiveness of in-class small group work.

Other teaching consultations focus on teaching more generally—they often involve questions about student evaluations or they might involve faculty discussing recent changes they’ve made to a course, changes they are considering for a future course, how to deal with students who appear to be resistant due to a teacher’s gender, race, religion, or nationality, and more. At least five of these conversations were with faculty who were considering teaching online for the first time, and the Director provided them with books from the IFD library and referrals to faculty with the appropriate expertise (e.g., IFD Fellow for Instructional Technology, Doug Harvey) and staff of the Office of E-learning for additional assistance. Overall, the current Director has had more than 30 of these meetings since joining the IFD, not counting those directly related to a teaching observation or to interpreting student evaluations.

**Peer observations of teaching.** From July 1, 2013 – December 1, 2014 the Director of the IFD observed 15 classes (three in the fall of 2013, nine in the spring of 2014, three in the fall of 2014), all of which involved pre-observation meetings, extensive note-taking while attending a full 75 or 90 minute class sessions, post-observation meetings with faculty, and completion of both informal descriptive and formal evaluative reports. (See Appendix H for a sample report. Identifying information has been removed to preserve the observed faculty member’s anonymity.) Observations included mostly probationary faculty; however, two Associate Professors requested observations in preparation for promotion. These thorough observations require roughly six to eight hours of time as the IFD strives to provide both formative feedback and a highly detailed glimpse into the classroom for file readers. The number of observations performed per academic year by the current Director is consistent with numbers reported by the previous Director, who performed 13, 10, and 11 observations in AY 2010-11, 2011-12, and 2012-13, respectively.

**Mid-semester feedback surveys.** Each semester the IFD Director makes a concerted effort through in-person and email communications to encourage faculty to complete mid-semester feedback surveys. The IFD provides faculty with a survey they can use or tailor to their need for feedback in specific areas, offers online midterm surveys through Survey Monkey, and provides a summary of survey results to those faculty who bring the forms to the IFD for processing. In addition, beginning in the fall of 2014, the Director began to offer interested faculty Small Group Instructional Diagnosis (SGID), a formative evaluation of student learning.
typically conducted four to six weeks into the semester. (Three faculty requested SGID in the fall of 2014.)

Some faculty may not process their mid-semester feedback data through the IFD and others may use surveys of their own design. Therefore, the total number of faculty who use midterm surveys is unknown. A substantial number of faculty did, however, use IFD services at the midterm in fall 2013, spring 2014, and fall 2014. Midterm feedback was processed for 56 courses (51 in person, 5 online) in the fall of 2013, 51 courses in the spring of 2014 (41 in person, 10 online), and 73 courses in the fall of 2014 (three online).

In a survey conducted by the IFD in 2012, faculty were queried about their use of mid-semester feedback surveys. Over half (N = 119) of the 199 respondents reported collecting midterm feedback from students, and the bar graphs below show how they have used IFD services related to this feedback and what actions they have taken as a result of their midterm results. Based on the numbers of surveys processed by the IFD office, these results suggest that many more faculty seek and use mid-term feedback than is suggested by the numbers of surveys processed by the IFD.
Additional IFD Responsibilities

Teaching Circles. Teaching circles are a commonly used professional development method for faculty in higher education. They typically involve small groups of faculty who collectively develop and/or further their knowledge and experience about a professionally relevant area. Unlike a workshop or many other local professional development offerings, in a Circle people collaborate together to develop expertise rather than use an expert facilitator to lead the group.

The IFD (with assistance from Presidential Initiative Funding) supported three Teaching Circles in 2012-13, six in 2013-14, and six in 2014-15. In addition to engaging over 60 faculty members in regular discussions of readings and pedagogical strategies related to Circle topics, Circles reached a number of others in the Stockton community when they hosted guest speakers (Childhood Studies Circle; Inter-professional Education Circle; Exploring the Impact of Faculty Positionalities and Student Receptivity to In-class Discussions on Race, Class, Sexual Orientation, Disability and Age Circle) and sponsored two conferences during January break (Women in Academia Circle, 2014, 2015).
Faculty development Fellows. IFD Faculty Fellowships are granted to faculty members who have an interest in supporting the professional development of their colleagues and expertise in a recognized area of need. For example, the request for applications for IFD Fellows for the 2015-16 academic year, which was issued in fall 2014, identified the following areas of need:

- Expertise in the conduct of quantitative research to serve as a resource for faculty who need support for their research, including skills in research design and data analysis/interpretation.
- Expertise in the conduct of qualitative research, including familiarity with grounded theory and feminist approaches to research design, to serve as a resource for faculty who need support for their research. Experience with qualitative data analysis software is encouraged.
- Mentorship to faculty who are working to produce scholarly publications and presentations. Applicant(s) should have a robust history of scholarship, with experience as a journal reviewer and editor a plus.
- Innovative hybrid and blended learning pedagogies. Experience with best practices in online course design and knowledge of a range of instructional technologies encouraged.
- The design and evaluation of courses, assignments, and other learning opportunities intended to help students achieve essential learning outcomes.
- Instructional coaching fellow to assist faculty in the use of evidence-based teaching practices to promote critical thinking and other desirable student outcomes.

The IFD had four Fellows in 2012-13 and 2013-14 and currently has five Fellows for the 2014-15 academic year. The Fellows provide useful support to faculty in several of the areas listed above. Fellows are typically introduced to the new faculty at an early Fall New Faculty Workshop session and at Brown Bag discussions hosted by the IFD in the fall semester. Although services provided by Fellows are frequently used by new and probationary faculty, in recent years IFD Fellows have provided support with scholarship and the use of instructional technologies to tenured faculty as well. Fellows are appointed for one year with an option to reapply for a second year.

Assessment Plan

Assessment of the impact and effectiveness of select IFD services occurs on an ongoing basis; however, a formal assessment plan focused on both process and outcomes does not currently exist. Some summative data are collected (e.g., participant evaluations of the weekly Fall New Faculty Workshops; participant evaluations of the Stockton Critical Thinking Institute), but much more assessment occurs formatively and informally. Much of the time of the Director is spent in individual consultations, often via phone and email as well as in-person, with faculty on issues such as teaching strategies, file construction, research planning, among others. While faculty members tend to verbally express the helpfulness of these services, there has been no formal assessment of them beyond an annual count of service contacts to date.
The following table lists the IFD activities for which assessment is currently occurring or for which a plan will be implemented. In addition, Dr. McGovern, IFD Director from 2009 – 2013, conducted a faculty survey to assess 1) faculty utilization of IFD services and 2) faculty needs relevant to the mission of the IFD. Dr. McGovern reported on these results in her end of year report for 2012-13, which is quite lengthy so not included here, but it is available upon request. In preparing for his role as Director of the IFD, Dr. Reynolds reviewed this report and the survey results, and several of the workshop topics and services provided during his tenure as Director have resulted from recommendations that emerged from this survey.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Goals</th>
<th>Measures and Outcomes</th>
<th>Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty Workshops</td>
<td>1. Familiarize faculty with campus services, culture 2. Provide support for teaching</td>
<td>Weekly workshop surveys indicate that faculty are highly satisfied with the content of the weekly workshops (see Appendix F for evaluations).</td>
<td>1. Continue procedure implemented in fall 2013 of using the final New Faculty Workshop as a focus group for generating input and suggestions from new faculty about content that would be useful for them. 2. Revise weekly workshop content to include material from Doyle and Zakrajsek (2013) on conditions that foster student learning. 3. Continue to create video content on Stockton services so that workshop time can emphasize best practices in teaching and learning.</td>
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| Other faculty development workshops (including Stockton Institute for the Peer Evaluation of Teaching; Stockton Critical Thinking Institute; other intermittent “brown bags” and workshops.) | 1. Provide training in specific areas (e.g., conducting peer observations, teaching for critical thinking)  
2. Offer faculty learning opportunities in areas they have requested (e.g., recent session on securing grant funding)  
3. Provide training and information about ongoing College initiatives that impact teaching and learning (e.g., sessions on Essential Learning Outcomes initiative, new Academic Honesty Policy) | survey participants and some don’t. Direct measures of impact have rarely been used, with the exception of the Stockton Critical Thinking Institute, which requires faculty participants to do pre- and post-testing of their courses that emphasize critical thinking using the Cornell Critical Thinking Test. (See Appendix I for results of workshop surveys for an IFD-sponsored discussion of “trigger warnings” and for a summary of participant evaluations from the 2014 SCTI. Data from the Cornell are currently being compiled for evaluation.) | 1. Establish workshop evaluation template to be used for IFD-conducted and supported workshops and trainings.  
2. Conduct regular focus groups with IFD stakeholders to collect formative data on the effectiveness and utility of IFD offerings. |
Faculty Fellows

Connect faculty to colleagues (i.e., IFD Fellows) with particular areas of expertise who can assist them in achieving goals in teaching, scholarship, and service.

Fellows conduct faculty workshops and brown bags, these can be assessed by the methods noted above.

In addition, Fellows are required to submit annual reports in which they provide a self-assessment, which typically includes an accounting of number of individual contacts with colleagues and a description of additional activities.

None.

Professional Development and Service of Director

Dr. Reynolds has taken a number of opportunities for professional development in areas related to his responsibilities as Director of the IFD. To generate ideas for the 2014 New Faculty Workshop series, Dr. Reynolds attended the Best Teachers Institute in June of 2014. This workshop is run by Ken Bain, author of *What the Best Teachers Do* (2004), and co-facilitated by several of the college teachers profiled in his book. Ideas on fostering deep thinking that were introduced at this institute were incorporated into several sessions of the fall 2014 New Faculty Workshops. In addition, in October, 2014 he attended a two day “Coach the Coaches” training in Lawrence, Kansas to help further develop instructional coaching services that began in the SCTI but which will be offered more widely to interested faculty.

In support of his work with the Stockton Critical Thinking Institute Dr. Reynolds has on three occasions attended the International Conference on Critical Thinking and Education Reform held annually by the Foundation for Critical in Berkeley, CA. In 2014 he gave a presentation at this conference on “Developing a Sustainable Model for Faculty Development in the Pedagogy of Critical Thinking.” Also in 2014 Dr. Reynolds attended the Conference on Higher Education Pedagogy (CHEP) at Virginia Tech and gave a talk on “Critical Thinking in the College Classroom: Teaching the Teachers.” Based on the response to that talk he has been invited back to CHEP in 2015 to give a pre-conference workshop with his SCTI co-facilitators on “Improving Critical Thinking in the College Classroom.” Finally, in order to gain a deeper foundation in his faculty development responsibilities, Dr. Reynolds attended POD 2014, the annual conference of Professional and Organizational Development Network in Higher Education in Dallas, TX. While in Texas he gave an invited talk to faculty at Texas Christian University titled “A Framework for Enhancing Critical Thinking Skills.”
Just as the IFD fundamentally operates to serve the faculty in their pursuit of professional goals, especially in the area of teaching and learning, the IFD Director is in a unique position (i.e., a faculty member with a number of quasi-administrative responsibilities) to provide service to the College. Dr. Reynolds serves on the Provost’s Council, attending bi-weekly meetings with the Provost, Deans, and other administrators and key faculty members who report to the Provost on issues relevant to the academic affairs of the College. He also serves on the College Assessment Committee, is an elected member of the Faculty Senate, and serves on the Academic Programs and Planning Committee of the Senate. In addition, he has been involved in Stockton’s Essential Learning Outcomes (ELO) initiative since its inception, serving on the ELO Steering Committee since it formed in 2013. Finally, Dr. Reynolds is a member of the Academic Affairs Working Committee of Stockton’s Island Campus, which was assembled after Stockton’s recent purchase of the former Showboat Hotel and Casino, which closed in 2014. This committee is charged with developing a set of short- and long-term proposals regarding academic opportunities at this site, now referred to as Stockton’s Island Campus. These recommendations will be presented to the Island Campus Coordinating Committee in a reasonable time frame to inform and guide the Committee’s final recommendations regarding key strategic initiatives pertaining to the Island Campus location.

The Institute for Faculty Development: Reflections on the Past, Present, and Future

The information presented in this report suggests that the IFD has a strong and consistent history of supporting faculty, not only in their pursuit of excellence in teaching and learning but also in their scholarly and service-oriented projects. Past Directors of the IFD have used their understanding of the culture of Stockton and their disciplinary expertise to establish a successful new faculty orientation, a valued series of new faculty workshops, and numerous other services for probationary and experienced faculty alike. For example, Dr. Gonsalves initiated the fall New Faculty Workshops and founded the Summer Assessment Institute, and Dr. McGovern began the Summer Institute for the Peer Evaluation of Teaching and the Stockton Teaching Circles, all of which have provided valuable training and support to 40 or more faculty members each year.

While continuing many of the activities begun by his predecessors, Dr. Reynolds has made efforts to further expand training opportunities for faculty. He has developed a robust “brown bag discussion” program, the topics for which represent a merger between faculty interests and ongoing college-wide initiatives. For example, the Stockton Critical Thinking Institute has been quite popular with faculty as have brown bag discussions on critical reflection based on the work of Stephen Brookfield and others. These activities were initiated from faculty interests, yet they converge neatly with Stockton’s Essential Learning Outcome initiative, which names Critical Thinking as one of its 10 ELOs. Similarly, the IFD has sponsored multiple sessions on internationalizing the curriculum, which corresponds closely with the “Global Awareness” ELO.

With the expansion of the College to the “Island Campus” in Atlantic City, there is an expectation that the student body and the faculty will grow, although by how much is unknown. Such growth represents both challenges and opportunities for the IFD. During the existence of
the IFD (from 2005 to the present) the number of full time faculty has increased from 242 to 304 (+26 percent) and the combined total of full time and part time faculty has increased from 426 to 660 (+55 percent). While the IFD added a full time administrative assistant in 2009 (it had formerly relied on part-time student workers for clerical support) there has been no expansion of professional staff. Thus, a primary challenge will be whether the IFD with a two person staff can maintain its level of service to the faculty in the face of such expected growth. However, these conditions may also represent an opportunity for the IFD to grow along with the College as a whole.

Given that the IFD Directorship is limited to three years, it may also be a challenge to continue to find in a single faculty member the broad array of skills necessary to meet the needs of an expanding faculty pool. Prior to teaching at Stockton, Dr. Reynolds earned an M.Ed. while teaching high school English; earned an M.S.S. (equivalent of an M.S.W.) and was a clinical social work practitioner; and worked as a co-investigator on foundation and federally funded (NIH and NSF) qualitative and quantitative research studies at a major university hospital. He has utilized skills in all of these areas during his time as IFD Director. While the College is generous in supporting the professional development of the IFD Director through conference attendance and training opportunities, the breadth of knowledge and extensive skill set (not to mention the time) necessary to perform effectively and comprehensively in the position may be difficult for a new Director to acquire in a three year period.

The acquisition of the Island Campus and the upcoming transition from college to university represent significant changes in the structure and, perhaps, the culture of Stockton. In the context of such dramatic institutional change, a discussion of the future role of the IFD in helping faculty achieve their professional goals belongs in the conversation. This report and the response of the Five Year Review Consultant to it and to her campus visit can provide the mechanism for a campus-wide discussion of the mission and resources necessary for a robust, sustainable faculty development program.

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1 Figures provided by Institutional Research, February 6, 2015.