committee note taker. In October 2015 the FDAI welcomed Mike Castellini back to the committee, who

during AY15/16.

Highlights about the main activities of the FDAI committee during the 2015-2016 academic year are summarized in Section 2 of this report.

2. Highlights of 2015-2016 activities

a. Support of and Communications with the UAF Office of Faculty Development

Joy Morrison of the Office of Faculty Development (OFD) provided monthly updates on her work during the FDAI committee meetings. As during the previous years, Joy was very active throughout this academic period with supporting UAF faculty in many aspects of their work. Besides her usual activities of reaching out to established and new faculty and inviting renowned speakers for guest presentations, she has engaged in the following activities:

As a major activity at the beginning of the academic year, the OFD held a New Faculty Orientation even though the numbers of new hires was much reduced this year. In October Joy held a Mentoring Luncheon that was attended by new faculty and their mentors. The event featured information on the faculty mentoring process as well as guidelines for successful mentoring relationships. The events were well attended. Faculty mentoring was a focus topic of OFD and FDAI this academic year and OFD was heavily involved in all related activities (see also Section 2e).

OFD teamed up with various members of UAF administration and faculty to provide training to faculty for the Annual Activities Reporting tool Faculty 180. A total of four presentations on this topic were organized, two in fall and two during the spring semester. OFD also supported

In addition to faculty mentoring, the OFD also focused on research during AY15/16 and organized a range of research-focused presentations and trainings. For instance, in October 2015, Rich Boone shared his experience from his four years at NSF with UAF faculty. As usual, his presentation was well attended. In November the office of grants and contracts offered a presentation on G-Create a huge database of grant-funding resources in which UAF has bought institutional membership. Other research-related presentations included training on faculty advising, a series of graduate student mentoring trainings, presentations by representatives of NSF, a training session on inter-disciplinary PhD programs, and a seminar series   .

Due to limited funds in the OFD budget, only limited travel support could be provided by OFD during AY15/16. Joy Morrison was able to attend the POD Conference in San Francisco, where she organized and participated in two panels on the topics
and   .   commitment and support, several faculty members were able to attend events such as the

Joy organized a large number of faculty learning opportunities throughout this academic year. Organized events addressed problems such as   ,
                                                                ,
                ,   ,   , etc. All activities were

widely announced also through the OFD website (http://www.uaf.edu/faculty_development/) and through regular emails.

b. Communications with the UAF eLearning and Distance Education Group

To be better informed about the full range of faculty development activities that are offered at UAF, the FDAI committee also includes a

an ex-   de range of faculty development training in recent years and the committee believed that its integration into FDAI is beneficial to coordinate between the various faculty development groups at UAF. Chris Lott was appointed by eLearning Director Carol Gering as the FDAI liaison and has been regularly updating FDAI on eLearning and DistanceEd activities. Some of the highlights of the eLearning activities are listed in the following:

Among the most important faculty development offerings of the eLearning group is the iTeach program. iTeach events are hands-on full-day workshops offered by the Instructional Design Team at UAF eLearning & Distance Education. The workshops are tailored to help faculty, instructors, lecturers, and TAs improve upon everything from how to gather and manage research, to creating course schedules that work. Several iTeach workshops were held during AY15/16, all of which were fully booked.

In AY15/16, eLearning has been modifying its approach by offering workshops and open labs to get faculty started on exploring technology and other issues before they are teamed up with an Instructional Designer. This concept was picked up well by faculty and will be continued in the future.

In September eLearning helped organize a   event, a 3-day training for K12 and Higher Education to learn and Apply Google Apps in the classroom. Approximately 30 UAF faculty participated in the event.

Also in September eLearning organized a Syllabus Workshop and a training on Flipped Classrooms. Both were 1-day events that were well attended by UAF faculty.

                                -
training archive (https://iteachu.uaf.edu/). Many resources were added to the iTeachU space during

Finally, eLearning is supporting the faculty community with a wealth of additional online resources

https://iteachu.uaf.edu/category/teaching-tips/ and distributed via email.

FDAI is supporting the eLearning group in addressing three important issues of faculty development: 1) how to reach all faculty members; 2) how to inform them of faculty development opportunities; and 3) how to get faculty members to commit to the necessary timeframe for both short- and long-form development sessions. The FDAI is looking forward to continuing its collaboration with eLearning during the next academic year.

c. Implementation of UAF's Electronic Course Evaluation System

After the UAF Faculty Senate recommended adoption of an Electronic Course Evaluation system for UAF in May 2014, a contract was signed with the company eXplorance in Summer 2014 with the goal of implementing the evaluation system eXplorance Blue at UAF. The FDAI committee was entrusted with

I discuss it with them before assigning them to new hires

I offer them Service or other credits in their workload

I offer a financial incentive.

I offer other incentives (please specify)

In your opinion, how effective is the mentoring in your school/college/institute?

Both surveys were sent out to email lists by Joy Morrison, OFD, and several reminders were submitted to promote participation. At the time of this writing, about 20 responses were received from the about 60 faculty members that were contacted and a complete set of responses were received from the deans and directors. Joy plans to compile of the results over the summer and will work with FDAI to analyze them. All results and findings will be summarized in a report to the Provost.

3. Outlook into academic year 2015-2016

The committee plans to continue work in all the areas above, supporting the design of a new approach to faculty development, and further exploring other relevant issues involving the development, assessment, and improvement of our UAF faculty. We are working on strengthening a culture of faculty development at UAF, and we thank the members of the FDAI Committee for their dynamic input.

**Electronic Course Assessment Implementation (ECAI) Committee
Annual Activity Report 2015-2016**

Committee members

Andrea Ferrante (CNSM, chair), Christian Beks (OIT *Fall semester*), Jennifer Carroll (CRCD),

Lott (eLearning), Franz Meyer (CNSM), Channon Price (CNSM), Sally Skrip (Provo

Committee affiliates

2. Organize a second pilot phase during the summer.
3.
relative to Blue use and function.
4. Cooperate with the Marketing and Communication Department to develop a communication plan

Finalize the survey tool, create a question bank for instructors' convenience, and ensure user-friendliness of Blue for Question Personalization (QP).
Between the end of the Spring 2015 pilot phase and the summer, the committee fine-tuned the survey and finalized the question bank for the QP task. These questions are divided in categories and they are generic but viable options that instructors may find applicable to their courses. Instructors can add up to eight questions to the base survey, and these can all be imported from the bank, or customized by the instructor, or a mix of the two options.

During the Summer of 2015 and the following academic year the ECAI committee collaborated

instructors who were involved in the pilot phases.

The reports to instructor were also modified from the original layout to rationalize data statistics and edited for clarity.

During the fall of 2015, in keeping with the communication plan suggested by Marketing and Communication (

training sessions for instructors. One of such sessions held on November 3rd was proposed to all faculty members in collaboration with Joy Morrison and the Office of Faculty Development. Other training sessions were limited to single Departments or Colleges/Schools.

Cooperate with the Marketing and Communication Department to develop a communication plan

A significant fraction of the committee effort has been dedicated on developing a communication plan with the support of the Marketing and Communication Department. The following tactics have been implemented to communicate the value of the online evaluation tool to target audiences.

Website: a branded website has been developed that can be used to house information about the survey and serve as a portal. The URL (http://www.uaf.edu/inspire-us/) can be

Results of 2015-2016 evaluations and outlook into 2016-2017 academic year

 The first campus-wide implementation of Blue in the fall of 2015 was overall successful, with a final response rate of 41.3%, as shown in Exhibit 2, and a result breakdown as reported in Exhibit 3.
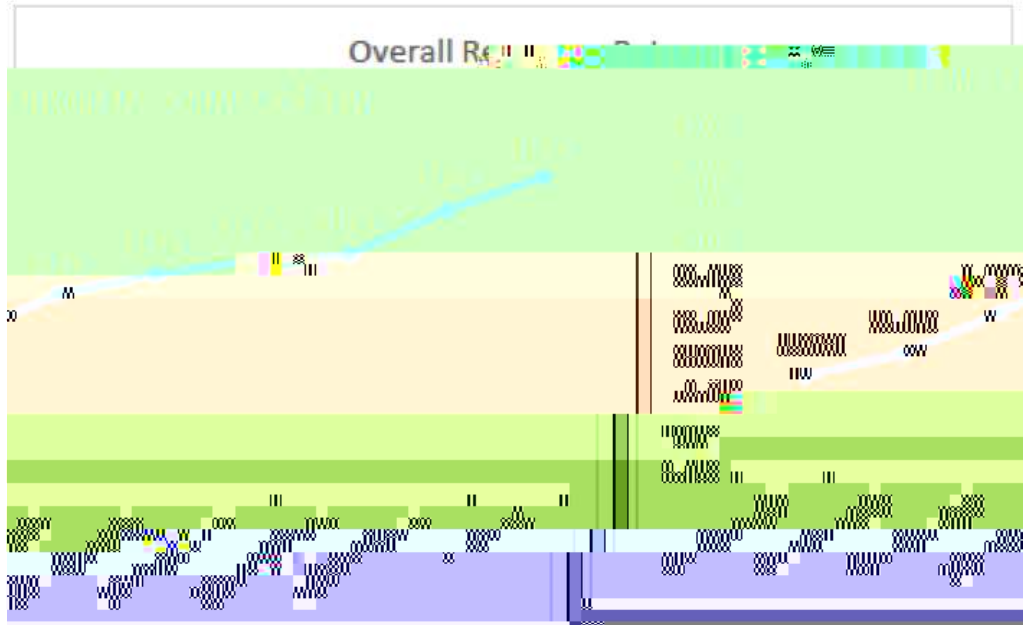
Exhibit 2
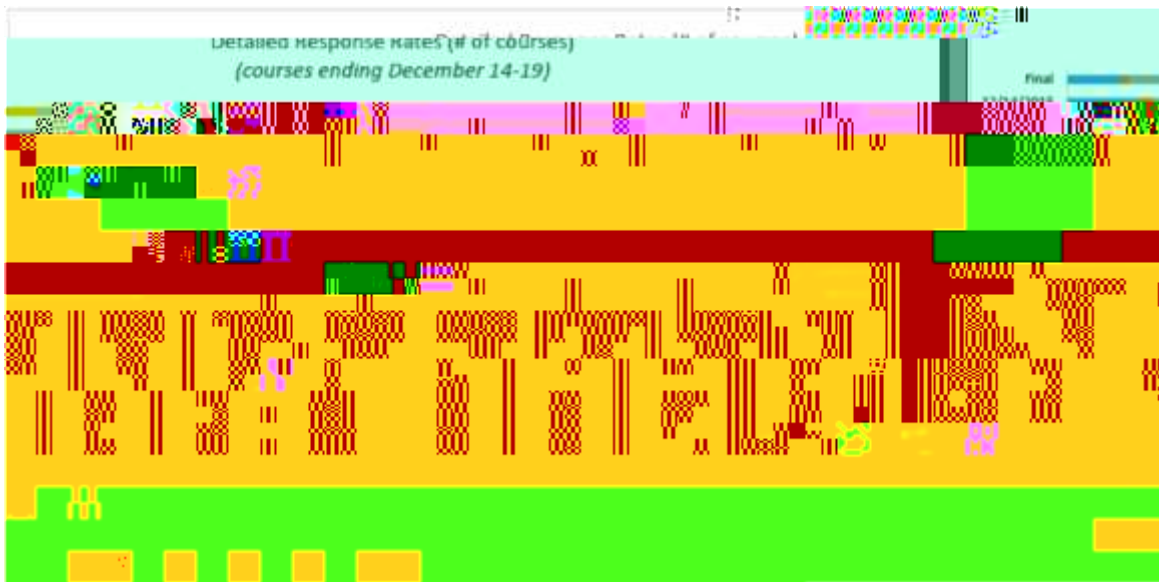
Exhibit 3

Despite the general positive outcome, concerns were expressed by many with respect to perceived low response rate and perceived decreased ratings with respect to paper-based evaluation. In order to address these concerns, the committee reviewed the relevant literature and replied in a document that was shared with all instructors indicating what follows.

Online survey response rates vary significantly among institutions. Even after a long time from implementation, some institutions reported response rates as low as 20%, while others were more successful by achieving response rates that were greater than 70%. <u>Thus, with an *overall* 41.3%,</u> UAF was not far from the average response rate of ~50% reported in the literature. Moreover, this fThus, with an

engagement with the survey.

In the 2016-17 academic year, the ECAI committee will focus on identifying strategies to increase involvement of instructor before, during, and possibly after evaluation time window.