

November 28, 2016

Michael Morrone
FACET Director
107 S. Indiana Ave. Bryan Hall, Room 203B
Bloomington, IN 47405

Dear Michael,

Thank you for your tremendous support in helping us complete a Needs Analysis project for FACET. The project is now completed and we have a final report for you. The contents of this report are strictly confidential to FACET. Our final recommendations can be found at the end of the report.

We look forward to be meeting with you to review the report and to answer any questions you might have regarding our Needs Analysis project. Please feel free to contact us if you have any questions or concerns.

Sincerely,

Brett Gary

Susan Loucks

Ahmed Lachheb

Susan Loucks, Brett Gary, and Ahmed Lachheb
Needs Analysis Team
Department of Instructional Systems Technology
Indiana University School of Education
W. W. Wright Education Building, Room #2276
201 N Rose Ave, Bloomington, IN 47405



Needs Analysis Report



Indiana University: Faculty Academy on Excellence in Teaching

November 28, 2016

Needs Analysis Team

Susan Loucks

Ahmed Lachheb

Brett Gary

EXECUTIVE SUMMARY

The purpose of this needs analysis project was to identify reasons behind low participation rates for the Indiana University Faculty Academy on Excellence in Teaching (FACET) programs, by Indiana University Bloomington (IUB) faculty, and to develop recommendations that will increase participation, strengthen the organization's programs, mission and outcomes, and community of practice. This report describes the project methodology and includes results from the data collection and analysis process using PEST, SWOT and Force Field analysis methods. In summary, the needs assessment team found the following:

Strengths

- Prestigious, multi-disciplined teaching and learning community
- Motivated IUB FACET leadership
- Strong involvement of IUB FACET members in professional development events outside FACET programs
- Strong collaboration between FACET and CITL to provide professional development opportunities that aim to improve teaching practices
- Provides opportunity for published works in international teaching journals
- Faculty/Peer driven support program
- Collaborative, campus and statewide, faculty teaching and research network

Areas for Improvement

- Insufficient marketing and promotion of programs
- Confusion between CITL, SOTL and FACET by non-members
- Time consuming application process deter faculty from applying to FACET
- Selection committee process bias and challenging submission deadline
- Lack of defined expectations and incentives for member involvement
- No established metrics to measure impact of programs
- Programs do not target the diverse needs of all faculty

Based on the findings of the needs analysis, the **recommendations** are:

- Increase the marketing efforts to keep current members attending events, to recruit new members, and to clear up the confusion between CITL, SOTL and FACET.
- Design and implement programs that target diverse faculty populations: pre-tenured faculty, post tenured faculty, senior faculty, teaching & research faculty.
- Establish metrics to evaluate the impact of programs and events.
- Review and discuss the selection process by focusing on: (1) the selection committee objectivity and subjectivity regarding IUB applicants, (2) the application deadline conflict with the academic year.
- Establish member-involvement expectations for both new and existing members.

ACKNOWLEDGEMENTS

The evaluation team sincerely thanks the many people who provided support and assisted during this project and would like to acknowledge the following individuals:

- Michael Morrone, JD. FACET Director and primary stakeholder, for allowing us to conduct this needs analysis initiative, and for all the support and resources provided throughout the project.
- Dr. Rasul Mowatt, Indiana University - Bloomington FACET Liaison and key stakeholder, for the support and resources provided getting us started on this project.
- The many Indiana University - Bloomington faculty, both FACET members and non-members, who volunteered time away from their busy schedules to participate in the data collection process.
- Dr. Yonjoo Cho for her outstanding commitment providing guidance and feedback to our team during the project.

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1. INTRODUCTION

1.1. A Needs Analysis (NA) project was conducted for the Indiana University Faculty Academy on Excellence in Teaching (IU FACET), to investigate and identify the reasons behind low participation rates in FACET programs by IU Bloomington (IUB) faculty. The current low participation rate from IUB faculty is unsatisfactory for FACET's leadership board compared with member participation at the other IU regional campuses. This report includes the data analysis, methodology, NA findings and recommendations resulting from the NA process.

2. PURPOSE AND SCOPE

2.1. The NA was conducted for FACET at the IUB campus to accomplish two tasks:

- Investigate and identify the reasons behind low participation rates in FACET programs by IUB faculty.
- Develop recommendations that will lead to increased participation moving forward.

3. BACKGROUND

3.1. FACET is a community of IU faculty and scholars that work together across IU's regional campuses and disciplines to empower scholarship about teaching and learning, with the goal of enriching students learning and success.

3.2. FACET's ideal state involves increased IUB faculty participation and engagement that matches the rate of participation from other IU regional campuses.

3.3. Increased participation from IUB faculty in FACET programs will strengthen the organization's programs, mission and outcomes, and will benefit the IUB faculty by being engaged in an active scholarly community.

4. PEST ANALYSIS

4.1. A Political, Economic, Socio-Cultural, and Technological (PEST) analysis method was used to evaluate trends in these areas that may impact FACET. Approaching the organization through a macro view allows the Needs Assessment Team to establish a broader understanding of FACET, as well as putting the factors that can affect its work in perspective.

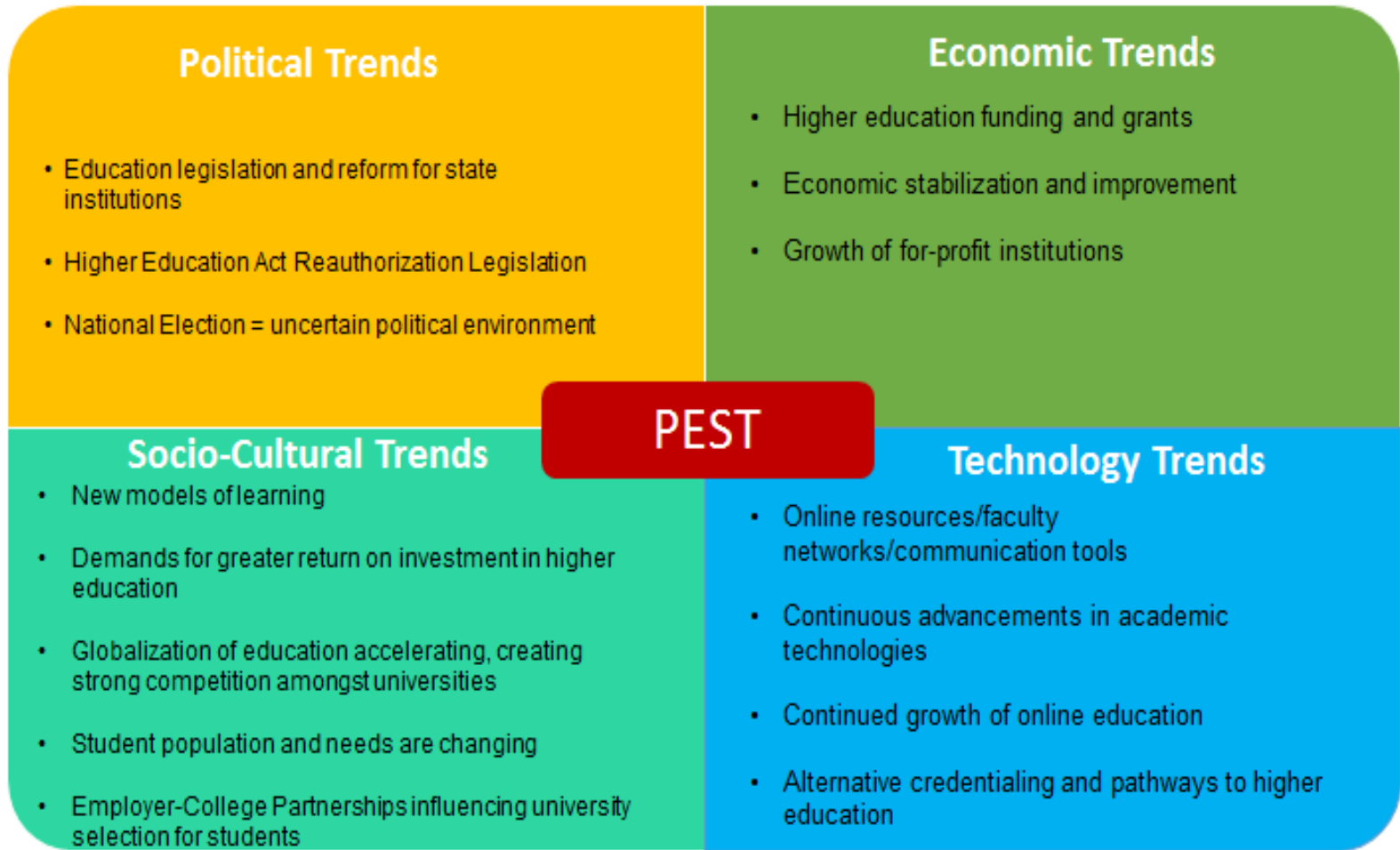


Figure 1: PEST Analysis

5. FRAME FACTORS

5.1. Frame factors identify internal and external limitations that may impact the NA project. The following factors were determined to have varying levels of impact on the projects overall outcome and timing. The frame factors were categorized as follows:

5.2. Overall Project:

- The time constraints for data collection and project completion (approximately 8 weeks).
- No budget allocated for NA project.

5.3. Organization:

- Coordinating interviews with busy IUB FACET members.
- Not being able to coordinate a focus group due to the varying and busy schedules of IUB FACET members.
- Maintain confidentiality of interview data collection.
- Potential bias as one of the NA team members works with the client.

5.4. Needs Analysis Team:

- Team member scheduling conflicts due to numerous graduate coursework and job priorities.

6. PROJECT METHODOLOGY

6.1. This needs analysis project took eight weeks to complete and utilized the three-step process shown below in Figure 2. The team used a variety of qualitative data collection methods for this project. Multiple sources of data were collected in the attempt to triangulate the findings of the current issues and their root causes, as well as develop effective recommendations.

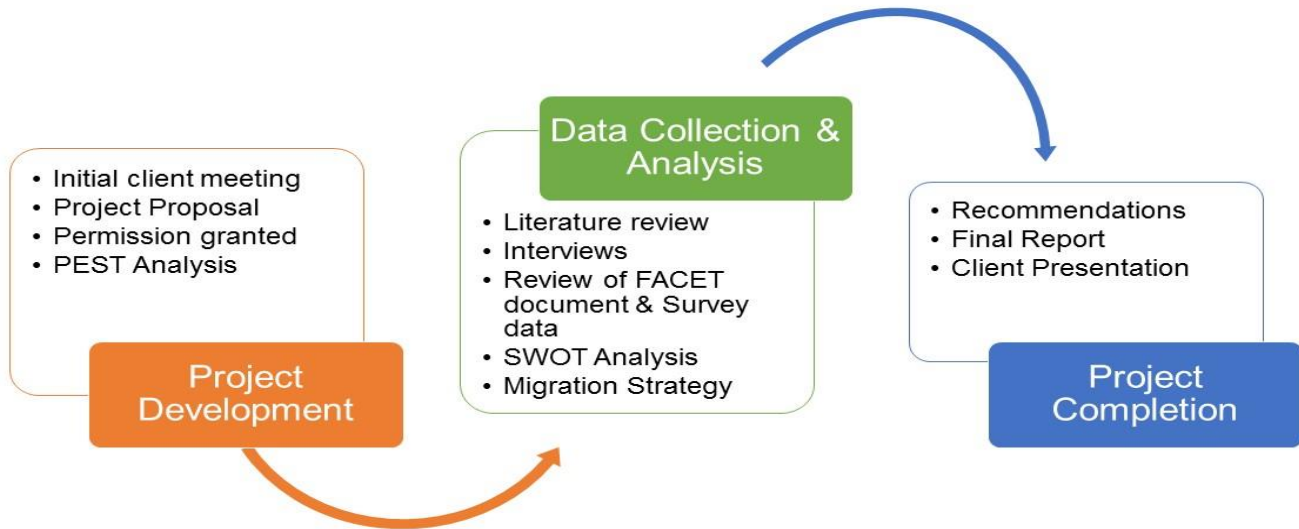


Figure 2: Project Methodology

6.2. Initial Meeting

The project began with an initial meeting with the client to learn more about the organization and the gap in performance we had been asked to identify during this needs analysis project. After the initial client meeting we drafted a project proposal (Appendix A) and obtained a permission letter from the client (Appendix B). The FACET director then sent an email to all IUB FACET members informing them of our project and encouraging their participation in our interview process.

6.3. Data Collection and Analysis

Data collection started with a literature review of articles focused on higher education teaching excellence programs and a review of teaching academies at other universities. Next, we conducted individual interviews with 10 IUB faculty members campus-wide, 8 current FACET members, and 2 non-FACET members. FACET members in both an active and inactive participation status were interviewed (Appendix C). We analyzed the interview data by identifying common themes among the responses.

We also reviewed existing FACET documents and summarized them by focusing on the aspects that relate to our needs analysis project (Appendix E). Due to the availability of previous survey-based evaluation data, we were requested by the client not to conduct another survey. Therefore, we used the data from the document review in two ways; (1) to better understand the organization under the scope of our NA, (2) to triangulate our findings with the previous data. Once all the data was collected and analyzed the team summarized the findings and created both a SWOT Analysis and a Force Field Analysis along with a migration strategy.

6.4. Project Completion

A final report and presentation were prepared to deliver recommendations to the client.

7. DATA ANALYSIS (SWOT)

7.1. We analyzed the strengths and weaknesses of internal factors and the opportunities and threats of external factors impacting our client. This SWOT figure summarizes our findings.



Figure 3: SWOT Analysis

8. FINDINGS

Analysis of the data collected during this needs assessment process produced the following findings for consideration in formulating recommendations.

Positive Findings

8.1 Prestigious, multi-disciplined teaching and learning community **(Finding 1)**

- FACET members and previous evaluations stressed these positive qualities.

8.2 Motivated IUB FACET leadership **(Finding 2)**

- FACET members stressed their appreciation of the leadership.
- NA team's conclusion after interviewing FACET leaders.

8.3 Strong involvement of IUB FACET members in professional development events outside of FACET programs **(Finding 3)**

- FACET members mentioned involvement with CITL and SOTL and CITL workshops and events and attendance data for the past and ongoing academic years (2014-2015, 2015-2016) supported this finding.

8.4 Strong collaboration between FACET and CITL to provide professional development opportunities that aim to improve teaching practices **(Finding 4)**

- FACET leadership explanation of the relationship between FACET and CITL.
- List of events co-hosted and organized by FACET and CITL.

8.5 Provides opportunity for published works in international teaching journals **(Finding 5)**

- FACET members shared their publication accomplishments thanks to FACET.
- The existence of two FACET sponsored journals: *Journal of the Scholarship of Teaching and Learning* (JoSoTL) and *Journal of Teaching and Learning with Technology* (JoTLT).

8.6 Faculty/Peer driven support program (i.e., nomination, peer reviews) **(Finding 6)**

- FACET leadership explanation of the nomination and the selection process.
- FACET members shared their experiences with the selection process.

8.7 Collaborative, campus and statewide, faculty teaching and research network **(Finding 7)**

- FACET members shared their collaborative experience across departments and state-wide IU campuses.
- FACET members shared their experiences with FALCON.

Negative Findings

8.8 Insufficient marketing and promotion of programs (**Finding 8**)

- FACET leadership explanation of the marketing efforts.
- Interviewed FACET members shared their concerns with the lack of marketing of FACET among IUB schools and departments.

8.9 Confusion between CITL, SOTL and FACET by non-members (**Finding 9**)

- Interviewed FACET members shared their colleagues' confusion between CITL, SOTL and FACET.
- Interviewed non-FACET members shared the same confusion.

8.10 Time consuming application process deter faculty from applying to FACET (**Finding 10**)

- Interviewed FACET members shared their own and their colleagues' experiences with the selection process.
- Interviewed non-FACET members shared how the academic calendar might deter them from applying to become FACET fellows.

8.11 Selection committee process can allow for bias and has a challenging submission deadline (**Finding 11**)

- Interviewed FACET members shared their own and their colleagues' experiences with the statewide selection committee.
- Interviewed FACET leaders shared voiced the same concern.

8.12 Lack of defined expectations and incentives for member involvement (**Finding 12**)

- The absence of a list of expectations once a faculty becomes a FACET fellow, neither posted on the website, nor in FACET document analyzed by the evaluation team.
- The presence of such a list in other universities with teaching academy programs similar to FACET.

8.13 No established metrics to measure impact of programs (**Finding 13**)

- FACET leadership explanation of how the organization evaluates their programs and events.
- The evaluation team conclusion regarding the importance to have established metrics to make an evaluation of FACET impact systematic and an easier task to complete.

8.14 Programs do not target the diverse needs of all faculty (i.e., research faculty, teaching faculty, post tenured faculty, and senior faculty) (**Finding 14**)

- Interviewed FACET members shared their own assessment of the FACET programs.
- Literature in the area of faculty development in higher education stress the notion of making a needs analysis in order to design and develop programs that meet the needs of the different types of faculty ([Bland and Risbey, 2006](#)).

9. MIGRATION STRATEGY & FORCE FIELD ANALYSIS (FFA)

Driving and Restraining Forces	Current State										After 1 Year										After 2 Years									
	-5	-4	-3	-2	-1	+1	+2	+3	+4	+5	-5	-4	-3	-2	-1	+1	+2	+3	+4	+5	-5	-4	-3	-2	-1	+1	+2	+3	+4	+5
D1: Prestigious community																														
D2: Motivated leadership																														
D3: Collaborative teaching and research network																														
D4: Faculty/peer driven support program																														
D5: Collaboration with CITL																														
D6: Scholarship in international teaching journals																														
D7: Strong involvement in professional development																														
R1: Lack of expectations for member involvement																														
R2: Programs do not target diverse faculty needs																														
R3: Insufficient marketing and promotion of programs																														
R4: No established metrics to measure impact																														
R5: Small community of practice																														
R6: Selection committee bias & challenging deadline																														
R7: Time consuming application process																														
R8: Confusion between CITL, SOTL and FACET																														
Total	-28					21					-23					25					-16					28				
	-7										2										12									

Figure 4: FFA Migration Strategy

9.1. The migration strategy shown below illustrates the driving and restraining forces pertaining to the recommendations of the group. These are based on a method called the Force Field Analysis, which assesses the forces affecting the organizational change.

9.2 Migration Strategy Overview:

This analysis looks at the change over time from the current state, 1 year and 2 years to establish a reasonable and manageable change process.

9.3. Current State:

In the current state, the restraining forces (R1 to R8), are higher than the driving forces (D1 to D7). This is due primarily to the lack of defined expectations and incentives for member involvement, the lack of diverse programs that meet diverse faculty needs, and the challenging selection process.

9.4. Strategy after 1 year:

After one year, there will be some improvements in both driving and restraining forces.

- Four driving forces will increase (D3, D4, D6 & D7) and three driving forces (D1, D2, and D5) will remain constant.
- Restraining forces will gradually diminish except for R2, R5 and R8 remain constant.

9.5. Strategy after 2 years:

After two years, there will be significant improvements in both driving and restraining forces.

- Driving forces D1, D2, D5 will increase and driving forces D3, D4, D6 and D7 will remain constant.
- Most restraining forces will decrease except for R6 which will remain constant

10. RECOMMENDATIONS

Based on the needs assessment findings and migration strategy, the following five recommendations are proposed for consideration in improving IUB FACET participation amongst members.

10.1. Recommendation 1: Increase the marketing efforts to keep current members attending events, to recruit new members, and to clear up the confusion between CITL, SOTL and FACET. (Findings 8 and 9)

- Implementation Steps:
 - Assign FACET member to spearhead marketing strategy workgroup
 - Ensure multiple methods and media are used to reach widest audience
 - Develop evaluation tool to measure marketing strategy effectiveness
- Critical Success Factors:
 - Willingness to allocate portion of budget to marketing initiative
 - Implementation of marketing evaluation tool to ensure strategy is hitting the mark

10.2. Recommendation 2: Design and implement programs that target diverse faculty populations: pre-tenured faculty, post tenured faculty, senior faculty, teaching & research faculty. (Findings 1, 4, 5, 7, and 14)

- Implementation Steps:
 - Coordinate workgroups amongst each type of faculty to determine specific needs
 - Create programs (events, conferences, workshops, informal gatherings) which will address these needs and inspire participation
 - Develop tool to measure impact/effectiveness of program and professional development
- Critical Success Factors:
 - Requires increased commitment and participation from FACET members
 - Ability to measure the impact of the programs and value added

10.3. Recommendation 3: Establish metrics to evaluate the impact of programs and events. (Findings 3, 4, 13, and 14)

- Implementation Steps:
 - Assign committee to develop program assessment metrics tool(s)
 - Implement an annual systematic evaluation program based on the Kirkpatrick evaluation model and assess the results
 - Continuously monitor and update the program to account for changes
- Critical Success Factors:
 - Requires support and monitoring from FACET leadership
 - Additional time commitment required from FACET members to develop and monitor evaluation program

10.4. Recommendation 4: Review and discuss the selection process by focusing on: (1) the selection committee objectivity and subjectivity regarding IUB applicants, (2) the application deadline conflict with the academic year. (Findings 1, 2, 6, 7, 10, and 11)

- Implementation Steps:
 - Set as priority at FACET Conference or annual retreat agenda
 - Assign committee to draft selection standards and rubric for selection committee
 - Implement revised selection process, solely based on objective standards identified
 - Establish method of oversight for selection committee to mitigate bias
- Critical Success Factors:
 - Buy-in and support from FACET members across statewide campuses
 - Strategy for oversight of selection committee to ensure bias is removed from process

10.5 Recommendation 5: Establish a set of member-involvement expectations for both new and existing members. (Findings 1, 3, 4, and 12)

- Implementation Steps:
 - Assign workgroup to develop expectations and membership status plan
 - Set as priority on next FACET Conference agenda
- Critical Success Factors:
 - Requires strong buy-in from FACET Leadership and membership statewide
 - Will need to clearly outline requirements and expectations for membership

APPENDIX A: PROJECT PROPOSAL

FACET Participation of IUB Faculty

1. Purpose:

The “Cho”sen Ones team has been asked by the director of the [Indiana University Faculty Academy on Excellence in Teaching \(FACET\)](#) to conduct a Needs Analysis (NA) project for the purpose of investigating and identifying the reasons behind low participation rates in FACET programs by IU Bloomington (IUB) faculty, and develop recommendations that will lead to increased participation moving forward. The current lower participation rate from IUB faculty is unsatisfactory for FACET’s leadership board compared with the member participation at the other IU regional campuses.

2. Background:

FACET is a community of IU faculty and scholars that work together across IU campuses and disciplines to empower scholarship about teaching and learning, for better students’ learning and success. FACET’s ideal situation is an increased IUB faculty participation and engagement that matches the rate of participation from other IU regional campuses. Increased participation from IUB faculty in FACET programs will strengthen the organization’s programs, mission and outcomes, and will benefit the IUB faculty by being a part of an active scholarly community.

3. Key Stakeholders: FACET Director, FACET IU regional campus liaisons, IUB FACET faculty members

4. Data Collection and Analysis Methods:

We will begin by conducting a literature review on university teaching excellence organizations that are similar to FACET in terms of goals, mission statement, and programs. We will then conduct a document analysis by reviewing existing documentation and existing survey results conducted by FACET to examine the rates of faculty participation and member interests in FACET across all IU campuses. We will also conduct focus group meetings with IUB current FACET members and semi-structured interviews with campus liaisons and FACET leadership. We will use content analysis to analyze the interview data and scripts of the interviews. PEST, SWOT and FFA methods will be used as part of the needs assessment process.

5. Frame Factors (Internal and External):

Internal frame factors that may affect the project are the time constraints for data collection and project completion. External frame factors include conducting interviews and organizing focus groups with busy members who are not currently participating in FACET programs, and communicating with FACET liaisons from regional campuses.

6. Project Plan and the Division of Labor:

Task	Due Date	Assigned Persons
One-Page Proposal	9/19/2016	Team, Ahmed submits
Permission Letter	9/26/2016	Team w/ FACET Director
Data Collection - Document Collection - Literature Review - Interviews - Semi-structured - Focus Groups	10/7 10/24 10/24 10/24	Ahmed Susan Susan Brett
Data Analysis - Document Review - Existing Survey Data Review - Focus Group/Interview Data	10/17 11/4 11/4	Susan Brett Ahmed
Progress Report Due	10/31	Brett
Submit Draft Report (Pilot Presentation)	11/14	Ahmed
Solicit Client Feedback	11/21	Team
Final Report Due / Client Presentation	11/28	Susan /Team

APPENDIX B: PERMISSION LETTER



INDIANA UNIVERSITY

FACULTY ACADEMY ON EXCELLENCE IN TEACHING

September 23, 2016

Susan Loucks, Brett Gary, and Ahmed Lachheb
Department of Instructional Systems Technology
Indiana University School of Education
W. W. Wright Education Building, Room #2276
201 N Rose Ave, Bloomington, IN 47405

Dear Susan, Brett and Ahmed:

I am writing to request your assistance in conducting a Needs Analysis project for the Indiana University Faculty Academy on Excellence in Teaching (FACET). One performance issue we are facing is low participation rates in FACET programs by IU Bloomington (IUB) faculty when compared with member participation at the other IU regional campuses. Increased participation from IUB faculty in FACET programs will strengthen the organization's programs, mission and outcomes, as well as benefit the IUB faculty by being a part of an active scholarly community. Therefore, we welcome your Needs Analysis project to develop recommendations aimed at increasing participation moving forward.

I request that you deliver the report to me by Monday, November 28th, 2016, at 9:00 AM EST.

I am looking forward to be working with you on this project.

Sincerely,


Michael Morrone
Director, FACET

APPENDIX C: INTERVIEW PROTOCOL

FACET Member Interview Questions

1. What motivated you to join FACET?
2. How would you describe the selection process for FACET? Were you accepted on the first submission? If not, how many times did you have to apply?
3. In your opinion, what are the benefits of being a FACET member?
4. Have you ever nominated a faculty member for a FACET membership? If so, tell us about the process and how you chose the person and why you nominated them.
5. How many FACET and CITL events have you attended in the last two years?
6. What motivates you to attend FACET events?
7. Do you have any current needs that you think FACET can meet?
8. From your perspective, what types of events, activities, and/or incentives may increase engagement amongst FACET members?
9. Do you think there should be membership statuses based on participation (active/inactive)?
10. Are there any FACET members you would recommend we interview?

FACET Non- Member Interview Questions

1. What is your knowledge of the FACET organization?
2. What aspects of being involved in FACET would benefit your teaching career?
3. How important is having a community of practice amongst faculty colleagues at IU?
4. Are you involved in any IU-Bloomington faculty organizations?
5. If yes, what motivates you to attend events in other faculty development organizations?
6. What types of events/activities would be of value to you in a teaching excellence organization?
7. Would the nomination and selection process deter you from applying? (We will explain the process at our meeting)

APPENDIX E: FACET DOCUMENT REVIEW

1. FACET Survey (Conducted in 2014)

- There are no programs in the annual retreat that deal with post-tenured faculty
- There are no programs related to senior faculty and retirement
- FACET members are invited to present
- Funding to attend FACET retreat is an issue
- Membership apathy is rooted at the campus level; thus, FACET should implement changes on campus level, not on statewide level. This issue is caused by:
 - Scheduling problem
 - Basic participation: not enough referral to nominate new FACET members (67% did not nominate any colleagues for FACET.)
 - Low attendance: FACET suffers from not having sustained attendance (faculty attend one or two campus events and/or retreats and then decide not to return.)
 - Relevance: Members of FACET are not finding relevant events.

2. FACET 2016 Strategic Plan:

- Goal 1: Advancing the quality of teaching and learning through dissemination of best practices (events, workshops, Quick Hits, Peer-Review, Summer institute, UITS innovations)
- Goal 2: Promoting robust evaluation of effective teaching and authentic learning (Partner with teaching centers, FALCON sessions, Publications, Serve on tenure/promotion committee)
- Goal 3: Unifying faculty in a community and culture of teaching and learning excellence (SOTL & Campus wide collaboration, increase FACET membership)
- Goal 4: Furthering IU faculty engagement with FACET's publications as evidenced by widespread readership, contribution to the publications, and impact on teaching and learning (Editorial boards, increase submissions)

3. External Review (May 1999): Issues in FACET IUB:

FACET has a great value and a good reputation among IU faculty: good programs, valuable mission

Negative opinions with the selection process

Not a strong connection between FACET and IU Leadership

FACET programs that lack focus (stretch too thin)

FACET members are engaged in other non-FACET events (campus wide events and agendas)

No clear alignment between university agenda and FACET program (this seems to be fixed in the 2016 Strategic plan)

Ambiguity of audience in the FACET programs (too broad)

4. FACET Engagement Task Force Report (2015):

Recommendations:

- Campus involvement as critical criteria when nominating and then selecting future members
- Few admitted leads to less participation
- More concern with membership activities
- Short meeting with new members at the annual retreat to explain expectations
- New members required to present the following year at the retreat or to contribute in some other meaningful way. The former is preferred.
- Create cohorts based on interests. This will, we hope, lead to relationships, news ideas, and greater participation.
- Travel fund awards

Issues:

- Viewed as a reward
- Application is time consuming

5. University Faculty Academy Review

The following U.S. universities with similar faculty organizations were reviewed:

- 1) University of Wisconsin: <https://teachingacademy.wisc.edu/>
- 2) Northern Arizona University: <https://nau.edu/Faculty-Development/Academy-Members/>
- 3) New Mexico State: <https://teaching.nmsu.edu/teaching-academy-overview/>
- 4) Purdue: <http://www.purdue.edu/cie/teachingacademy/index.html>
- 5) University of Virginia: <http://cte.virginia.edu/programs/university-academy-of-teaching/about-the-academy/>
- 6) University of North Carolina (School of Medicine) <https://www.med.unc.edu/aoe>
- 7) Edinboro University Center for Faculty Excellence: Marketed as more of a professional development opportunity for faculty. <http://www.edinboro.edu/directory/offices-services/center-for-faculty-excellence/>
- 8) University of Colorado Faculty Teaching Excellence Program: <http://www.colorado.edu/ftpe/>
- 9) University of Florida- <http://fora.aa.ufl.edu/Provost/Pages/Academy-of-Distinguished-Teaching-Scholars/2015Inductees>
- 10) Ohio State- <http://academy.osu.edu/>
- 11) University of Georgia- <http://teachingacademy.uga.edu/>
- 12) University of Texas- Austin: <https://ugs.utexas.edu/academy>
- 13) University of Maryland- http://aetl.umd.edu/mission_statement.htm

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