

Longitudinal Faculty Follow Up and Feedback – 2008

Longitudinal Follow Up data was collected in May 2008. Each Pilot professor completed a 2008 administration of the (a) **comprehensive T/L questionnaire**, and the (b) **self-competency** questionnaire, as well as a (c) **new 2008 Longitudinal Follow Up Questionnaire**.

Generally, regarding (a) the TL Questionnaire, the essence of the results suggest that the improvements made by the professors as evidenced in the 06 results were for the most part sustained as evidenced by the 08 results. The program seems to have some staying power. Regarding (b) the self competency questionnaire, it seems that any changes in index scores directly attributable to the intervention have been sustained across administrations.

More specifically, results indicated that, although professors have not extended their Scholarship of Teaching or classroom research, once again, the administrations of the T/L and self competency questionnaires revealed positive significance at the .05 level. The improvements made by the professors as evidenced by the 06 results were sustained as evidenced by the 08 results. The program seems to have staying power; it seems that the professors feel their knowledge and competency levels have not deteriorated and remain as strong as at the end of the program and research semester. However, the responses to the follow up questionnaire indicated, rather consistently, and depending upon the questions, that 2-4 of 7 professors are not “continuing to use” some of the knowledge and strategies learned in the program (even when reporting that the strategies or practices are valuable ones), while, also depending upon the question, 2-4 are continuing to use the knowledge and strategies. The same result was true of “extending” TL knowledge and strategies. Although there was space for written comments, none were received.

We acknowledge that more ongoing leadership and support are needed to sustain the classroom research aspect-ultimately The Scholarship of Teaching and Learning; it also seems that professors may need support, leadership, and to be held accountable for continuing best practices and growing or extending them. We are hoping that this second phase of professional development will extend the learning communities beyond the pilot group growing the learning circles within departments and across the college community.