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| **Project Name:** | 5. Support Systems for Innovations in Teaching | **Academic Year:** | 2017 –2018 / Version 7 (4/02/18) |
| **Strategic Priority:** | Advance innovation in experiential teaching styles, methods of delivery, and research | **Project Leaders:** | Justin Mays, Jill Lane, Steve Burnett, Mary Lamb, Sheryne Southard |
| **Team Members:** | Sipai Klein, Reza Kheirandish, Nancy Capponi, Michael Dancs, Jason Davis, Michelle Furlong, Robert Vaughan, Adam Tate | | |
| **Project Description:** | Identify, develop, and implement mechanisms and faculty development programs to support the adoption and recognition of high impact practices (e.g., experiential teaching methods, scalable technology, quality online courses, etc.) and to enhance the scholarship of teaching and learning. | | |
| **Success Measure(s)** | 1. # of development opportunities offered (Goal: 5 per academic year) 2. % of participants find that the workshops or programs useful (Goal: 80% per program) 3. # of courses containing High Impact Practices (Goal: 2% increase per year) 4. # of undergraduate students experiencing High Impact Practices (Goal: Increase by 5% in the first two years) 5. # of students obtaining a C or better in High Impact Practice project courses (Goal: 2% increase per year) 6. # of pedagogical research projects per year (Goal: 3% increase per year) 7. # of submitted publications and presentations focused on the Scholarship of Teaching and Learning (Goal: 3% increase per year) 8. Establishment of faculty awards that parallel those offered by the Board of Regents | | |

| **#** | **MAJOR TASKS / Action Steps** | **Target Date** | **Responsibility** | **Deliverable(s) / Notes** |
| --- | --- | --- | --- | --- |
| 1 | Develop the means to support faculty in the development and implementation of high impact practices both seated and online. |  | Team |  |
|  | Review Portland 5 and Wisconsin 4 HIP Recommendations | Year 1 | Michelle and Charlotte | Report was made to committee by Oct. 5, 2016. Summary of HIP’s created and posted on CID website. |
|  | Examine existing grants that facilitate sustained structural and curricular change rather than individual course revisions (need to be quantified and have some specific goals) | Year 2 | Robert, Michelle, and Mary | On-going. Once baseline HIP data is established, and impediments to implementing innovative teaching techniques/strategies are identified the group can then assess what structures/incentives are currently in place. |
|  | Develop a middle years program, including i.e. inquiry-based learning, study abroad, service learning theme related to major, etc.[[1]](#endnote-1) | Year 3 | Michelle and Mary | Develop a report exploring the feasibility of developing a program for transfer students and sophomore/juniors. |
|  | Collect data from faculty on current practices and impediments to implementing best practices | Year 2 | Justin, Mary, and Sheryne | Will collect data about faculty’s impressions of impediments/challenges they face in implementing excellent teaching. Originally, would survey department chairs. Now, we believe we should survey the faculty directly, with focus groups as a next-step in the identification process. |
|  | Identify strategies for addressing impediments to HIP, e.g. grants, resources, mentoring, alternative scheduling, etc. | Year 2 | Mary, Reza, Robert | Revise existing grants to encourage the HIPs we are targeting. Develop other strategies after seeing impediments and ideas from faculty.  Survey to identify impediments has been developed. After survey data collection, faculty focus groups will be formed to further refine the impediments. Will begin development of methods to address the impediments. |
|  | Establish a baseline of the number of undergraduate students experiencing High Impact Practices, such as writing intensive courses and peer academic mentoring, and increase it by 5% in the first two years. (subsequent percentage goals to be established after baseline study) | Year 2  Spring/Fall 2018 | Justin, Jill, Mary, and Sherry | Will obtain baseline data by querying enrollment information (number of enrollments and grades earned) once courses have been identified |
| 2 | Develop policies and guidelines surrounding the teaching of online courses to ensure compliance with federal guidelines. |  | Team |  |
|  | Benchmark other institutions’ policies and develop set of best practices | Jan. 2017 | Justin, Jill, and Sherry | Completed Fall 2016. |
|  | Write guidelines for faculty development to teach courses taught 100% online (Academy, Quality Matters, etc.) | Year 1-2 | Michelle, Justin, Sherry, and Robert | Draft completed April 2017 and shared with focus groups. |
|  | Adopt guidelines for the development and instruction of 100% online courses | Spring 2017 | Justin, Jill, Sherry, and various departmental administrators | Discussions are on-going with various departments, which offer 100% online programs, to adopt a set of standards. |
|  | Develop process for ensuring course compliance | Year 2-3 | Jill, Justin, Robert | Long-range plan is to get courses/programs certified by Quality Matters. Will work with fully online programs to gauge level of interest and provide support to ensure courses/programs pass review. |

| **#** | **Success Measure** | **Goal** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | # of development opportunities offered | 5 per year | 23 | 17 (Fall 2017 data only) |  |  |  |  |
| 2 | % of participants find that the workshops or programs useful | 80% per program | 88% | 80% (Fall 2017 data only) |  |  |  |  |
| 3 | # of courses containing High Impact Practices | 2% increase per year | N/A | Spring/Fall 2018 |  |  |  |  |
| 4 | # of undergraduate students experiencing High Impact Practices | 5% increase per year (2016-2019) | N/A | Spring/Fall 2018 |  |  |  |  |
| 5 | # of students obtaining a C or better in High Impact Practice project courses | 2% increase per year | N/A | Spring/Fall 2018 |  |  |  |  |
| 6 | # of pedagogical research projects per year | 3% increase per year | 12 | Summer 2018 |  |  |  |  |
| 7 | # of submitted publications and presentations focused on the Scholarship of Teaching and Learning | 3% increase per year | 38 | Summer 2018 |  |  |  |  |
| 8 | Establishment of faculty awards that parallel those offered by the Board of Regents | Completed by 2020 | In progress | In progress |  |  |  |  |

1. From Portland 5 report; TBD and approved by committee. [↑](#endnote-ref-1)