

## MaxKnowledge Performance Blog

### Characteristics of an Effective Faculty Development Program

by Jay Hollowell - February 16, 2009

First, an effective Faculty Development program is an ongoing and communicative partnership among faculty, staff and school leadership where colleagues actively engage in their own development and are totally supported by their mentors. Second, such a program is multifaceted, including not only the identification and accomplishment of teaching performance goals, but also attendance in discipline-specific activities and membership in professional organizations. Third, an effective Faculty Development Program is performance-based. Rather than simply completing a training module or attending a workshop, it provides opportunities for faculty at all levels of experience, through demonstration and observation, to apply newly learned or enhanced applications in the classroom. Fourth, it is measurable. Beyond the completion of training and the award of continuing education units, the real impact of an effective Faculty Development program can be measured by such success indicators as an increase in student retention and faculty retention. Though these retention areas are influenced by many factors, an instructor's improved teaching performance can definitely lead to self-satisfaction, personal motivation and commitment, and, from the student's perspective, a more enhanced and supportive learning environment.

Teaching adult learners the necessary workplace skills for successful employment and promotion in their respective fields is built into our career school mission and guides our daily operations. We are measured by our performance in accomplishing that mission unlike any other postsecondary educational venue. It goes without saying that in such an outcomes-based environment, our Faculty Development programs should be outcome-based as well.

Jay Hollowell is the Training Manager for MaxKnowledge and has over 28 years of experience in adult education, corporate training and workforce development. He has designed and facilitated adult education/training programs throughout the United States, Canada, Europe, North Africa and the Middle East. In the career college sector, Jay has worked in numerous positions with an emphasis on faculty development, student retention and placement. His academic work is in business and education.