

FACULTY IN PROGRESS PROGRAM (FIPP)  
PILOT YEAR 2001-2002

EVALUATION REPORT  
JUNE 2002

OVERVIEW

The faculty in Progress Program (FIPP) is a training and recruitment effort open to all Maricopa employees. FIPP was the result of the work of the Faculty Recruitment Commission that was established in the fall of 2000 and charged with developing strategies for faculty recruitment. The Commission goals were to suggest changes to faculty hiring policies and procedures, develop a “grow your own” program, and develop/promote best practices. FIPP addresses the “grow your own” goal.

The program responds to several needs: 1) a large number of residential faculty in Maricopa will be eligible for retirement over the next three to five years. Maricopa may be hiring more than 100 faculty each year for the next decade; 2) Maricopa demographics are changing and the Chancellor has indicated that “We must hire faculty who reflect the communities we serve and who create an environment of equity and mutual respect of each person.”

The main purpose of FIPP, a two-semester internship, is to provide the selected faculty interns mentoring and professional development activities that result in the knowledge and skills needed to prepare them to be competitive in the pursuit of a residential faculty position. The program, however, in no way guarantees a job. FIPP faculty interns, when applying for a residential faculty position, must complete the same selection process as any other applicant

FIPP was implemented as a pilot program during the academic year 2001-2002. Eleven interns participated representing each of the 10 Maricopa colleges and the District Office. This document is the evaluation status report. The purposes of the report are: 1) to summarize the results of the evaluation, 2) to provide recommendations for modifications to the program that may contribute to its success, and 3) to indicate revisions that have been made to the program based on initial data collection and analysis (see *Appendix A*). The evaluation components and data sources are indicated in the evaluation plan included as *Appendix B*.

EVALUATION PROCEDURES

Some members of the Faculty Recruitment Commission served as the Program Evaluation Subcommittee. The group included the Commission Co-Chair, the Vice-Chancellor for Academic Affairs, the FIPP coordinator, the President and other members of the Faculty Executive Council (FEC), two Department Chairs, the Director of the Maricopa Center for Learning and Instruction (MCLI), and an Instructional Designer who served as the internal evaluator. The Subcommittee developed the evaluation plan and provided feedback on the tools for data collection developed by the internal evaluator (see appendices *C*, *D*, and *E* for sample surveys and questionnaire).

The internal evaluator reviewed minutes from the Commission meetings, notes and observations kept by the FIPP coordinator throughout the pilot year, and notes from meetings with the FIPP interns and mentors. The evaluator also administered questionnaires and surveys during the spring 02 semester to FIPP interns, mentors, members of the Commission, members of FEC, college presidents, deans of instruction, and other interested parties.

## RESULTS AND RECOMMENDATIONS

### Faculty Interns

All eleven interns completed their 9-month internship and were asked to submit a final report by June 30, 2002. The reports should include: 1) a description of how they achieved the goals they outlined in their learning contracts at the start of the internship; 2) an explanation of the obstacles that kept them from meeting certain goals, if applicable; and 3) a personal reflection about their learning during the year and the value of the experience. To view the final reports, visit the FIPP website:

<http://www.mcli.dist.maricopa.edu/fipp/report.php?yr=0102>

**Note:** As of June 10, 2002, three FIPP interns have been hired as residential faculty at MCCC.

During their tenure, interns participated in a variety of faculty development opportunities sponsored by the district, FIPP, the MCLI, and the colleges where they were completing the internship. Some activities were planned by the FIPP coordinator for all interns; others were offered as suggestions. What interns chose to take part in depended on their existing skills and their learning contracts. Activities included the following:

- Workshops:
  - *Teaching for Learning: From Syllabus to Assessment* (MCLI event)
  - *Engaging Students in Active Learning* (MCLI event)
  - *Instructional Skills Workshop* (ISW)
  - Resume writing and interview skills
  - Diversity issues
- Technology training: BlackBoard, WebCT, PageMaker, PowerPoint, Photoshop
- All Faculty Convocation, MCLI Dialogue Days, local and national conferences
- Classroom observations
- Supervised and/or unsupervised teaching
- Department and division, all-employee, and faculty senate meetings

In addition, faculty interns met once a month with the FIPP coordinator; participated in a “Listening Session” with the Chancellor, the Vice-Chancellor for Academic Affairs, their mentors, and the FIPP coordinator; and met with the evaluator and the Director of the MCLI for informal sessions.

The interns also completed anonymously a 29-item survey, a combination of Likert-type items and open-ended questions, that asked them to evaluate the program, the mentoring experience, and the support and resources received from the FIPP coordinator and their colleges.

#### Program

Survey data indicate that, overall, the interns felt that the FIPP program lived up to their expectations (mean of 4.30 out of 5.00 possible), that they were somewhat informed of the goals and purpose of the program (means of 3.90 and 4.18 respectively out of 5.00), and that the program expectations were made somewhat clear to them before they submitted their application (mean of 3.90 out of 5.00).

When asked what the most valuable aspect of the FIPP program was, interns' responses included: the opportunity to work with students and in the classroom, the opportunity to take classes and workshops, learning roles and responsibilities of faculty outside of the classroom, and being mentored by experienced residential faculty.

The interns suggested the following changes to the program:

- Make sure program objectives and expectations are very clear to all from the beginning.
- Start the process earlier in the year. Better coordination at the beginning of the program.
- Meet as a group at the beginning of the academic year. Provide orientation to the program to interns and mentors.
- Provide orientation to the college.
- Have mentors plan classroom observations of various master teachers within and outside of the discipline.
- Encourage teaching in both fall and spring. Make sure interns are assigned at least one class each semester and no more than two.
- Provide opportunities for curriculum development.
- Arrange for interns to spend time in advisement.
- Require that mentors meet with interns at least every other week.
- Encourage weekly evaluations by mentor.
- Introduce the interns to the deans of instruction and other administrators.
- Make sure mentors are not on interns' hiring committees.
- Identify and select interns based on projected needs in the District to ensure that interns are able to apply for teaching jobs at the end of their internship.
- Review learning contracts to ensure they are feasible and allow time for interns to participate in FIPP activities, workshops, seminars, etc.
- Make all FIPP events mandatory:
  - interview skills
  - resume writing
  - *Instructional Skills Workshop (ISW)*
  - MCLI Dialogue Days
  - MCLI learnshops

#### Mentoring and College Support

Overall, interns rated highly the quality of the mentorship received (mean of 4.64 out of 5.00 possible). Ten interns indicated that they met with their mentors at least 3 times a month, with the majority meeting with their mentors once a week. In general, mentors provided information about the department, advised about professional plans, observed interns teach and provided feedback, suggested reading materials, and encouraged interns to participate in faculty development opportunities and meetings.

When asked what support and services from the college were most helpful, interns mentioned the support received from the deans of instruction, presidents, and department secretaries; opportunity for training; and support and resources from centers for teaching and learning. Interns would have liked to have an orientation to the college at the beginning of the year, more contact with administration during the year, and opportunities to learn about library, admissions and records counseling and advisement, student and community groups, financial aid, and the media center.

#### FIPP Coordinator

Interns indicated that the FIPP coordinator was responsive to their needs (mean of 4.27 out of 5.00 possible) and was available for questions (mean of 4.55 out of 5.00). Some interns felt that the coordinator had made the program expectations clear and some felt she had not (mean of 3.73 out of 5.00). The interns stated that they appreciated the coordinator's support in organizing workshops and sharing sessions, observing some of them teach, and offering encouragement and information. When asked about support they wished they had had, interns mentioned more direction from the beginning of the program, more training and workshops at various times, and better defined plan for professional development.

#### Mentors

Each intern was supervised by a mentor or a team of mentors from the college where the intern was completing the internship. Mentors met with the FIPP coordinator; participated in a "Listening Session" with the Chancellor, the Vice-Chancellor for Academic Affairs, the interns, and the FIPP coordinator; and met with the evaluator and the Director of the MCLI for one informal session.

Eleven of the mentors also completed anonymously a 20-item survey, a combination of Likert-type items and open-ended questions, that asked them to evaluate the program, the mentoring experience, and the support and resources received from the FIPP coordinator and their colleges.

#### Program

Survey data show that, overall, mentors felt that they were not well informed about the goals of the program, (mean of 2.73 out of 5.00 possible), that the expectations for mentors were not made clear to them (mean of 2.36 out of 5.00), and that they somewhat understood the purpose of the program (mean of 3.09 out of 5.00). Nine individuals indicated that they coordinated activities with the department chairs. Seven mentors stated that they attended the FIPP sessions for mentors and found them somewhat useful as an opportunity to share ideas, discuss mentor duties and challenges, and learn about FIPP. The mentors indicated that the sessions could be

more valuable if all the meetings were set and scheduled at the beginning of the year and their purpose and goals were clear; if the meetings had more structure and addressed the issues about the mentors' role in preparing interns to be competitive; and if more information was disseminated about what activities mentors were coordinating for their interns.

Mentors suggested that the following professional development activities should be required of all FIPP interns:

- Attend workshops on
  - assessment
  - critical thinking
  - classroom management
  - syllabus development
  - teaching and learning methodologies
  - instructional technologies
  - interpersonal relationships
  - teaching/assessment/learning
  - resume writing
  - interview skills
- Faculty Forums
- Orientation to hiring and application process in Maricopa Community Colleges
- Attend conferences in teaching and learning
- Attend department and division meetings

#### Mentoring Experience

Overall, mentors indicated that they were somewhat satisfied (mean of 2.91 out of 5.00 possible) with the quality of their mentorship. Reasons provided for their ratings included not understanding their role, not having enough information, and not having enough time. Suggestions for improvements were offered.

#### FIPP Coordinator

Mentors indicated that the FIPP coordinator was helpful in disseminating initial information and paperwork, but did not contact them regularly throughout the year. The mentors suggest that in the future the FIPP coordinator should explain more clearly roles, goals, and expectations for mentors and interns; offer more information and updates; schedule monthly meetings at the beginning of the year; plan joint sessions with the interns; and create a list of frequently asked questions for the mentors.

#### Other Respondents

A five-item questionnaire was sent to all members of the Faculty Recruitment Commission, college presidents, and deans of instruction, and was made available to anyone interested in providing feedback about the program. A total of 16 individuals completed the instrument.

In response to the question *Overall, what is your opinion of FIPP as a model for recruiting a more diverse faculty?*, 13 individuals (81%) described the program as good with potential for

improvement. Some respondents felt that even though the program needs fine-tuning, it is a way to show Maricopa's commitment to creating a more diverse faculty pool.

Suggestions for improvements to the program components included:

- Guidelines and Criteria for Eligibility:
  - Clarify goals and purpose.
  - Define more clearly the criteria for eligibility.
  - Include broader area of recruitment (look beyond ethnicity).
  - Expand outside of MCCCCD. Recruit nationally from graduate and post-graduate programs (note: one respondent asked that the program not be open to non-MCCCCD employees).
  - Make sure all applicants meet hiring goals and have qualifications that go beyond the minimum level.
  - Match candidates with positions that are likely to open.
- College Selection Process
  - Process should be defined by the colleges.
  - Need to work to ensure faculty support and buy-in.
  - Increase faculty participation in process.
  - Include broader area of recruitment.
  - Select only candidates who are already qualified to teach. Do not pay interns to finish their education.
  - Select candidates who have done some teaching.
- Intern Application Process
  - Ensure mentor support and involvement.
  - Advise interns on the selection of mentors.
  - Require all applicants to provide vitae, letters of recommendation, and official transcripts.
  - Do not rush the process.
  - Keep it simple and clear.

When asked to provide additional suggestions to strengthen the program, respondents provided the following comments:

- Establish clearer program goals.
- Measure and assess outcomes.
- Continue to monitor and assess effectiveness of program.
- Review evaluation and make changes based on data, not only what someone thinks or feels about the program.
- Do not pay for interns to go to graduate school.
- Consider the possibility of using the "pot" of money to help recruit and prepare many more people during one year. I am not sure the benefits are commensurate with the costs in this current model.
- We should spend the \$500,000 for FIPP on adjunct support and in that way, we will help many more students.
- If we are going to keep this program, we **MUST** stop referring to it as a "grow your own" program. That concept is anathema to academic diversity.

- It should allow not only a national program, but include a wider definition of diversity, not just ethnicity (i.e., males in nursing, white males in counseling, intellectual diversity).
- This whole initiative is faulty. First, what does it mean to say “our faculty should look like our students?” Does looking like someone mean you can understand them better? Can only Hispanic teach Hispanic? If that is the case, then our campuses with largely white students should have white professors. What about religious diversity? What about social class? If I am a first generation college student who overcame many obstacles to get educated, but I am white, am I less able to teach a black student who is a first generation college student than a black professor who comes from a privileged background? We need to do the following:
  - 1) Ensure that no one, regardless of race, sex, or creed, is discriminated against in MCCCCD.
  - 2) Promote an understanding of all ethnicities/religions so that our workforce embraces true diversity.
  - 3) Recruit the best faculty nationally.
  - 4) Better pay and support all of our adjuncts who teach so many of our students.
- Ensure there is faculty involvement.
- Move forward with participatory approach and faculty support and buy-in.
- Look at this as a long-term project and not expect to evaluate at the end of just one year. Track participants over several years. Look at it as a readiness program, not an employment program.
- Overall, the model is a good one. We can continue to strengthen it, but it is a way to demonstrate our commitment to diversifying the faculty, whether at MCCCCD or elsewhere depending upon where and when they are eventually hired.

## Modifications Made To FIPP During Spring 2002

### Model

No changes have been made to the model. It is still a “grow your own” training and recruitment effort open to all Maricopa employees. However, some members of the Faculty Recruitment Commission are exploring the possibility of expanding the program outside of MCCCDC by examining existing models at other community colleges around the nation.

### Program:

The revised FIPP *Guidelines and Application* are included following this summary. The document reflects the significant changes that were made to some components of the program as outlined below. All FIPP documents are now available on-line at:

<http://www.mcli.dist.maricopa.edu/fipp/apply.html>

- **Selection and Application Timeline:** This is a new element added to the application documents at the request of college deans and presidents (see cover page of the *Guidelines and Application*).
- **Background and Purpose:**
  - The purpose of the program was clarified by changing the intent from the way it was stated in the 2001-2002 documents (*A* below) to the way it is stated in the revised 2002-2003 documents (*B* below):
    - A: “This program is targeted at faculty members who have the potential to secure a full-time faculty position in Maricopa.”
    - B: “This program is targeted at Maricopa employees who have the potential to become competitive in the pursuit of a residential faculty position. However, the program in no way guarantees a job. FIPP Faculty Interns, when applying for a residential faculty position, must complete the same selection process as any other applicant.”
  - In addition the following changes were made (*A* from 2001-2002 and *B* from 2002-2003 documents):
    - A: “All colleges will submit one application devoting considerable effort in recruiting participants from under-represented populations.”
    - B: “The colleges and the DO will actively recruit candidates in disciplines where (1) there is an underutilization identified in the MCCCDC Affirmative Action Plan; (2) there is not a sufficient applicant pool to meet the needs of the college; and/or (3) there is a necessity to augment diversity within the faculty.”
- **Criteria for Eligibility:**
  - Goals and purpose for the program were made clearer.
  - Criteria for eligibility were made clearer.

- **Responsibilities:** This section of the document was created to establish clearer expectations for applicants, potential mentors, college administrators and faculty, District administrators, and FIPP coordinator(s).
- **Selection and Application Process:** This new section was added to the application documents and it incorporates:
  - *College Process for Selecting FIPP Candidates.* The process for selection of candidates is still designed by each college. This section of the Application document provides directions and information regarding expectations and due dates.
  - *Application Process for FIPP Candidates.* The main change is that candidates will not be required to submit a Learning Contract with their application materials. Only individuals selected by the college as candidates will have to develop a Learning Contract with input from their mentor(s) and the FIPP coordinators.
- **Learning Contract Ideas:** This section provides Interns and mentors with guidelines to develop a Learning Contract. It includes information on what a Learning Contract is as well as what it should include: description of the internship; goals, activities, and timelines; methods of evaluation; and mentoring plan.

**FIPP PILOT EVALUATION PLAN-2001-2002**

	<b>DATA SOURCES</b>	<b>INSTRUMENTS/ DOCUMENTATION/ METHODOLOGY</b>	<b>TIMELINE</b>
<b>FIPP MODEL</b>	<b>Faculty Interns</b>	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Interviews</li> <li>• Sharing sessions</li> </ul>	Spring 2002
	<b>Mentors</b>	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Sharing sessions</li> </ul>	Spring 2002
	<b>FIPP Coordinator</b>	<ul style="list-style-type: none"> <li>• Notes from sharing sessions</li> <li>• Mtg. Minutes</li> <li>• Interview</li> </ul>	Fall/Spring 2001-02
	<b>Deans</b>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Interviews</li> </ul>	Spring 2002
	<b>Faculty Recruitment Commission members</b>	<ul style="list-style-type: none"> <li>• Mtg. Minutes</li> <li>• Questionnaire (optional)</li> </ul>	Fall/Spring 2001-02
	<b>Others:</b> FEC, College Presidents, Selected Division/Department Chairs	<ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>	Spring 2002
<b>FIPP PROGRAM</b>	<b>Faculty Interns</b>	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Interviews</li> <li>• Sharing sessions</li> </ul>	Spring 2002
	<b>Mentors</b>	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Sharing sessions</li> </ul>	Spring 2002
	<b>Deans</b>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Interviews</li> </ul>	Spring 2002
	<b>Selected Division/Department Chairs</b>	<ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>	Spring 2002
	<b>FIPP Coordinator</b>	<ul style="list-style-type: none"> <li>• Notes from sharing sessions</li> <li>• Mtg. Minutes</li> <li>• Interview</li> </ul>	Fall/Spring 2001-02
	<b>Employment</b> (within and outside Maricopa)	<ul style="list-style-type: none"> <li>• Track if interns get a job within 1-2 years</li> </ul>	Summer 2002 and beyond
<b>FIPP INTERNS' PROGRESS</b>	<b>Faculty Interns</b> Self-Evaluation	<ul style="list-style-type: none"> <li>• Learning Contract evaluation report</li> <li>• Sharing sessions</li> <li>• Portfolios (if applicable)</li> </ul>	Spring/Summer 2002
	<b>Mentors</b>	<ul style="list-style-type: none"> <li>• Learning Contract Evaluation report</li> <li>• Interviews</li> </ul>	Spring/Summer 2002
<b>FIPP MENTORS</b>	<b>Faculty Interns</b>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	Spring 2002
	<b>Mentors</b> Self-Evaluation	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	Spring 2002
<b>FIPP COORDINATOR</b>	<b>Faculty Interns</b>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	Spring 2002
	<b>Mentors</b>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	Spring 2002
	<b>Others</b>	<ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>	Spring 2002

**Faculty in Progress Program  
Evaluation Plan**

**1. Interns**

Survey to be completed independently and anonymously  
Portfolio assessment/Reflection  
Review of Accomplishments (what got completed from Learning Contract)

**2. Mentors**

Survey to be completed independently and anonymously

**3. Deans of Instruction:** Interviews and/or brief survey

**4. Program Coordinator:** Interview, FIPP notebook with minutes and notes from meetings

**5. Department/Division Chairs: ???**

**Document review:**

Applications  
Minutes-for comments, requests for modifications, requests for clarifications

**Faculty In Progress Program (FIPP)-Pilot 2001-2002  
Program Evaluation-FACULTY INTERNS**

*Please do not write your name on this survey.*

The main purpose of FIPP 2001-2002 was to provide future Maricopa faculty candidates the opportunity to increase their skills and knowledge in identified areas that would assist them in procuring a residential faculty position. Your candid responses to the items below will help us to evaluate and improve this program. Please, be as specific as possible in your responses.

**PROGRAM**

	Very 5	4	Somewhat 3	2	Not at all 1
1. Were you well informed about the goals of this program?	5	4	3	2	1
2. Did you understand clearly the purpose of the program?	5	4	3	2	1
3. Were the program expectations made clear to you before you applied?	5	4	3	2	1
4. Did you receive a comprehensive orientation to FIPP at the beginning of the fall semester?	5	4	3	2	1
5. Did you receive a comprehensive orientation to the college at the beginning of the fall semester?	5	4	3	2	1
6. Did the FIPP program live up to your expectations Please, explain your rating:	5	4	3	2	1

7. Please rate the following FIPP events:

	Excellent 5	4	Good 3	2	Poor 1	Did not attend N/A
• Instructional Skills Workshop (ISW)	5	4	3	2	1	N/A
• Resume writing	5	4	3	2	1	N/A
• Interviewing skills	5	4	3	2	1	N/A
• Listening sessions	5	4	3	2	1	N/A
• Intern sharing sessions	5	4	3	2	1	N/A

Which of the events above would you suggest be offered to the new group of interns?

8. Please, list the **district** professional development opportunities you attended (be specific):

- Workshops/Learnshops:
  
- Technology training:
  
- mcli Dialogue Days:
  
- Conferences:
  
- Board Meetings (how many):
  
- Other meetings/activities/events:

9. Please, list the **college** professional development opportunities you participated in (be specific):

- Classroom observations (how many and in what disciplines):
  
- Supervised teaching:
  
- Unsupervised teaching:
  
- Workshops:
  
  
- Technology training:
  
  
- Department/division meetings (how many):
  
- Other meetings/activities/events:

10. What was the most valuable aspect of the FIPP program?

11. What changes would you make to the program to significantly improve the experience for others?

**MENTOR(S)**

(If you worked with a team of mentors, respond to this questions just as they pertain to your lead mentor)

12. How would you rate the overall quality of your mentorship
- |           |      |      |
|-----------|------|------|
| Excellent | Good | Poor |
| 5 4       | 3 2  | 1    |
13. How frequently have you met with your mentor? (Check one)
- At least once a week
  - 2-3 times a month
  - 2-3 times a semester
  - Only once since the start of the program
14. When you met with your mentor, did you
- |           |      |      |
|-----------|------|------|
| Excellent | Good | Poor |
| 5 4       | 3 2  | 1    |
- receive advice about your professional development plans? 5 4 3 2 1
- receive helpful information about department matters? 5 4 3 2 1
- feel your questions were taken seriously? 5 4 3 2 1
- feel you were treated in a friendly, professional matter? 5 4 3 2 1
15. Did your mentor observe you teaching a class? Y N
- How many times? \_\_\_\_\_
16. How would you rate the quality of the feedback received
- |           |      |      |
|-----------|------|------|
| Excellent | Good | Poor |
| 5 4       | 3 2  | 1    |
- from your mentor after s/he observed you teach?
17. What support received from your mentor helped you the most?
18. What support/services from your college helped you the most?
19. What other support/services from your college would have helped you during your internship?
20. What would you change to significantly improve your mentoring experience?

**FIPP PROGRAM COORDINATOR**

- |      |          |            |
|------|----------|------------|
| Very | Somewhat | Not at all |
| 5 4  | 3 2      | 1          |
21. The program coordinator made the program expectations clear.
- |     |     |   |
|-----|-----|---|
| 5 4 | 3 2 | 1 |
|-----|-----|---|
22. The program coordinator was available for questions
- |     |     |   |
|-----|-----|---|
| 5 4 | 3 2 | 1 |
|-----|-----|---|
23. The program coordinator was responsive to your needs.
- |     |     |   |
|-----|-----|---|
| 5 4 | 3 2 | 1 |
|-----|-----|---|

24. What support received from the program coordinator helped you the most?

25. What other support/services would have helped during your internship?

26. Keeping in mind that the main purpose of FIPP 2001-2002 was *to provide future Maricopa faculty candidates the opportunity to increase their skills and knowledge in identified areas that would assist them in procuring a residential faculty position*, please explain the ways in which FIPP did or did not help you achieve the goal.

27. What is the most important thing you learned that will help you improve your teaching?

28. What could be improved in the program for future FIPP interns?

29. Do you have any other comments?

*Thank You!*

**Faculty In Progress Program-Pilot 2001-2002  
Program Evaluation  
MENTORS**

*Please do not write your name on this survey.*

The main purpose of FIPP 2001-2002 was to provide future Maricopa faculty candidates the opportunity to increase their skills and knowledge in identified areas that would assist them in procuring a residential faculty position. Your candid responses to the items below will help us to evaluate and improve this program. Please, be as specific as possible in your responses.

- |   | Very |   | Somewhat |   | Not at all |
|---|------|---|----------|---|------------|
| 1. Were you well informed about the goals of this program?                              | 5    | 4 | 3        | 2 | 1          |
| 2. Did you understand clearly the purpose of the program?                               | 5    | 4 | 3        | 2 | 1          |
| 3. Were the expectations for mentors made clear to you?                                 | 5    | 4 | 3        | 2 | 1          |
| 4. Did you work as a team with other mentors?   | Y    |   | N        |   |            |
| 5. Did you coordinate activities for the Intern with his/her Department Chair?          | Y    |   | N        |   |            |
| 6. Did you attend the FIPP sessions for all mentors?                                    | Y    |   | N        |   |            |
|   | Very |   | Somewhat |   | Not at all |
| 7. How would you rate the usefulness of those sessions?                                 | 5    | 4 | 3        | 2 | 1          |
| 8. What did you find most helpful about the mentor sessions?                            |      |   |          |   |            |
| 9. What would you change about the mentor sessions to make them more valuable to you?   |      |   |          |   |            |
| 10. What support/services received from the FIPP coordinator was most helpful?          |      |   |          |   |            |
| 11. What other support/services do you wish you had received from the FIPP coordinator? |      |   |          |   |            |

12. List the **district** professional development opportunities you encouraged the FIPP intern to attend.

13. List the **college** professional development opportunities you encouraged the FIPP intern to participate in.

- Classroom observations (how many and in what disciplines):
- Supervised teaching:
- Unsupervised teaching:
- Workshops:
- Technology training:
- Department/division meetings (how many):
- Other meetings/activities/events:

14. Are there any professional development activities that you feel should be required of all FIPP Interns?

15. How frequently have you met with the FIPP intern? (Check one)

- At least once a week
- 2-3 times a month
- 2-3 times a semester
- Only once since the start of the program

16. Did you observe the FIPP intern teaching a class?  
If yes, how many times? \_\_\_\_\_

Y      N

17. How satisfied are you with the quality of mentorship you provided?  
Why?

Very                      Somewhat                      Not at all  
5                      4                      3                      2                      1

18. What would you change to significantly improve your mentoring experience?

19. What was the most valuable aspect of this experience for you?

20. Do you have any other suggestions or comments about the FIPP program?

*Thank You*

**Faculty In Progress Program (FIPP)-Pilot 2001-2002  
Program Evaluation**

The main purpose of FIPP 2001-2002 was *to provide future Maricopa faculty candidates the opportunity to increase their skills and knowledge in identified areas that would assist them in procuring a residential faculty position.* Your candid responses to the items below will help us to evaluate and improve this program. Please, be as specific as possible in your responses. Use the other side of the page if you need additional writing space.

Please check the categories that apply to you.

- |  |   |
|--|---|
| <input type="checkbox"/> College President         | <input type="checkbox"/> Member of the Faculty Recruitment Commission |
| <input type="checkbox"/> College Dean              | <input type="checkbox"/> Other (specify) _____                        |
| <input type="checkbox"/> Division/Department Chair |   |

• **Overall, what is your opinion of FIPP as a model for recruiting a more diverse faculty?**

• **What changes, if any, would you suggest to improve the:**

(See 2001-02 *FIPP Guidelines and Application*)

FIPP Guidelines and Criteria for Eligibility

College Selection Process

Intern Application Process

• **What other suggestions do you have that will help strengthen the FIPP program?**