

DRAFT: FACULTY DEVELOPMENT: POSTDOCTORAL POSITIONS SUPPORT

Inputs	Strategies	Outputs	Outcomes		Impacts (Long Term-Conditions)
			(Short Term-Learning)	(Medium Term-Action)	
Postdoctoral Fellows Salary support from institution Salary support from external funding Departmental support Faculty mentors for postdoctoral fellows Undergraduates for “teaching fellows” Course opportunities for “research fellows” Training opportunities such as workshops sponsored by the W&M Charles Center Mechanisms for tracking and evaluation Laboratory space/use of equipment	Provide postdoctoral fellows hired primarily to teach with funds to continue research and professional engagement Provide research postdoctoral fellows with opportunity to teach undergraduate course Provide training opportunities for fellows to learn how to teach effectively while maintaining research Provide funding to attend workshops and visit other programs Provide mentors for teaching Provide faculty member with personnel support during pre-tenure period, undergraduates with whom to work	Several new postdoctoral fellows hired for research but who teach an undergraduate courses Several new postdoctoral fellows who were hired to do teaching for leave replacements who maintain a research program and mentor undergraduates Number and quality of new courses offered by postdoctoral fellows Number and quality of new positions for undergraduates to become involved in research Number and demographics of undergraduates taking new courses and mentored by postdoctoral fellows Number of courses developed or revised New or expanded research areas available to students	Postdoctoral fellows successfully teach new courses with favorable teaching evaluations Postdoctoral fellows obtain publications in their respective fields Students value new courses/approaches; course numbers and demand increase Students value new mentoring opportunities with postdoctoral fellows	Postdoctoral fellows are able to be competitive in the job market Postdoctoral fellows are able to obtain tenure track positions that involve both teaching and research	Postdoctoral fellows become successful in combining teaching and research in their new positions: they garner grant support, publications, and invited presentations Postdoctoral fellows receive tenure and promotion Postdoctoral fellows receive recognition and awards for teaching and research, specifically for integrating the two Postdoctoral fellows continue to provide new or expanded research opportunities and courses for undergraduates

DRAFT: POSTDOCTORAL POSITIONS SUPPORT EVALUATION FRAMEWORK

Evaluation Questions for OUTCOMES	Possible Indicators/Measures	Possible Data Collection Methods and Information Sources	Rank/Priority (include brief rationale)
<p>1. Have the postdoctoral fellows become successful in research and in mentoring students in his/her research program?</p> <p>2. Have the postdoctoral fellows become successful in teaching and new curricular activities in their respective fields?</p> <p>3. Did the hire of these postdoctoral fellows serve as an impetus for other faculty members to employ this program? i.e., have their postdoctoral fellows gain experience in teaching and research?</p> <p>4. Does the program have buy-in from colleagues and administrators and is it serving as a model locally and nationally?</p> <p>5. Have the postdoctoral fellow or the program had an impact beyond the institution?</p>	<p>1.a. Student demand to do research with faculty members (and in his/her area) increases b. Postdoctoral fellows successfully mentors research students c. Postdoctoral fellow has publications and presentations</p> <p>2.a. Students report positively about the teaching by the postdoctoral fellows b. Postdoctoral fellows' courses are well attended and demand increases c. Additional new courses in these areas are established within and outside of the department d. Postdoctoral fellows perform well in teaching workshops and projects</p> <p>3. a. Biology faculty members attempt to ensure that all postdoctoral fellows gain experience in both teaching and research</p> <p>4. a. Program becomes implemented in other departments b. Official support from administration</p> <p>5. a. Faculty outside of W&M ask for information/material about program b. Postdoctoral fellows have success in new positions c. Science education publications and presentations c. Science education funding</p>	<p>1. a. Publications, presentations, grant funding from postdoctoral fellows b. Student research tracking; publications and presentations from students</p> <p>2. a. Pre post tests b. Exit questionnaire c. Interview d. Focus group e. SURE/CURE f. Tracking undergraduate research g. Course evaluations h. Classroom observations i. Reports from peers j. Registrar records k. Course catalog l. Performance review m. Citations n. CVs o. Funder's reports p. Tracking data from our online system q. Self evaluations r. Performance reviews</p> <p>3,4. Same as above</p> <p>5. a. Publications, grant funding b. Citations of publications c. Invited talks on both science and pedagogy d. Undergraduate long term tracking e.g. PhD programs entered e. Collaborations outside of W&M</p>	<p>Items are ranked based on how soon they can be captured during and after program activities (strategies) have occurred. However all questions and measures will be evaluated during and after each activity in order to capture the ongoing, longer-term changes in impact.</p>