

Strategic Initiative Project Work Plan Summary

Project Name:	5. Support Systems for Innovations in Teaching	Academic Year:	2017 –2018 / Version 7.2 (4/24/19)
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, College of Health Rep, 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)	<ol style="list-style-type: none"> 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.	Fall 2018/Spring 2019	Team	Upon rollout of USG Initiative to identify HIP courses, will identify a select number of HIPs which already are in use on campus. Goal to increase their effectiveness and/or promote broader adoption. As opposed to broadly increasing the use of all strategies identified as High Impact.
	— Review Portland 5 and Wisconsin 4 HIP Recommendations	COMPLETED	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 3	Robert, Michelle, and Mary	On-going. Once baseline HIP data is established, the group can then assess what structures/incentives are currently in place and what changes need to be made.


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	Develop a middle years program, including i.e. inquiry-based learning, study abroad, service learning theme related to major, etc. 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	Upon implementation of USG HIP Initiative and collection of HIP data, will target those faculty currently utilizing HIPs to determine best practices and what resources, if any, are needed to further support their efforts.
	Identify strategies for addressing impediments to HIP, e.g. grants, resources, mentoring, alternative scheduling, etc.	Year 3	Mary, Reza, Robert	Revise existing grants to encourage the HIPs we are targeting. Develop other strategies after seeing impediments and ideas from faculty.
	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 3 (Fall 2019)	Justin, Jill, Mary, and Sherry	Awaiting rollout of USG Initiative which will tag courses that contain HIPs as part of the Academic Data Collection each term.
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	COMPLETED	Justin, Jill, and Sherry	Completed Fall 2016.
	Write guidelines for faculty development to teach courses taught 100% online (Academy, Quality Matters, etc.)	COMPLETED	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. Various department specific standards have been adopted – but not fully across all online programs.

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				<p>Academy for Online Course Development has adopted the Quality Matters Rubric as its method of assessing courses as part of the training program.</p> <p>Will look to leverage training developed by USG eCore/eCampus.</p>
	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.

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 Exceeded Target

#	Success Measure	Goal	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	# of development opportunities offered	5 per year	23	25 (Fall 2017/Spring 2018 data only)	23 (Fall 2018/Spring 2019 data only)			
2	% of participants find that the workshops or programs useful	80% per program	88%	80% (Fall 2017/Spring 2018 data only)	83% (Fall 2018/Spring 2019 data only)			
3	# of courses containing High Impact Practices	2% increase per year	N/A	Delayed by USG initiative implementation	Fall 2019			
4	# of undergraduate students experiencing High Impact Practices	5% increase per year (2019-2021)	N/A	Delayed by USG initiative implementation	Fall 2019			
5	# of students obtaining a C or better in High Impact Practice project courses	2% increase per year	N/A	Delayed by USG initiative implementation	Fall 2019			
6	# of pedagogical research projects per year	3% increase per year	12/29 (41% of approved proposals were pedagogical)	7/14 (50% of approved proposals were pedagogical)	10/19 (53% of approved proposals were pedagogical)			

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#	Success Measure	Goal	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
7	# of submitted publications and presentations focused on the Scholarship of Teaching and Learning	3% increase per year	38	105	54* (preliminary)			
8	Establishment of faculty awards that parallel those offered by the Board of Regents	Completed by 2020	In progress	In progress				

ⁱ From Portland 5 report; TBD and approved by committee.