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10-26-2015

Engaging Faculty to be Assessment Leaders

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Recommended Citation

McCartin, Lyda; Ku, Heng-Yu; Byrnes, Jason; Sexton, Julie; Marston, Christine; Lightfoot, Jay M.; and Black, Kim, "Engaging Faculty to be Assessment Leaders" (2015). *University Libraries Faculty Publications and Presentations*. 34.

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Engaging Faculty to be Assessment Leaders

Lyda Ellis and Julie Sexton

**Heng-Yu Ku, Christine Marston, Jay Lightfoot,
Jason Byrnes, Kim Black**

University of Northern Colorado



Why Develop a Faculty Assessment Fellow Model at UNC?

- Upcoming regional accreditation led to examination of assessment practices.
- Identified need to improve assessment practices.
- Assessment Council and Assessment Director recommended that a Faculty Assessment Fellow model be created.



Elements of UNC's Program

Wide Representation

- One faculty member from each college

Recognition

- Course buy-out each semester

Team Model

- Meet regularly as a team
- Develop and implement multi-year projects

Training to Increase Knowledge

- One year of assessment training (conferences, readings, etc.) to increase knowledge
-



What We Do

Mentor

Work in respective colleges to support assessment efforts:

- Assessment luncheons
- Consultations with programs and faculty members

Teach

Develop and teach campus-wide faculty development program (Assessment Leadership Institute)

Research

Conduct study of impact of assessment activities, particularly faculty development program



Why Effective

Meaningful Team Project

- Campus-wide professional development delivered as a team

Shared Vision

- Work on collaborative projects

Retention

- Together for 5 years

Recognition

- Course buy-out each semester

Supportive and Flexible Leader

- Assessment Director provides direction and support



Challenges

Assessment Knowledge

- Lack of shared knowledge and language

Collaborative Teaching

- Limited experience collaboratively creating and implementing faculty development program

Collaborative Research

- Lack of shared knowledge and experience with education research

Work Balance

- Balancing assessment work with other work responsibilities
-



Impact for Institution

Faculty Knowledge, Skills, and Attitude

- Trained 25 programs and 70 faculty members
- After training, faculty improved knowledge and skills and had more positive attitudes about assessment

Scholarship of Assessment

- 19 faculty gave conference presentations
- Programs received grant funding to support additional assessment work

Accreditation

- Improved university assessment practices in preparation for regional accreditation



Impact on Fellows

Knowledge and Skills

- Improved our own knowledge and skills related to assessment

Leadership Development

- Recognized as assessment leaders in colleges and campus-wide
- Promoted to administrative positions
- Increased influence on campus committees

Increased Scholarship

- Conducted research
- Conference presentations and publications



Reflection Questions

1. Which aspects of the Faculty Assessment Fellow model can you adopt at your own institution?
2. What challenges do you anticipate encountering at your own institution?





Contact Us

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See our Poster

Monday 5:45 p.m., Table #15