

# Center for Research, Education, And Teaching Excellence (CREATE)

## Strategic Plan – Summer 2016

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### Executive Summary

It is the purpose of this document to detail a strategic plan for the teaching and learning Center at Nebraska Methodist College. In particular, this plan will develop the relevant details related to faculty development here at the college. This Executive Summary highlights the important points detailed in the sections and appendices that follow.

The Center's vision and mission statements are the following:

*The vision of CREATE! is an innovative and dynamic culture of excellence in teaching and learning at Nebraska Methodist College (NMC). In pursuit of this, CREATE!'s mission is to nurture an environment that provides resources and opportunities for collaboration, pedagogical exploration, and inquiry for faculty, staff, and students.*

In support of these statements, the Center will strive to embody the college's core values in all of its efforts: *Caring, Excellence, Holism, Learning, and Respect* as they apply to the Center:

- *Caring* – CREATE! promotes the compassionate well-being of faculty, staff, and students and demonstrates this by working to improve the quality of teaching and learning at NMC.
- *Excellence* - CREATE! is dedicated to pursuing critical, creative, and practical solutions and strategies that ensure the highest quality of teaching and learning at NMC.
- *Holism* – CREATE! recognizes and honors the interrelatedness of all things and is committed to the development of faculty, staff, and students in their role as Educated Citizens.
- *Learning* – CREATE! is devoted to supporting the experiential processes by which knowledge, insight, understanding and ultimately wisdom are created.
- *Respect* - CREATE! upholds the dignity and self-worth of faculty, staff, and students and will promote honest and forthright interpersonal communication and behaviors.

Pursuant to the extensive explorations and analyses detailed in section III and its associated appendices, the following goals for the Center were established:

- **Program Goal A (PG-A):** CREATE! will facilitate faculty, staff, and student's ability to effectively promote active teaching and learning strategies to facilitate the achievement of program specific outcomes as well as the college's Educated Citizen goals.
- **Program Goal B (PG-B):** CREATE! will assist faculty, staff, and students in the development of learner-centered and well-organized courses using evidence-based course design methods.
- **Program Goal C (PG-C):** CREATE! will facilitate faculty, staff, and student development of authentic and varied assessment strategies that draw from diverse sources.
- **Program Goal D (PG-D):** CREATE! will facilitate ongoing development of leadership, collaboration, and scholarship among faculty, staff, and students.

Each of these goals have a more detailed objective that will be used to help guide the Center's programming. In addition, it was determined by the Advisory Board that the Center will need to embody more of an empowerment than a service model. This means that Center staff will work to empower instructors, staff, and students to improve the quality of teaching and learning at the college rather than trying to establish this quality by doing the work for instructors, staff, and students.

Towards these ends, the following kinds of activities will be developed and/or supported by the Center. A 3-year timeline for implementing these programs is provided in Appendix J .

- Development and dissemination of *evidence-based guidelines* for each area above
- As part of the dissemination, a *MyMethodist* site will be created for the Center to house documents, tutorials, eLearning modules, announcements, links to other sites, learning objects, etc.
- Create the following programs/resources:
  - *Targeted programs and resources* on the various topics above – Faculty Interest Groups (FIGs), lunch & learns, eLearning modules, documents, links to websites, learning objects, templates, etc.

- *An Introductory Certificate Program* (in both on-ground and online formats) - this program will cover the following topics:
  - Evidence-based guidelines for designing, implementing, and evaluating active teaching and learning strategies that are aligned with program specific and Educated Citizen goals
  - Steps for learner-centered and evidence-based course development
  - Evidence-based guidelines for designing, implementing, and evaluating one or more authentic and varied assessment strategies that draw from diverse sources
  - Evidence-based competencies as they apply to participants' role as an educator, scholar, and community member of the college
    - If applicable: the beginning creation of an Advancement-in-Rank (AIR) portfolio that documents participants' teaching, scholarship, and service
- *New Instructor Orientation Program* – a shortened half-day version of the Certificate Program will be developed for new instructors to introduce them not only to these basic areas but also to the resources that they have available to support their teaching, scholarship, and service
- **Note:** Many of these modules/programs will also address the integration of technologies to support each area
- *Consultations* – with individuals, programs, and/or divisions on various aspects of teaching and learning
  - Specifically, CREATE! staff will continue to work closely with instructors and programs in the development of master courses
- *A Mentoring System* – where experienced faculty, staff, and/or students support participants in each of the areas above
- Providing *financial support* for participants' pursuit of excellence in teaching, research, and service in the form of mini-grants that participants apply for

In order to help gauge progress towards the goals and their associated objectives, the following types of assessments will be utilized:

- Use of *evidence-based guidelines* for each area to establish comparative benchmarks
- Checking to ensure that participants *understand the essential concepts, skills, and steps* involved for each area
- Verifying that participants are able to *design, implement, and evaluate* the relevant strategies and steps above
- Participant *self-assessments* of their own abilities to design, implement, and evaluate the relevant strategies and steps above
- *Peer feedback/assessments* of participants' demonstrations of the relevant strategies and steps above
- *Student feedback/evaluations* of course elements that were developed following the relevant strategies and steps above
- Analysis of the *impact on student learning and development* for course elements that were developed following the relevant strategies and steps above
- Development of *portfolios* to demonstrate teaching, scholarship, and service
- Use of *certificates, badges, and awards* to celebrate participant accomplishments
- Tracking of the number of programs that the Center offers, the number of participants, etc.

**Important!:** In light of these assessments, a strict policy of confidentiality will be maintained by Center staff. Only the participants themselves will know either of their participation or the results of any assessments. If participants choose to share this with others, it will be up to their discretion. The Center will only retain confidential, anonymous, and/or generalized data for troubleshooting, annual reporting, and strategic planning purposes.

This plan also details the personnel, resources, and budget that will be needed. The current number of staff (3), should be adequate for the proposed activities and the 3-year timeline. A space for the Center will still need to be established and there are estimated costs for the resources that will be needed for this space. Overall, the current budget is proposed to be \$30,000 for the first year. Some of these costs are one-time costs for the Center space, such as purchasing desktop and laptop computers for this space. Beyond this first year, the Center's budget will be in the range of \$20-25K. However, these costs are adjustable depending on the kinds of financial support that administration would like for the Center to provide to the college.

In terms of personnel, there may be some overlap with the work that the Educational Technology department is already doing in terms of supporting the use of technologies at the college. As it relates to supporting these technologies, the following statement summarizes this delineation between the kinds of support that Ed Tech and Center staff will provide: ***"If it's not working properly, contact NMC Help Desk (i.e., Ed Tech). If you want to know how to use it more effectively in class, contact CREATE staff."*** Furthermore, in consultation with Ed Tech, the Center will develop and seek administrative approval for a technology support policy. In essence, this policy will list the technologies that Center staff will officially support. For any additional technologies that are not listed, Center staff will not guarantee either the competencies or time to support them.

Finally, internal evaluative processes by Center staff will be conducted in an ongoing manner each semester in an informal way. As was outlined in the semester-by-semester schedule (Appendix J), an annual report will be generated each summer that formally engages in these processes and documents the Center's relative progress towards its state objectives. Pursuant to these informal and formal processes, the Center's programming will be adjusted as needed.

## **I. Process for Preparing this Strategic Plan**

When developing new courses or programs, instructional design literature commonly recommends following five phase that are referred to as "ADDIE": Analysis, Design, Development, Implementation, and Evaluation ([Reiser & Dempsey](#), eds. (2012), Ch. 2). This strategic plan will follow the first two phases of ADDIE by first compiling the kinds of information that courses/programs need to consider at their inception. This compiled data will then be analyzed and recommendations will be made for the Center to follow in the near-term. It will then be up to the Center's staff, along with members of the college, to develop, implement, and evaluate these recommendations.

In order to help develop this plan, the information contained in the appendices was first compiled. In these appendices, general education literature was reviewed, followed by healthcare education literature. Collectively, this information provided a more generalized framework in which to locate the work of the Center. It will also help to ensure that there are no significant gaps when it comes to developing high quality educational and professional development systems.

Next, specific information about the college was gathered from interviews, focus groups, meeting notes, and institutional documents. This information was then used by the Advisory Board to help discern where the Center should focus its efforts in the near-term. The results of these analyses is then summarized in the sections below. From these analyses, the Center's detailed plans and timeline were developed along with the identification of the personnel, resources, and budget that will be needed to successfully implement this plan.

## II. Center's Vision, Mission, and Values Statements

Every program should have clear directions that they are working towards. Towards these ends, vision and mission statements should provide guidance so that Center staff do not lose sight of their purpose and collective direction. In addition, every program can have a set of values that influences its decisions and how they interact with others. The purpose of a values statement is to be more explicit with these underlying guiding principles.

Appendix A text lists the vision and mission statements of fourteen other teaching and learning centers regionally and nationally. This appendix also contains a summary of the goals and strategies that these vision and mission statements articulate. In addition, the college's current [mission statement](#) is the following: *"As a health professions institution, we provide educational experiences for the development of individuals in order that they may positively influence the health and well-being of the community."*

In light of these considerations, the **Center's vision and mission statements** are proposed by the Advisory Board to be the following:

*The vision of CREATE! is an innovative and dynamic culture of excellence in teaching and learning at Nebraska Methodist College (NMC). In pursuit of this, CREATE's mission is to nurture an environment that provides resources and opportunities for collaboration, pedagogical exploration, and inquiry for faculty, staff, and students.*

The college also lists its [core values](#) as being caring, excellence, holism, learning, and respect. In addition, the college is currently developing its [Educated Citizen](#) emphases with its corresponding outcomes for all students (also see the appendix on Mission-centered considerations for an elaboration of these as well as the NMC [Student Learning Outcomes Manual](#) [July 2015]): 1) Reflective Individual (Critical Thinking & Holism), 2) Effective Communicator (Communication), and 3) Change Agent (Intercultural Competence & Civic Engagement). It may be argued that these institutional core values and outcomes effectively comprise not only the goals that the institution is currently pursuing with its students, but also how it will conduct itself. The importance of core values are that they should act as guiding principles for an institution's ways of operating.

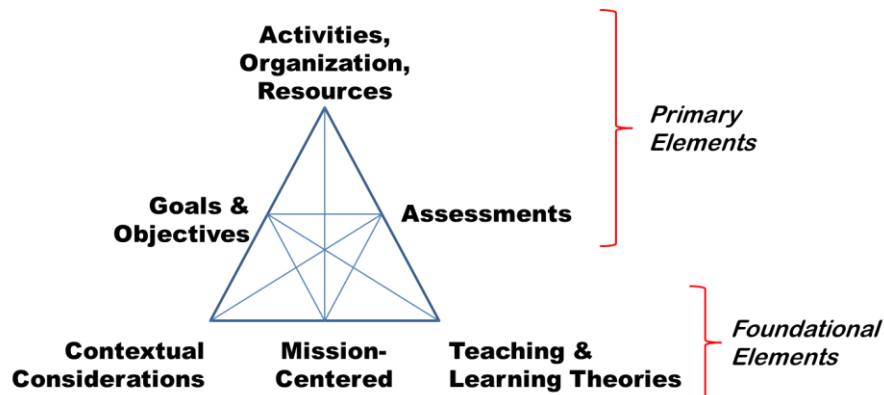
Taking these into consideration, along with the values that are articulated by the vision and mission statements of the other centers listed in the corresponding appendix, the following **core values for the Center** are proposed.



Collectively, the Center’s vision, mission, and core values are intended to be a center-pole from which all of the Center’s work emerges. In the next section, they will help to guide and focus the initial analyses that are conducted. Doing so will help to ensure that the Center is actively pursuing these values in practical ways not only for its staff but also for the people and programs that the Center works with.

### III. Initial Analyses – Essential Elements of Program/Course Development

The following sections contain summaries of the information and analyses that are contained in their corresponding appendices. Each of these sections is considered to be an essential element in the development of educational and professional development opportunities:



As a result, each of these “*Essential Elements*” is considered one-by-one in detail below. As stated above, an effort has been given to considering general education theories and practices, healthcare education literature, as well as current considerations at the college as they relate to each of these essential elements. Additionally, since it is the primary mission of the Center to support instructors, staff, and programs in their work to provide the best educational environment for students, some of the primary work that they do will be outlined in the appendices. This should help ensure that the Center’s efforts are more directly focused on supporting the continual improvement of education here at the college. Overall, this part of the document is intended to provide a general analytical foundation from which the Center’s more detailed design plans will be derived in subsequent sections.

#### Contextual Considerations



Appendix B presents a detailed listing of some of the major contextual considerations that have been noted in education literature more generally, recent healthcare education literature, and here at the college. As it relates to educational literature more generally, some of the noted considerations included items such as the rising costs of education, increased use of technology and distance education, the impact of a more interconnected world, and the need for students to be more innovative as well as critically engaged problem solvers. A review of recent healthcare education literature emphasizes the need for educational systems to be more aware and integrative of such considerations as student's and instructor's backgrounds, diverse cultures, teaching and learning styles, and self-efficacies. Finally, a review of NMC documents and discussions revealed an emphasis on such factors as rapidly growing enrollments, the need for instructors to have a basic background in educational theory and practice, the successes of the college's programs as measured by DFW and graduation rates, and the rise of technology-enhanced instruction particularly with online courses and programs. In addition, the following recommendations were noted as being important when developing contextual considerations:

- Contextual considerations should identify trends in society more generally
- Contextual considerations should identify general trends in education, particularly in ones' discipline
- Contextual considerations should identify general trends in one's institution
- Contextual considerations should take into account instructor's background, teaching and learning style(s), cultural location (e.g., ethnicity, age, class, gender, etc.), etc.
- Contextual considerations should take into account student's background, learning style(s), cultural location (e.g., ethnicity, age, class, gender, etc.), etc.
- Contextual considerations should align across activities, modules/lessons, courses, programs, institution, accreditation, etc.

The following list summarizes the major themes from across the sources that were reviewed. For each item below, we have noted the issues that appear to be most relevant for NMC at the current time. Collectively, these contextual considerations will help to determine where and how the Center may need to focus in the near-term.

- Growing popularity of technology-enhanced teaching and learning
  - *NMC Current Focus/Needs:* Increase in the number of online courses and programs and the concerns that have been noted for their quality by students.
- Need for competencies in interdisciplinary and knowledge integration/syntheses
  - *NMC Current Focus/Needs:* Educated Citizen's emphases in the core undergraduate curriculum.
- Continued need in higher education for instructors who have basic levels of competencies in educational theories and practices and the need for more active teaching and learning strategies.
  - *NMC Current Focus/Needs:* Many instructors have been reported to be very competent and experienced in their respective disciplines, but some lack a general background in education and how to teach more effectively in their disciplines.
- Taking more of a learner-centered approach to educational systems
  - *NMC Current Focus/Needs:* Growing enrollments are leading to increased class sizes and demands of instructors and staff. This may be effecting the more personalized approaches to education that NMC students appreciate.
- Need for being capable of addressing real-world problems and issues
  - *NMC Current Focus/Needs:* Educated Citizen's emphases in the core undergraduate curriculum, particularly as it relates to students being agents of change.

- The ability to do more with less, having to deal with more information, complex issues, etc. given relatively less resources, staffing, time, etc.
  - *NMC Current Focus/Needs:* Growing enrollments are leading to increased class sizes and demands of instructors and staff. Also, the noted lack of growth in the college's staffing may also increase the need for these abilities.
- Addressing the increasing diversities institutionally, regionally, nationally, and internationally
  - *NMC Current Focus/Needs:* Need for NMC students to be exposed to diversity beyond the campus due to the current ethnic and gender make-up of the campus, which is predominantly Euro-American female.
  - *NMC Current Focus/Needs:* NMC focus on collaborative decision-making processes.

### Teaching & Learning Theories

Appendix C lists a number of different teaching and learning theories that may be relevant for the Center. Similar to the previous section, literature from general education, instructional design, and healthcare education was considered. In addition, a brief review of the current teaching and learning theories that are being used at the college are listed. Also, as teaching and learning centers exclusively work with adults, a brief overview of adult learning theories is provided in the appendix. Furthermore, given that the college has a unique focus on collaborative approaches to decision-making, social-cultural teaching and learning theories have also been given a special focus. Collectively, these theories can be used to guide not only our understanding of the teaching and learning processes that instructors and programs might be drawing on, but also how the Center can better support them in our training and support efforts.

Looking at the appendix, there are a broad range of teaching and learning theories instructors and the Center can draw from to help further inform and guide their course and program development work. Overall, the aim of these theories is help us to continually improve the quality of the college's educational environment in support of student's professional and personal lives. The following general considerations are recommended when choosing/developing teaching and learning (T&L) theories for one's course or program:

- Core learning theories to consider: Cognitive-Affective psychology; Constructivism; Skill/performance learning theories; Social-Cultural; Multicultural;
- Core teaching strategies to consider: Active teaching; Direct instruction; Technology-enhanced; Experiential; Metacognitive; Collaborative; Reflective; Critical pedagogies;
- Core course/program development methods to consider: ADDIE; Backward design; Rapid-prototyping; Learner-centered; Evidence-based; Systematic alignment; Curriculum mapping;
- T&L theories should be reflective of both instructor's and learners' backgrounds, cultural locations, etc.
- T&L theories should be aligned with the mission-centered considerations that one is considering for their course/program
- T&L theories should provide insights and guidance into how the course/program objectives can be achieved
- T&L theories should provide insights and guidance into how assessments might be developed and implemented for the course/program
- T&L theories should provide insights and guidance into the kinds of activities, organizations, and resources that the course/program might effectively utilize to help obtain the objectives
- T&L theories should align across activities, modules/lessons, courses, programs, institution, accreditation, etc.



As it relates more specifically to the Center's work, the adult learning and social-cultural theories that are outlined in the appendix are ones that the Center can utilize. Based upon these, the following are specific strategies and general principles that might be adopted in support of instructor and program development. The theories, strategies, and methods that are specifically related to the college's current foci and needs are designated with "NMC" in parentheses.

- Learning should be appropriate for one's background and experiences – e.g., knowledge; experiences; culture; beginner, intermediate, and advanced; etc. (NMC)
- Just as with students, some of the Center's focus needs to be given on holistic formation of our instructors – this is in-line with the college's mission (NMC)
- Employ a "just-in-time" approach to training, wherein the training more immediately and directly applies to what they are currently involved in (NMC)
  - Continually ask and survey instructors to find out what their needs are (NMC)
  - Utilize collaborative, consensus-building processes to make decisions
- Support instructors in their own reflective and meaning-making processes
- Instructors should be exposed to diverse ways of teaching and learning
- Use "credible" and experienced persons as guest speakers or module instructors (NMC)
- Use of models, mentors, experts, etc. to provide clear guidance, expectations, etc.
- Adults value their independence and individuality so these efforts should allow for individual choice and self-determined direction (NMC)
  - Instructors who are developing courses need to be able to do so independently due to their own time limitations as well as the increasingly limited instructional design support on our campus (NMC)
- Value and continually invite their input, feedback, expertise, etc. (NMC)
- Utilize active learning strategies that more directly support instructors in their course and program development endeavors (NMC)
- Provide intrinsically motivating rewards, particularly ones that genuinely aid them with professional advancement (e.g., promotion) – examples include: badges, certifications, stipends, etc. (NMC)
- Have instructors immediately integrate and apply what they learn to their own work, courses, and lives
- Work to foster knowledge-building, communities of practice, and mentoring cultures across the college (NMC)
- Provide opportunities for collaborative as well as independent modes of learning for instructors
- Encourage instructors and programs to share their experiences (successful and not-so-successful) with one another
- Continually monitor, analyze, and address situations where one person's/group's agenda/culture appears to be dominating and overshadowing another

### Mission-Centered Considerations

Central to our mission, the college's [core values](#) and [Educated Citizen](#) emphasis is an important part of what instructors and staff need to consider when developing their courses and programs. In addition, there are other mission-centered items to consider. Appendix D outlines some of the major areas that have been identified by organizations, educational literature, and healthcare education. From these resources, the following considerations are suggested when developing mission-centered guidelines:

- Mission-centered considerations should take into account the unique cultural and contextual locations of learners and instructors as well as the communities that they are connected to

- Mission-centered considerations should provide insights and guidance into the kinds of teaching and learning theories that might be most appropriate for the course/program
- Mission-centered considerations should aid in the development of course/program goals and objectives, helping to prioritize those goals and objectives that are more closely aligned with one's mission and values
- Mission-centered considerations should provide insights and guidance into the kinds of assessments that the course/program might utilize
- Mission-centered considerations should help to develop and prioritize the activities, organizations, and resources that are being considered for the course/program

Based on these considerations, the following items appear to be the most central for the Center at this time. It is the position of the Center that one or more of these mission-centered considerations should be directly addressed in all NMC courses and programs. As a result, the Center should not only work with instructors and staff towards these ends but also to address these considerations in its programs, resources, and support systems. The considerations that are specifically related to the college's current foci and needs are designated with "NMC" in parentheses.

- Acknowledging, upholding, and working with the whole of each person and community as well as the inherent interrelatedness of all things (NMC)
- Nurturing holistic growth and development such as:
  - Moral and empathic development
  - Emotional intelligence and maturity, positive self-esteem, motivation, etc.
  - Physical health and well-being
- Responding appropriately to the strengths and challenges of globalization
- Nurturing the development of innovation, creativity, problem solving, critical thinking, habits of inquiry, etc. (NMC)
- Using resources (such as technology) to help foster genuine progress (NMC)
- Drawing out and utilizing the very best of one's self and one another
- Skills, knowledge, and dispositions that encourage advocacy, social change, leadership, civic engagement, etc. (NMC)
- Analyzing and addressing historic and contemporary inequities at personal, relational, and systemic levels (NMC)
- Addressing the limiting the effects of marginalization as well as being within under-resourced and vulnerable communities
- Nurturing the ability to respond to specific global challenges such as overpopulation, violence, pollution, mass migration, etc.
- Striving for proficiencies in written, oral, and nonverbal communication (NMC)
- Compassionate service and solidarity with one another (NMC)
- Intercultural competencies (NMC)
- Sustainable living habits
- Creating and maintaining communities of inclusiveness

### General Goals & Objectives

In light of these considerations, there are a number of general goals listed in Appendix E that might be pursued by the Center. Based on the information and resources in this appendix, the following are some of the general considerations that one needs to be aware of when developing goals and objectives.

- One of the primary purposes of goals and objectives in education are to help improve the quality of teaching and learning beyond where it currently is

- Objectives should be measurable
- Objectives should be specific
- Objectives should state the level of proficiency that learners are expected to achieve
- Goals and objectives should align across activities, modules/lessons, courses, programs, institution, accreditation, etc.
- Goals and objectives should be clearly articulated for learners
- There is a need to distinguish between teaching goals (what instructors will do) from learning outcomes (competencies that students must demonstrate)
- Goals and objectives can be created for programs, courses, modules/lessons, and specific activities
- Taxonomies, such as Bloom's or Gagne's, can be used to help create goals and objectives
- Objectives should align with other course elements (e.g., activities, course/program organization, resources, assessments, teaching and learning theories, mission-centered and contextual considerations, etc.)
- Goals and objectives can address holistic teaching and learning (e.g., cognitive, affective, social, etc.)
- Wherever possible and appropriate, objectives should align with external standards, benchmarks, etc.

In addition to these general considerations, themes from the various sources that are outlined in the associated appendix may be divided into at least two sections: Student-related goals/objectives and Instructor-related goals/objectives. Listing the student-related goals/objectives is insightful because the Center will need to develop resources, programs, and support systems to help instructors and programs to pursue these. It may be noted that many of the goals/objectives in these two sections closely mirror one another. This overlap occurs for at least two reasons. First, instructors are responsible for helping to students to achieve a subset of the listed student goals/objectives and must therefore possess the knowledge, skills, dispositions, etc. to be able to do so. Second, since the Center's mission is to support the vision of providing *"educational experiences for the development of learners' professional and personal lives,"* the Center considers instructors to be its *"learners"* and will therefore work to support their professional and personal growth. As a result, the goals/objectives that the college pursues with its students, the Center will seek to pursue with its instructors in a modified form.

From both of these sections, only the instructor-related goals/objectives are listed below. It is important to note that this list is only an initial compilation that the Center might consider pursuing in the near-term. The more specific goals/objectives that the Center will embody are developed in the Overall Plan section of this document. The goals and objectives that are specifically related to the college's current foci and needs are designated with *"NMC"* in parentheses.

- Instructors are able to demonstrate their ability to effectively promote learning.
  - Instructors understand learning processes and the factors that positively contribute to it
    - Instructors are able to foster student motivation
    - Instructors are able to help ignite innovation and creativity in students
    - Instructors are able to help students to integrate content/skills from diverse disciplines
    - Instructors are able to foster the higher levels of Bloom's (e.g., analysis, application, evaluation, and synthesis), critical thinking, problem solving skills, inquiry, reasoning, scientific method, etc.
      - Instructors, where appropriate, will be able to help students to develop quantitative literacy and reasoning skills

- Instructors are content area experts and understand best practices of teaching and learning in their discipline
- Instructors hold students to the highest expectations that are appropriate for their level and unique backgrounds
  - Instructors understand and are able to adjust their courses to differences that can affect learning environments such as learning styles, teaching styles, ethnicity, SES, gender, historical and current events, available resources, group dynamics, etc.
  - Instructors are able to effectively respond to challenges such as developing an ADA empowering class, working with struggling students, etc.
- Instructors are able to apply basic course development methods to their courses.
  - Instructors will be able to develop courses that help students to meet accreditation standards and best practices in their disciplines and effectively prepare students for their professional and personal lives
    - Instructors are able to develop clear, specific, and measurable objectives
    - Instructors are able to effectively utilize a variety of teaching strategies in their courses
    - Instructors appropriately utilize active teaching strategies
    - Instructors are able to create psychologically safe and affirming environments that foster individual and collaborative learning
    - Instructors are able to develop authentic and varied assessment strategies (e.g., formative, summative, formal, informal, etc.) that draw from diverse sources for assessment
    - Instructors are able to implement and modify their courses using evidence-based practices that rely on data from their own class as well as from external resources
    - Instructors are able to effectively identify and integrate educational technologies in their courses
  - Instructors are able to demonstrate their abilities to develop classes that are well-organized.
    - Instructors will work collaboratively to help ensure consistency across courses for students
    - Instructors are able to develop courses that comply with copyright, privacy, etc. laws and guidelines
    - Instructors are able to develop courses with limited resources and support, work under pressure, demonstrate resilience, etc. and be able to help students to develop these skills and dispositions
- Instructors will both support and embody the mission of the college, their departments, and their disciplines.
  - Instructors are able to empower students to be self-regulated, efficacious, reflective, motivated, and well-prepared lifelong learners
    - Instructors use learner-centered and democratic course design methods and teaching strategies
    - Instructors, where appropriate, will be able to help students to demonstrate their ability to use international language(s)
  - Instructors are able to connect course content to local and global issues and empower students to effectively respond to these issues in their communities
    - Instructors will demonstrate respect for alternative points of view and foster this respect in their classes and among students

- Instructors will be able to analyze dynamics of power in their courses as well as in groups, communities, organizations, systems, etc. and be able to help students to develop these skills
  - Instructors will demonstrate a preference for under-resourced, marginalized, and vulnerable populations and be able to help students to develop in these ways
- Instructors will demonstrate ongoing leadership and professional abilities and development.
  - Instructors strive to be leaders in their disciplines as well as at the college
    - Instructors are able to work closely with students, colleagues, staff, the Center, administration, employers, etc. to continually improve the communities that they are a part of, the quality of their courses, to grow professionally and personally, etc.
    - Instructors will continuously demonstrate ethical behaviors
    - Instructors will be able to pursue a purposeful and meaningful life in their disciplines as well as in their personal lives
    - Instructors are able to clearly communicate and collaborate with students, colleagues, staff, etc.
  - Instructors hold themselves and their students accountable to the highest level of professionalism and development in their disciplines
    - Instructors will be able to effectively pursue and maintain personal health & wellness
    - Instructors are able to find and engage in regularly professional development opportunities as part of their efforts to continually improve as an instructor
    - Instructors engage in ongoing self-reflections and assessments as part of their efforts to continually improve as an instructor

### Assessment Considerations

Given these objectives, a number of assessments need to be developed. The goal of these assessments, just as it is in classes, is to help Center staff to continually evaluate the effectiveness of the modules, resources, and support systems that are being used. Appendix F lists many of the possible items to consider with assessments. As with the previous sections, resources from education, healthcare education, and the college were engaged. From these many resources, the following general information about assessments was gleaned. This information is important not only because it can help to guide the development of assessments that Center might use but also because the Center will need to help instructors and program directors to more effectively utilize assessments.

- Primary purposes of assessments are ultimately to continually improve teaching and learning for the entire college
- Feedback from assessments should be framed positively and constructively
- Assessments should have acceptable validity and reliability
- The sample sizes for establishing validity, reliability, norming, etc. should be acceptable
- Privacy, confidentiality, etc. issues are important when working with assessment data
- Equitability and cultural relevancy of assessments needs to be considered – i.e., assessments should be adapted to learner and instructor cultural locations and backgrounds
- Persons involved in the creation, dissemination, and analyses of the assessments should be appropriate for the purposes that the assessments will be used for
- Detailed consideration needs to be given to what the assessment(s) will be used for, who the audience is, etc.

- Assessment data collection, analysis, and reporting processes should be centralized and systematic
- Expectations for learners should be clear to them before conducting the assessment
- Person(s) assessing should understand learner experiences/perspectives (e.g., if assessing online students, instructors should have experience as an online learner)
- Assessments should serve specific and clearly stated foci, objectives, etc.
- Wherever possible, multiple assessments should be used utilized to ensure accuracy (e.g., triangulation using different assessment types, sources, data, etc.)
- Assessments should clarify potential causal relationships between chosen actions and intended outcomes as well as provide insights into the costs/benefits of activities, courses, programs, etc.
- Assessments should be directly linked to the teaching and learning theories that one is using to guide course/program design
- Assessments should be linked to institutional, accreditation, etc. goals, assessments, etc.
- Assessments should make use of and directly align with the activities and resources that are being utilized in the course
- Assessments should align with mission-centered considerations of the course/program

As these considerations more specifically relate to the Center's work, the following is a list of the data and assessments that the Center might be more likely to utilize.

- Amount of resources invested in professional development (PD) opportunities
- Amount of student involvement in service-learning, community engagement, etc. projects and organizations
- Amount of time taken for instructors to respond to students
- Analysis of course/program elements in relation to local and global issues
- Analysis of course/program elements in relation to their preference for under-resourced, vulnerable, and marginalized populations
- Analysis of course/program elements in relation to working to improve the communities that they are a part of
- Analysis of employee turnover
- Analysis of number of instructors who participate in professional development opportunities
- AQIP projects focused on course/ program improvement
- Assessment of instructor abilities to consider alternative points of view that differ from their own
- Assessment (rubric) of instructor abilities to work with limited resources
- Assessment (rubric) of instructor and student ability to analyze power dynamics
- Assessment (rubric) of instructors' and program directors' abilities to apply teaching and learning theories
- Assessments (rubric, survey) of course/program being considered a "psychologically safe and affirming environment"
- Assessments (rubric/survey) of instructor abilities to adapt classes/programs for diverse backgrounds and contexts
- Assessments (rubric) of instructor communication and collaboration abilities
- Assessments of the college's culture of quality
- Attitude toward poverty scale instrument
- Check of alignment of course/ program elements (e.g., objectives, activities, assessments, etc.)
- Check of alignment of course/ program elements with program, institutional, accreditation, etc. standards, assessments, mission, etc.



- College-wide assessment of health, safety, and wellbeing
- Comparison of course/program elements with Bloom's, critical thinking guidelines, etc.
- Comparisons of college's ethnic composition with benchmarks
- Comparisons of DFW, graduation, employment, and licensure pass rates with benchmarks
- Comparisons of learners' behaviors, etc. in relation to set standards of professionalism
- Comparisons of learners' behaviors, etc. in relation to set standards of self-regulation, efficacy, etc.
- Comparisons with and use of external assessment tools such as Quality Matters
- Comparisons with standards of program, institution, accreditation, etc.
- Copyright and privacy evaluations of courses and programs
- Course assessment rubrics, course observations, peer assessments
- Course, curriculum, and program review teams
- Course/program learner evaluations
- Culture audit related to mission and vision
- Educated Citizen rubrics
- Evaluations of college's courses and programs by stakeholders (e.g., learners, instructors, clinical sites, employers, Boards of Directors, community partners, etc.)
- Evidence of instructors applying what they have learned from professional development (PD) opportunities to their classes/ programs
- General perceived self-esteem scale instrument
- Implicit association tests
- Instructor evaluations of professional development (PD) opportunities
- Instructor performance in Center programs
- Instructor Portfolios (AIR)
- Instructor professional development plans
- Instructor self-assessments
- Life/work satisfaction inventories/ surveys
- NMC Assessment of community partnerships
- NSSE
- Number of academic integrity violations
- Number of awards, certifications, etc. instructors and learners receive that are related to course/ program excellence and improvement
- Number of college volunteer hours
- Number of community partnerships
- Number of professional development (PD) offerings
- Peer assessments
- Post-assessment of learners in courses
- Priorities Survey for Online Learners (PSOL)
- Review of course assessment and teaching strategies
- Review of course/program elements in relation to ADA considerations
- Review of courses to ensure consistency across them
- Review of instructor leadership activities
- Review of the course/ program development methods, particularly in relation to evidence-based methods
- Review of the course/ program development methods, particularly in relation to democratic and learner-centered approaches
- SoTL research projects, publications, and presentations

- Student course evaluations
- Student grades, course rubrics
- Student portfolios
- Student performance on standardized tests (e.g., NCLEX, etc.)
- Student Satisfaction Inventory
- Student surveys related to motivation
- Surveys related to health & wellness
- Surveys to measure valuing people

### Activities, Organization, & Resources (AORs)

In pursuit of any set of goals/objectives, there are a number of activities, course/program organizational strategies, and resources that can be utilized. This section therefore outlines these considerations that might be incorporated as part of the Center in the near-term. Appendix G contains a more extensive and detailed list of possibilities from general education, healthcare education, and NMC-specific resources. From these many resources, the following general statements about activities, organization, and resources (AORs) can be made:

- AORs should help learners to progress towards the given objectives
- AORs should align with the teaching/learning theories that are being used to help guide the course/program development
- AORs should support the assessment strategies that are chosen
- AORs should be responsive to learners' specific needs, backgrounds, culture, engagement, etc.
- AORs should guide students through teaching and learning processes
- AORs should be able to be effectively implemented in the given environment(s) that they are intended for (e.g., at the college, in clinicals, etc.)
- AORs should align with program, institutional, accreditation, etc. missions, values, standards, etc.
- AORs should help to foster learner-content, learner-learner, learner-instructor, and/or learner-community interactions
- There are at least the following groupings of support and resources to draw from:
  - Center staff
  - Instructors, staff, administration
  - Students
  - External resources, experts, etc.
    - Professional development staff
    - Health system staff
    - Other regional colleges
    - Regional organizations, experts, conferences, etc. (e.g., NDLA, NETA, etc.)
    - National and international organizations, experts, conferences, etc. (e.g., Magna, Teaching Professor's conference, ISTE, etc.)

From the extensive lists in the corresponding appendix, activities that are related more directly to faculty development programs are listed below. These activities are ones that Center staff are most likely to draw from in their efforts.

- Activities that help with the retention of quality faculty and staff
- Bringing other educators to campus to share their experiences and best practices
- Celebrate a diversity of teaching styles via programs, awards, demonstrations, etc.

- Circulates new information and best practices about teaching theories and strategies – particularly active teaching and learning strategies
- Classroom observations and feedback
- Coordinates instructional design support
- Creating activities that foster faculty ownership of the faculty development efforts (e.g., surveys, planning and leading sessions, etc.)
- Creating websites, resources, etc. for instructors to use
- Critical thinking activities related to fostering academic success
- Curriculum mapping/development support for instructors and programs, syllabi reviews, etc.
- Encouraging critical reflection, pedagogical experimentation and exploration, and innovation in teaching
- Encouraging ongoing inquiry into teaching effectiveness
- Faculty fellow programs
- Help faculty and staff to gain ways to evaluate and assess their own professional effectiveness
- Help to identify problems and suggest solutions for classroom practice
- Hosting institutional conferences on teaching and learning innovations, projects, etc.
- Individual consultations with instructors and program directors
- Institutes, extended training programs, academies of teaching and learning, certificate programs, etc.
- Match faculty development opportunities with promotion/tenure requirements
- Orientations for new faculty, adjuncts, etc.
- Participation in national grants and research opportunities
- Programs for instructors that help increase self-awareness of learning styles, teaching styles, cultural locations (e.g., ethnicity, class, nationality, gender, etc.), personality types, etc.
- Promoting the use of advanced education techniques, effective information technologies, and models of best practices – particularly lecture capture and current classroom technologies
- Provide instructors with instructional practices and materials which can be immediately implemented to the benefit of their students
- Provide ongoing support for organizational development efforts
- Providing mentoring, support groups, open classrooms, etc.
- Support shared inquiry, assessment, and reflection activities
- Sponsoring a faculty auditing program and offering help with assessment
- Support book clubs, discussion groups, etc.
- Support continuous quality improvement projects
- Support for multicultural curriculum development, awareness, exploration, etc.
- Support peer and self-evaluations – particularly in relation to teaching portfolios (AIR)
- Support students and faculty collaboration in research and creative work
- Support teaching circles, faculty learning communities, communities of practice, etc.
- Supporting research opportunities for faculty and staff that enhance instruction and improve student learning; SoTL projects, support for evidence-based teaching and learning, etc.
- Supports full-time and part-time faculty in integrating diverse methods and teaching styles in their teaching
- Workshops, training sessions, presentations, discussions, retreats, etc. on issues related to faculty development topics, etc. – particularly on student professionalism

### Course/Program Design Methods: Choosing the Core Element

Without going into too much detail, there are several methodologies that can be used to design the Center's training modules and support systems. One of the methods that is commonly used today is backward design ([Slavin, 2008, Ch. 13](#); [Wiggins & McTighe, 2005](#)). These approaches begin with the goals and objectives, identify their associated assessments, and then work to design and align the other essential elements to these. However, there are other approaches to developing courses and programs as well. For instance, one can begin with specific activities or pedagogies, such as experiential learning activities or critical pedagogies, and then work to develop courses/programs based on these ([Beard & Wilson, 2013](#); [Wink, 2011](#)). Each essential element, in fact, can become the backbone and central focus for one's course/program development efforts.

For this program, however, the backward design approach seems most appropriate. With a central vision and mission of working with instructors, staff, and students to create opportunities, resources, and support systems that help to ensure the best educational environment for the college, the goals/objectives listed above are of central importance. Being able to clarify what instructors will need to be able to do in order create high quality educational environments is essential. The goals/objectives section above provides this level of clarity and guidance far more than any of the other essential elements. As a result, the Center's programming will be based primarily on them. In other words, the goals/objectives will be the core element that is used to guide this design.

#### IV. The Overall Plan

With these initial considerations in place, we are now in a position to begin formalizing the design of the Center's programming for the near-term. The data that has been compiled and synthesized in the previous section will now be used to support this formalized plan. The sections that follow provide the details for this plan. In the first section, two models are reviewed that can guide the Center's overall operations. From these two models, a blended version, with a heavier emphasis on empowerment is recommended. In the next section, pursuant to the blended-empowerment model, the specific goals and objectives for the Center are developed. Finally, the other essential elements are chosen and aligned to these objectives as well as one another. This part of the strategic plan is therefore intended to provide the detailed design for the Center's programming in the near-term.

##### Choosing a Model for the Center

Before the specific goals and objectives that the Center will pursue are finalized, there is one further issue to consider. As a result of discussions with numerous faculty, administrators, and staff, it is apparent that there at least two possible models that the Center could follow at this time: a *Service Model* and an *Empowerment Model*. Following the Service Model, the Center would continue with its current approach where the instructional design staff would design and build courses for instructors. In this model, instructors send course content to the designers who then create the course following a template. This approach is commonly adapted by corporate organizations that have a large number of experienced instructional design and technology (ID&T) staff along with subject-matter experts (SMEs) who have little to know formal training/experience in education or course design. As it relates to NMC, this model seems appropriate to some degree as there a number of instructors who are experts in their disciplines but have little to no formal background in educational theory and practice either generally or in their respective fields.

For the Empowerment Model, alternatively, Center staff instead work closely with instructors to support them in their own course development endeavors. This model is more appropriate for organizations that have a limited amount of ID&T staff/resources and/or large numbers of instructors who have basic

levels of educational training/experience. In other words, this approach would seek to empower instructors by helping them to learn basic course development and educational theory/practice rather than doing this work for them as is currently the practice for many online programs at the college.

Given these two different models for a Center, the obvious question arises as to which one is a better fit for where NMC currently is. The table below lists some of the advantages and disadvantages for each model in an effort to help clarify a possible response to this question.

	<i>Service Model</i>	<i>Empowerment Model</i>
<i>Advantages</i>	<ul style="list-style-type: none"> <li>• Quality assurance is centralized</li> <li>• Consistency across courses</li> <li>• Focus is on ensuring high quality training modules</li> <li>• Works well for institutions with larger numbers of SMEs who have little to no background in educational theory/practice</li> <li>• Course development timeline is shortened as experienced designers can work more quickly than novice instructors</li> <li>• Able to draw on the strengths of experienced course designers across many courses and programs</li> <li>• More convenient for adjuncts as designers build the classes for them</li> </ul>	<ul style="list-style-type: none"> <li>• Works well for institutions that have larger numbers of well-trained educators and limited ID&amp;T staff</li> <li>• Focus is on ensuring that instructors are trained in high quality course development and educational theory/practice</li> <li>• Instructors can act as additional trainers and support personnel for one another since they are each trained and experienced in course development</li> <li>• Fewer ID&amp;T staff and resources are needed</li> <li>• Courses, ideally, are better designed and adapted for each course's unique combination of content, instructor, students, etc. since they are developed by each instructor</li> <li>• Courses are more likely to be adapted based on formative assessments as the class unfolds because instructors are trained to do so</li> <li>• Instructors are better equipped to deal with technology-related issues in their courses because they have the training and experience related to course development</li> </ul>
<i>Disadvantages</i>	<ul style="list-style-type: none"> <li>• Staff and resource intensive (e.g., twice the staffing is needed [instructor and designer]; as an institution grows, more ID&amp;T staff and resources are needed; etc.)</li> <li>• Instructors may not receive the benefit of learning from the course development processes and may continue to have a very limited understanding of educational theory/practice</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance is more difficult since instructors may not follow prescribed templates, best practices, etc. when developing their own classes</li> <li>• Consistency across courses/programs is more difficult since instructors may not follow prescribed templates, best practices, etc. when developing their own classes</li> </ul>

	<ul style="list-style-type: none"> <li>• Courses can tend to follow more of a fixed course design model (i.e., instructor does not change/adapt course in response to learner engagement)</li> <li>• The consistent templates used across courses may not be suitable for each course's unique combination of content, instructor, students, etc.</li> <li>• Course development processes can tend to follow more of a cookie-cutter approach than a custom-build model, which may not be appropriate for each course's unique combination of content, instructor, students, etc.</li> <li>• For courses that have already been developed in the past, ID&amp;T staff tasks can become more administratively focused (e.g., copying courses, changing dates, uploading content, etc.) and therefore not fully utilize their gifts and passions</li> <li>• Since a course was developed by an experienced designer, institutions may not invest in training instructors to be gifted facilitators of the pre-built course (i.e., the assumption is made that since the pre-built course meets quality standards/templates, the course delivery will also be of high quality regardless of who teaches it)</li> <li>• ID&amp;T staff can become inundated with help desk tickets as instructors need help with questions about technology, troubleshooting problems, supporting students, etc. due to their lack of training</li> <li>• This approach can result in less collaborative approaches to course development wherein instructors simply send content to ID staff with little to no dialogue about what content is chosen and why, how the course is designed and the reasoning behind this, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Training and support for adjuncts can be more difficult especially if they are only available afterhours and on weekends</li> <li>• Work load for instructors is much heavier as they have to design and develop their own courses</li> <li>• Course development timeline is likely longer for instructors, particularly for first-time courses</li> <li>• This approach can result in less collaborative approaches if instructors develop their courses solely on their own</li> <li>• Finding SMEs with proficient levels of educational theory/practice can be difficult in some disciplines</li> </ul>
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As mentioned above, NMC currently utilizes the service model in relation to its instructional design (ID) support for online programs. However, with the recent growth of students and programs, this kind of



support will become increasingly difficult to maintain unless NMC invests in more instructional design staffing. Also, it has been reported and observed that NMC's current ID support embodies some of the disadvantages listed above such as: following more a fixed course design model; following more of a cookie-cutter approach; ID tasks becoming more administratively focused; and ID staff having to respond to numerous technology-related help desk tickets due to the lack of competencies among instructors to address these issues on their own. However, it should also be noted that some of the advantages to this model are also being realized such as: ensuring quality control and consistency across programs; drawing on the strengths of experienced ID staff; shortening the timeline of the course development process; and instructors (especially adjuncts) not having to spend the time developing their own courses.

Going forward, the question is whether NMC should retain or modify its current service model. Despite both its long history at NMC as well as the advantages of this model, it is recommended that the Center shift to more of a blended-empowerment model for the following reasons which still retains some aspects of the service model. First, this institution has a large focus on ensuring transformative educational experiences for its students as stated in its mission. In order for this to occur, each instructor (faculty and adjunct) should be well-trained in basic educational theory/practice rather than merely being subject matter experts (SMEs). Even if courses are designed for instructors, they still need the competencies in order to be able to know how to both facilitate deep learning with their students as well as how to continually adjust their courses in response to student backgrounds, unfolding contextual changes/challenges, and formative assessments. The empowerment model requires these kinds of instructor competencies in order to be successfully enacted. In other words, this argument goes, by shifting towards the empowerment model, instructors, programs, and the Center will be more inclined to ensure that all instructors have the course development and educational competencies that they need to help create the kinds of transformative educational environments that the college's mission and values are aiming towards.

Second, NMC has a relatively small faculty-to-adjunct ratio with low levels of turnover. If the college had large numbers of adjuncts and/or large rates of turnover among its instructors (faculty and adjuncts), a service model might be more advisable to help ensure consistency and quality control. However, the college has approximately a 1:1.5 faculty-to-adjunct ratio and data ([Symposium 2014](#), p. 67) suggests that there are low levels of turnover among its faculty and staff (6-7% from 2011-13). Conversations with deans and program directors suggest that there are also low levels of turnover among adjuncts as well. As a result, sustained and long-term efforts can be invested in developing these instructors to be highly competent educators. Based upon this, the empowerment model appears to be a viable model.

Third, the empowerment model will likely require less Center staff than the service model. With continually growing enrollments, NMC would need to hire more ID&T staff in order to maintain its current model. As was noted in the contextual considerations above, NMC has experienced a significant amount of student enrollment growth in recent years without a corresponding growth in staff, particularly ID&T staff. In addition, the number of online courses and programs, which the designers build classes for, also continues to increase with new online programs being planned for the future. For the summer of 2016, ID&T staff were tasked with building more than 50 online classes. For the fall of 2016, this number rose to 96 online courses. Under these conditions of growing work load and limited staffing, it might seem reasonable that the Center's work might shift from doing the course design work for instructors towards empowering instructors to learn how to build and maintain their own courses. This might be a more efficient use of the Center's staff as they could work with several instructors at one time via training sessions and group consultations rather than having to design and develop each course one-by-one.

Furthermore, with the launch of this Center and as will be detailed below, there are several initiatives that Center staff will need to be involved in. Currently, all of the ID staff time is invested in developing courses for online programs. If the current service model were to be maintained, not only would more ID staff be needed to develop the increasing number of online courses and programs, but additional Center staff would need to be hired to support other Center initiatives and projects. In addition, since many other parts of the college are reporting that they are also under-staffed, the Center can help by transitioning to the empowerment model thereby allowing the college to invest in staff positions in other departments. Overall, then, it is recommended that the Center work with its staff as well as with the college to shift from its current service model towards the empowerment model to some extent.

With this recommendation, however, the primary challenge will be shepherding this transition. During this time, it will be particularly important to try and retain the advantages that have been realized through the service model to date whilst simultaneously alleviating the disadvantages that have also been associated with it. To help with this transition, the following suggestions are therefore offered:

- Working with the Educational Technology department, Center staff should create a series of trainings, tutorials, resources, eLearning modules, etc. that instructors can access and utilize to help them to learn about the basic educational technologies that they will need to develop their courses.
- Center staff should develop and deliver trainings, tutorials, resources, eLearning modules, etc. on basic course development and educational theories, practices, methods, etc. that they will need to design and deliver their own courses.
- In the near-term, ID staff will continue to follow more of a service model in designing and building Master Courses for programs. However, ID staff will work more closely with instructors and program directors while doing this to help them to better understand reasons and processes for why they have designed the Master Courses in the ways that they have so that the instructors/directors can then take ownership of these Master Courses once they are finalized.
  - Once instructors/directors have learned how to design and develop these Master Courses themselves, ID staff will transition from building these Master Courses to supporting instructors/directors as they design/develop new ones.
  - However, support will still be provided for new instructors/directors on an as needed basis.
- In the near-term, ID staff may continue to work closely with adjuncts and new instructors to design and develop their classes for them, particularly in situations where adjuncts are unable to do so themselves due to circumstances (e.g., being hired just before the course starts, not yet having a basic educational theory/practice background, etc.). However, the following further recommendations are made in relation to new instructors and adjuncts:
  - NMC and its program directors should make every effort to hire and retain new instructors and adjuncts over the long term. This will help to ensure quality/consistency as well as to minimize training investment and support that is needed for them.
  - New instructors and adjuncts should be required to complete formal training on course development methods and educational technologies. The Center will work to develop these introductory trainings.
  - As program directors demonstrate their proficiencies in course development, and as Master Courses for commonly taught courses are built, programs can begin to take on the responsibility for ensuring that their new instructors and adjuncts are receiving the training and mentored support that they need. This training and support can come from

directors themselves and/or other program faculty and adjuncts who are proficient in course development.

- The Center will help to ensure quality of course designs by supporting (if not overseeing) course assessment processes, such as a Quality Matters-based assessments.
- To help instructors shorten the amount of time that instructors spend designing and building their own courses, Center staff should work to create a “Learning Object Repository.” In essence, this repository or library will house ready-made resources, modules, etc. (what are known as “learning objects” in instructional design literature) that instructors can import and modify for their courses. For example, a standard unit on critical thinking might be developed in support of the Educated Citizen that instructors from across programs can copy, appropriately modify, and use in their course(s). Doing so should not only help the institution to ensure quality control and consistency across courses but also to help instructors so that they are not having to create these themselves. Having such a learning object repository should therefore help to minimize the course development process.

Overall, then, this blended-empowerment model is recommended for the college at this time. In essence, it is a gradual transition from the service towards the empowerment model over time and with intentional support. The goal is to retain the benefits that have been realized to date via the service model while responding to the growing needs and challenges of the college. We believe that transitioning to this blended-empowerment model will better support the college and its mission.

### Clarifying the Core Element: Goals & Objectives

Following the blended-empowerment model, we are now in a position to articulate the more specific objectives that the Center will pursue in the near-term. In order to use the goals/objectives as the core element to guide this design, the list in the corresponding section above will need to be compiled so that there is a fewer number of goals that are listed. Appendix H provides a compiled of the instructor-related goals. In addition, specific objectives will need to be developed following best practices for developing objectives. Based upon the groupings in the corresponding appendix, as well as the cumulative information contained in the essential element appendices, the following goals and their corresponding objectives are suggested for the Center to pursue in the near-term. To help ensure vertical alignment with institutional values and outcomes, the corresponding core values that each goal aligns with is listed.

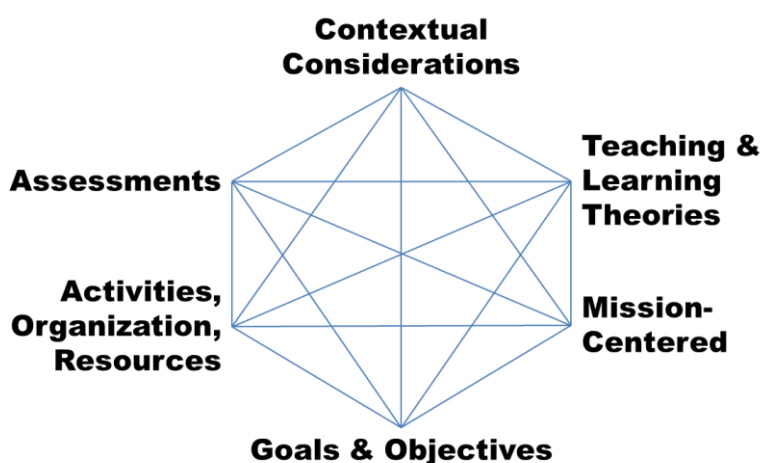
- **Program Goal A (PG-A):** CREATE! will facilitate faculty, staff, and student’s ability to effectively promote active teaching and learning strategies to facilitate the achievement of program specific outcomes as well as the college’s Educated Citizen goals.
  - *Core Value Alignment:* Excellence, Learning, Holism, Respect
  - *Program Objective #1 (PO-1):* At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to design, implement, and evaluate one or more active teaching and learning strategies that are aligned with one or more program specific and/or Educated Citizen goals to one or more of their courses. Faculty, staff, and/or students will be able demonstrate this ability at a “Proficient” level as defined by the Center’s evidence-based guidelines.
- **Program Goal B (PG-B):** CREATE! will assist faculty, staff, and students in the development of learner-centered and well-organized courses using evidence-based course design methods.
  - *Core Value Alignment:* Caring, Excellence, Learning, Respect
  - *Program Objective #2 (PO-2):* At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able apply learner-centered and evidence-based

course development methods to one or more of their courses at a “Proficient” level (as defined by the Center’s evidence-based guidelines).

- **Program Goal C (PG-C):** CREATE! will facilitate faculty, staff, and student development of authentic and varied assessment strategies that draw from diverse sources.
  - *Core Value Alignment:* Excellence, Learning, Holism, Respect
  - *Program Objective #3 (PO-3):* At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to design, implement, and evaluate one or more authentic and varied assessment strategies that draw from diverse sources to one or more of their courses. Faculty, staff, and/or students will be able demonstrate this ability at a “Proficient” level as defined by the Center’s evidence-based guidelines.
- **Program Goal D (PG-D):** CREATE! will facilitate ongoing development of leadership, collaboration, and scholarship among faculty, staff, and students.
  - *Core Value Alignment:* Caring, Excellence, Learning, Holism, Respect
  - *Program Objective #4 (PO-4):* At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to utilize collaborative leadership competencies in their role as an educator, scholar, and/or community member of the college. Faculty, staff, and/or students will be able demonstrate this ability at a “Proficient” level as defined by the Center’s evidence-based guidelines.

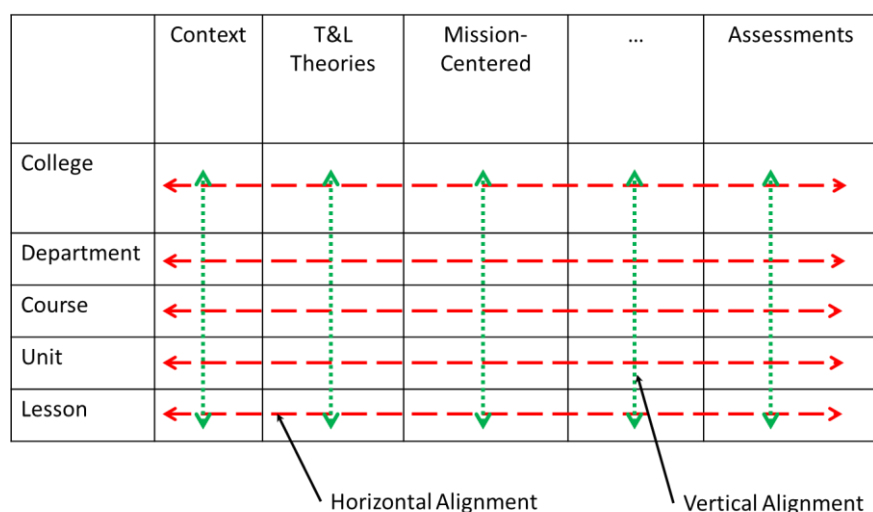
### Systematic Alignment with the Other Elements

Given the various essential elements from the analysis section above, the following diagram is intended to capture the systematic relationship among them:



As we can see from this figure, the elements are all interconnected with one another in a systematic way. Each element plays an important part in the development of this program. From a systematics point of view, then, direct alignment among these elements is intended to help ensure that they will work together in a coherent way to improve student learning and development. Throughout the elements discussed above, we also tried to ensure alignment with institution-wide goals, strategies, et cetera.

There are, therefore, at least two kinds of alignment that this program is seeking to establish: horizontal and vertical. Horizontal alignment is alignment among the elements for a specific level as shown in the figure below. Vertical alignment, on the other hand, is the work that we do to ensure close connections across levels also as shown below. For instance, the work done in the previous section was focused on horizontal alignment by working to ensure that the objectives, assessments, teaching and learning theories, etc. are more directly connected with each other at the Center's level. As will be presented below, a table will be given that helps to further ensure such horizontal alignment. Vertical alignment, on the other hand, may be seen in the goals and objectives section above where we tried to note which NMC core value that each proposed objective is aligned with. Working towards alignment along both of these directions should, theoretically, help to ensure a better program design according to current instructional design best practices ([Ambrose et al. \(2010\)](#); [Sawyer, ed. \(2006\)](#)).



To help to ensure that there is systematic horizontal alignment at the Center's level, a detailed table that aims at ensuring closer horizontal alignment across all of the elements is presented in Appendix I.

The following table is used to help further develop the primary elements (Objectives, Modules/Actions, and Assessments) in light of the foundational elements (Contextual Considerations, Mission-Centered, and Teaching & Learning Theories) found in the corresponding appendix. This table is therefore the culmination of this strategic plan and contains the details that will be used to develop the timeline that is presented in the next section.

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>
<i>Program Objective #1 (PO-1):</i> At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to design, implement, and evaluate one or more active teaching and learning strategies that are aligned with one or more program specific	<ul style="list-style-type: none"> <li>Participant is able to articulate the evidence-based guidelines to designing, implementing, and evaluating one or more active teaching and learning strategies that are aligned with one or more program specific and/or Educated Citizen goals to one or more of their courses. Feedback on this is provided using evidence-based guidelines.</li> <li>Participant submits the design of an active teaching and learning strategy</li> </ul>	<ul style="list-style-type: none"> <li>Developing and disseminating evidence-based guidelines for designing, implementing, and evaluating active teaching and learning strategies that are aligned with program specific and Educated Citizen goals.</li> <li>Developing programs and resources (e.g., lunch &amp; learns, certificate programs, eLearning modules, tutorials, videos, etc.) that help participants to design, implement,</li> </ul>

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>
and/or Educated Citizen goals to one or more of their courses. Faculty, staff, and/or students will be able demonstrate this ability at a “Proficient” level as defined by the Center’s evidence-based guidelines.	<p>that aligns with one or more program specific and/or Educated Citizen goals for one or more of their courses. Feedback on the design is provided using evidence-based guidelines.</p> <ul style="list-style-type: none"> <li>• Participant implements an active teaching and learning strategy that aligns with one or more program specific and/or Educated Citizen goals for one or more of their courses. Feedback on the implementation is provided using evidence-based guidelines.</li> <li>• Participant self-evaluates an active teaching and learning strategy that aligns with one or more program specific and/or Educated Citizen goals for one or more of their courses. Feedback on the self-evaluation is provided using evidence-based guidelines.</li> <li>• Students provide feedback on participation in the active teaching and learning strategy that is implemented (via course evaluations, surveys, focus groups, etc.).</li> <li>• Analysis of the impact of the active teaching and learning strategy on student performance in relation to one or more program specific and/or Educated Citizen goals.</li> </ul>	<p>and evaluate one or more active teaching and learning strategies that are aligned with program specific and Educated Citizen goals to one or more of their courses. Two sets of programs will be developed: 1) short programs that address only part of these topics; 2) a certificate program that provides an introduction to all of these topics.</p> <ul style="list-style-type: none"> <li>• Developing a mentoring system where experienced facilitate faculty, staff, and/or students help participants to design, implement, and evaluate one or more active teaching and learning strategies that are aligned with one or more program specific and/or Educated Citizen goals to one or more of participants’ courses.</li> <li>• Providing programs, resources, and consultations for participants’ self-evaluations and analysis of student feedback and/or the impact of active teaching and learning strategies to one or more of their courses.</li> </ul>
<i>Program Objective #2 (PO-2):</i> At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able apply learner-centered and evidence-based course development methods to one or more of their courses at a “Proficient” level (as defined by the Center’s evidence-based guidelines).	<ul style="list-style-type: none"> <li>• Participant is able to articulate the evidence-based steps to learner-centered and evidence-based course development. Feedback on this is provided using evidence-based guidelines.</li> <li>• Participant applies each of these steps in the development one or more of their courses. Feedback on this application is provided using evidence-based guidelines.</li> <li>• Students provide feedback on the course that the steps were used to develop (via course evaluations, surveys, focus groups, etc.).</li> <li>• Analysis of the impact on student performance for the course that the steps were used to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and disseminating steps for learner-centered and evidence-based course development.</li> <li>• Developing programs and resources (e.g., lunch &amp; learns, certificate programs, eLearning modules, tutorials, videos, etc.) that help participants to apply each of these steps in the development one or more of their courses. Two sets of programs will be developed: 1) short programs that address only part of these steps; 2) a certificate program that provides an introduction to all of these steps.</li> <li>• Developing a mentoring system where experienced facilitate faculty, staff, and/or students help participants to apply each of these</li> </ul>



<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>
		<p>steps in the development one or more of their courses.</p> <ul style="list-style-type: none"> <li>• Providing programs, resources, and consultations for participants' analysis of student feedback and/or the impact of these steps for one or more of their courses.</li> </ul>
<p><i>Program Objective #3 (PO-3):</i> At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to design, implement, and evaluate one or more authentic and varied assessment strategies that draw from diverse sources to one or more of their courses. Faculty, staff, and/or students will be able demonstrate this ability at a "Proficient" level as defined by the Center's evidence-based guidelines.</p>	<ul style="list-style-type: none"> <li>• Participant is able to articulate the evidence-based steps to designing, implementing, and evaluating one or more authentic and varied assessment strategies that draw from diverse sources to one or more of their courses. Feedback on this is provided using evidence-based guidelines.</li> <li>• Participant submits the design of an assessment strategy for one or more of their courses. Feedback on the design is provided using evidence-based guidelines.</li> <li>• Participant implements an assessment strategy for one or more of their courses. Feedback on the implementation is provided using evidence-based guidelines.</li> <li>• Participant self-evaluates an assessment strategy for one or more of their courses. Feedback on the self-evaluation is provided using evidence-based guidelines.</li> <li>• Students provide feedback on participation in the assessment strategy that is implemented (via course evaluations, surveys, focus groups, etc.).</li> <li>• Analysis of the impact of the assessment strategy on student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and disseminating evidence-based guidelines for designing, implementing, and evaluating one or more authentic and varied assessment strategies that draw from diverse sources to one or more of their courses.</li> <li>• Developing programs and resources (e.g., lunch &amp; learns, certificate programs, eLearning modules, tutorials, videos, etc.) that help participants to design, implement, and evaluate assessment strategies for one or more of their courses. Two sets of programs will be developed: 1) short programs that address only part of these strategies; 2) a certificate program that provides an introduction to a larger subset of these strategies.</li> <li>• Developing a mentoring system where experienced facilitate faculty, staff, and/or students help participants to design, implement, and evaluate one or more assessment strategies to one or more of participants' courses.</li> <li>• Providing programs, resources, and consultations for participants' self-evaluations and analysis of student feedback and/or the impact of assessment strategies to one or more of their courses.</li> </ul>
<p><i>Program Objective #4 (PO-4):</i> At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate competencies in their role as an educator, scholar, and/or leader of the college. Faculty, staff, and/or students will be able demonstrate this ability at a</p>	<ul style="list-style-type: none"> <li>• Participant is able to articulate the evidence-based competencies of each of these areas. Feedback on this is provided using evidence-based guidelines.</li> <li>• Participant is able to articulate how these competencies apply to their role as an educator, scholar, and leader of the college. Feedback on this is provided using evidence-based guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and disseminating evidence-based competencies for each of these areas.</li> <li>• Developing programs and resources (e.g., lunch &amp; learns, certificate programs, eLearning modules, tutorials, videos, etc.) that help participants to apply these competencies to their role as an educator, scholar, and leader of the college. Two sets of programs will be developed: 1) short programs that</li> </ul>

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>
"Proficient" level as defined by the Center's evidence-based guidelines.	<ul style="list-style-type: none"> <li>Participant self-evaluates their abilities to apply these competencies to their role as an educator, scholar, and/or leader of the college. Feedback on the self-evaluation is provided using evidence-based guidelines.</li> <li>Using evidence-based guidelines, one or more peers evaluates a participant's ability to apply these competencies to the participant's role as an educator, scholar, and/or leader of the college.</li> <li>Participant demonstrates these competencies by documenting their engagement in scholarly activities (e.g., applying for research grants, presentations, publications, etc.).</li> <li>Participant demonstrates these competencies by developing a portfolio that highlights their teaching, scholarship, and/or service. Feedback on this is provided using evidence-based guidelines.</li> <li>Participant demonstrates these competencies via certifications, awards, degrees, etc. that they earn in the areas of teaching, research, and/or service.</li> </ul>	<p>address only part of these competencies; 2) a certificate program that provides an introduction to a larger subset of these competencies in addition to the beginning creation of a portfolio (if applicable) that highlights one's teaching, scholarship, and service.</p> <ul style="list-style-type: none"> <li>Developing a mentoring system where experienced facilitate faculty, staff, and/or students help participants to apply these competencies to the participant's role as an educator, scholar, and/or leader of the college.</li> <li>Providing programs, resources, mentoring, and consultations to support participants' in their teaching, scholarship, and service.</li> <li>Providing financial support for participants' pursuit of excellence in teaching, research, and service.</li> </ul>

Looking solely at the last column, the following are the Activities, Organization, & Resources (AORs) that the Center will complete in pursuit of the stated objectives:

- Development and dissemination of *evidence-based guidelines* for each area above
- As part of the dissemination, a *MyMethodist site* will be created for the Center to house documents, tutorials, eLearning modules, announcements, links to other sites, learning objects, etc.
- Create the following programs/resources:
  - Targeted programs and resources* on the various topics above – Faculty Interest Groups (FIGs), lunch & learns, eLearning modules, documents, links to websites, learning objects, templates, etc.
  - An Introductory Certificate Program* (in both on-ground and online formats) - this program will cover the following topics:
    - Evidence-based guidelines for designing, implementing, and evaluating active teaching and learning strategies that are aligned with program specific and Educated Citizen goals
    - Steps for learner-centered and evidence-based course development
    - Evidence-based guidelines for designing, implementing, and evaluating one or more authentic and varied assessment strategies that draw from diverse sources

- Evidence-based competencies as they apply to participants' role as an educator, scholar, and community member of the college
  - If applicable: the beginning creation of an Advancement-in-Rank (AIR) portfolio that documents participants' teaching, scholarship, and service
- *New Instructor Orientation Program* – a shortened half-day version of the Certificate Program will be developed for new instructors to introduce them not only to these basic areas but also to the resources that they have available to support their teaching, scholarship, and service
- **Note:** Many of these modules/programs will also address the integration of technologies to support each area
- *Consultations* – with individuals, programs, and/or divisions on various aspects of teaching and learning
  - Specifically, CREATE! staff will continue to work closely with instructors and programs in the development of master courses
- *A Mentoring System* – where experienced faculty, staff, and/or students support participants in each of the areas above
- Providing *financial support* for participants' pursuit of excellence in teaching, research, and service in the form of mini-grants that participants apply for

As a way of checking these activities, it is important to look back at the foundational elements to ensure that they align with these. Looking at the contextual considerations, technology-enhanced teaching and learning will be infused across these activities as will the focus on basic learner-centered educational theory and practice. In addition, the Educated Citizen focus is central to one of the objective as is an emphasis on leadership development, both of which should help with real-world problems, addressing diversity, and being able to function with limited resources.

Turning next to the teaching and learning theories highlight above, particularly the adult learning and social-cultural theories, these activities will need to be developed in such a way as to directly support instructors with their courses. Targeted programs will need to be developed in close consultation with instructors so that they are valued, relevant, and timely for them. The mentoring system above should directly support the cultivation of a collaborative knowledge-building culture. These activities will also need to model the kinds of courses/programs that we would like for instructors to utilize.

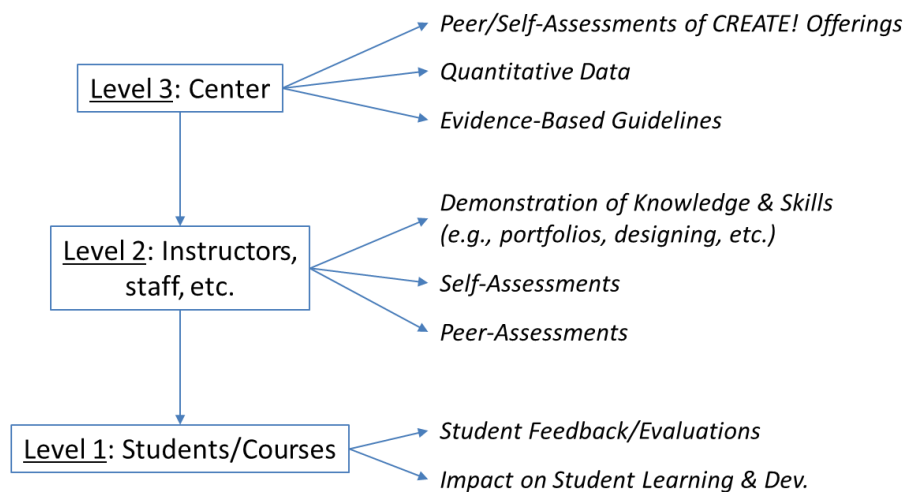
Finally, mission-centered considerations can be addressed via these activities as well. The Educated Citizen emphasis is directly addressed by one of the goals and will therefore be a focus for some of the Center's programs. This emphasis covers the majority of the mission-centered considerations outlined in the section above. One area that the Center's programs will need to be particularly attentive to, however, is both in developing programs and helping instructors to develop courses that more directly address global and community issues. Taking this into consideration, it does seem as if the activities outlined above do align more directly with these foundational elements.

Looking at the Assessments column, the following are the assessment strategies that apply generally across of the objectives above:

- Use of *evidence-based guidelines* for each area to establish comparative benchmarks
- Checking to ensure that participants *understand the essential concepts, skills, and steps* involved for each area
- Verifying that participants are able to *design, implement, and evaluate* the relevant strategies and steps above

- Participant *self-assessments* of their own abilities to design, implement, and evaluate the relevant strategies and steps above
- *Peer feedback/assessments* of participants' demonstrations of the relevant strategies and steps above
- *Student feedback/evaluations* of course elements that were developed following the relevant strategies and steps above
- Analysis of the *impact on student learning and development* for course elements that were developed following the relevant strategies and steps above
- Development of *portfolios* to demonstrate teaching, scholarship, and service
- Use of *certificates, badges, and awards* to celebrate participant accomplishments
- Tracking of the number of programs that the Center offers, the number of participants, etc.

Looking at these assessment strategies, there are three levels that we will be gathering and evaluating data from as shown below. This multi-source approach should allow for triangulation of results as well as helping us to drill down with enough detail to identify where problems might lie if the kinds of results that we are expecting to see (as defined by the objectives) are not materializing. For instance, if an instructor implements an active teaching and learning strategy but it does not positively impact student learning, then Center staff will be able to review the programs that this instructor participated in as well as the work that they submitted as part of these programs. This information should enable the staff and the instructor to more closely pinpoint why the active interventions did not have the intended results as well as provide some beginning guidance on what additional steps might be taken. Overall, then, these assessment strategies should help staff and participants in both formative and summative ways.



**Important!** A strict policy of confidentiality will be maintained by Center staff. Only the participants themselves will know either of their participation or the results of any assessments. If participants choose to share this with others, it will be up to their discretion. The Center will only retain confidential, anonymous, and/or generalized data for troubleshooting, annual reporting, and strategic planning purposes.

While these activities and assessment lists seem manageable, it will take a significant amount of time and effort to develop each of these. As a result, some consideration needs to be given to the timeline for implementing these AORs. The next section of this document addresses these concerns.

## V. Implementation 3-year Timeline

Shown in Appendix J is a 3-year timeline that will be used to guide the program and ensure that the identified modules and support systems are given adequate time to develop and implement. In addition, and in order to help ensure that these activities are aligned with the previous section, the associated program objectives (POs) are listed in parenthesis. From this timeline, we can see that the following activities are offered on a regular basis:

- Development and use of evidence-based guidelines (PO-All)
- The Center's physical location and its associated resources (PO-All)
- Data management system to help with assessments and annual reporting (PO-All)
- Offering mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)
- Course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)
- MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)
- Mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)
- Certificate and Orientation programs and begin preparing for their implementation in the fall (PO-All)
- Series of faculty development programs that include at least the following:
  - A half-day faculty development event for each semester (PO-All)
  - At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)
  - 4-6 on-ground lunch and learn sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)
- Annual report on the progress of the Center in relation to its objectives and suggestions may be made for revising its offerings for the coming year (PO-4)
- Annual teaching award
- Support of NMC Help Desk and tickets related to courses in MyMethodist

Each one of these aligns with the Center's objectives and is scaffolded over the next three years. With these plans in place, we need to ensure their success. In pursuit of this, the next section will outline the personnel, resources, and budget that will be needed to implement this timeline.

## VI. Personnel, Resources, & Budget

Looking at the timeline above raises the question of whether the Center currently has an adequate number of staff to fulfill the expectations outlined in this strategic plan. Appendix K contains a table that lists the estimated number of hours that each task will take to complete along with which staff member will likely complete it. As may be seen in this table, there are some semesters where certain staff members will be working more than or less than the salaried 40 hours per week expectation. However, as the overall calculations at the end of this table show, each staff person will be averaging approximately 40 hours per week over the next three years, which does not include any committee work, task forces, or additional projects that they may be asked to help with. Since this average is close to the expected 40+ hour work week and not significantly higher or lower than this, it appears that the current staffing is enough to support this proposed plan. If needs should grow in the future, then more staffing may be requested.

The Center's space and its associated resources are detailed in Appendix L. It is currently proposed that the CREATE Space be housed in Clark 2240 and the design proposed in the appendix is for this room. However, 2240 is currently being used for the ADA Testing Center and may not be available. The alternative is the Leinhart 2001 conference room. Regardless of which space is ultimately chosen, the proposed resources and layout of the CREATE Space should not change significantly. The only exception to this is if 2001 is chosen, then the recording room will need to be housed in a different location.

Estimated costs for the Center's budget are provided in Appendix M. As we can see, the total estimated cost is around \$30,000. Approximately \$9500 of these costs are one-time start-up fees for the CREATE Space, which includes purchasing laptops and desktops for this room. In future years, however, additional laptops may be purchased depending on usage of these in the Center's training sessions. The bulk of the rest of the proposed budget is directly related to the activities that the Center will be pursuing in the coming year. These costs include conference funding, mini-grants for SoTL projects, stipends for facilitators and participants (for the Certification program only), and other miscellaneous administrative costs. Beyond the first year, the Center's budget will likely be in the range of \$20-25K. However, these costs are adjustable depending on the kinds of financial support that administration would like for the Center to provide to the college.

### Relationship with the Education Technology Department

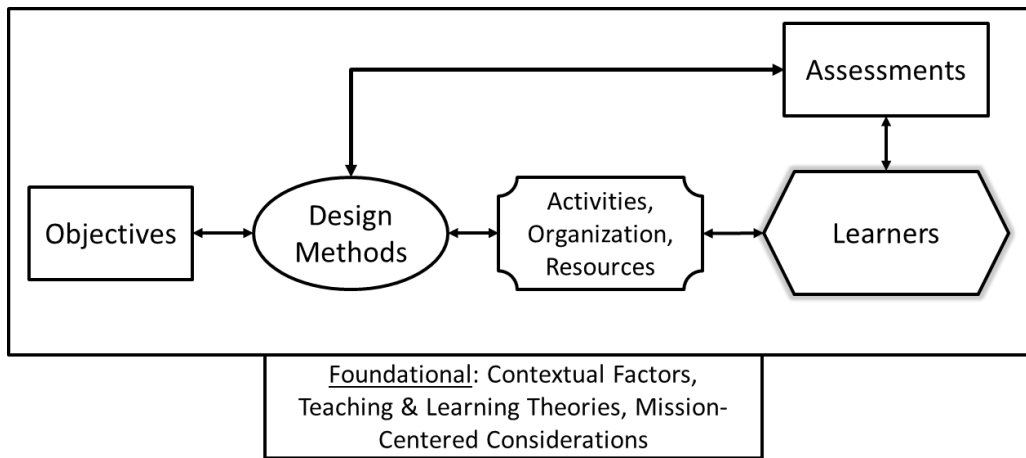
Pursuant to its vision and mission, the Center is dedicated to helping the college pursue the best educational environment. As the contextual considerations have highlighted, technology-enhanced teaching and learning is clearly a part of this work. As a result, there may be some overlap with the work that the Educational Technology department is already engaged in. An attempt will therefore be made to more clearly delineate between the kinds of support that Ed Tech and Center staff provide. As it relates to supporting these technologies, the following statement summarizes this delineation: ***"If it's not working properly, contact NMC Help Desk (i.e., Ed Tech). If you want to know how to use it more effectively in class, contact CREATE staff."***

Furthermore, with so many different technologies continually being used by instructors, staff, and students, it is not possible for either Ed Tech or Center staff to support them all. As a result, in consultation with Ed Tech, the Center will develop and seek administrative approval for a technology support policy. In essence, this policy will list the technologies that Center staff will officially support. For any additional technologies that are not listed, Center staff will not guarantee either the competencies or time to support them.

## **VII. Ongoing Revisions to this Plan**

When implemented, the relationship among the Essential Elements might be conceived as the following:





This feedback loop depicts how Center staff will continue to discern and adjust the programming that they are offering to their constituents. Essentially, as activities and assessments are being implemented, staff will use the data collected from these to determine how participants are progressing in relation to the Center's objectives. If progress is deemed to be adequate, then the Center's planned programming will continue as scheduled. However, if it appears that adequate progress is not being made in relation to one or more of the objectives, then this plan will be revisited and adjustments made accordingly.

These evaluative processes will be conducted in an ongoing manner each semester in an informal way. As was outlined in the semester-by-semester schedule (Appendix J ), an annual report will be generated each summer that formally engages in these processes and documents the Center's relative progress towards its state objectives. Pursuant to these informal and formal processes, the Center's programming will be adjusted.

## Appendix A - Vision & Mission Statements from Other Centers

### Vision/Mission Statements from other Centers [14 Total]

- *Clarkson College's Center for Teaching Excellence (CTE):*  
<http://catalog.clarksoncollege.edu/academic-catalog/general-information/facilities>
  - The Center for Teaching Excellence (CTE) was established in 2008 to support teaching and learning at Clarkson College by assisting faculty and academic programs in their continued pursuit of course improvement and student learning. CTE manages and coordinates instructional design, faculty development, online education, testing center, diversity, community service, Service-Learning, accommodations, and institutional effectiveness services for faculty and academic program needs.
- *College of Saint Mary's (Omaha) Teaching & Learning Center:*
  - The College of Saint Mary Teaching and Learning Center promotes effective educational approaches and encourages and supports professional development of faculty and staff by enhancing collaboration among colleagues, increasing the dissemination of best practices in teaching, and supporting research opportunities for faculty and staff that enhance instruction and improve student learning. In this work, the Teaching and Learning Center supports the mission of College of Saint Mary which inspires us to academic excellence, scholarship, and lifelong learning and attention to the development of mind, body, and spirit.
  - The TLC will improve CSM faculty and staff's ability to meet their primary objective: teaching students. Faculty and staff at every point in their professional lives can benefit from increased attention to teaching and learning effectiveness, thereby benefiting students who will be exposed to more effective methods of teaching and learning. Faculty and staff involved will gain ways to evaluate and assess their own professional effectiveness, gain presentation and publication opportunities related to the scholarship of teaching and learning, and gain the satisfaction of professional development. The TLC will contribute to enhanced professional development, retention of quality faculty and staff, and improved learning processes.
  - The goal of College of Saint Mary Teaching and Learning Center is to improve student learning. The following objectives follow from this goal:
    - Create multiple pathways for faculty and staff to access the scholarship of teaching and learning
    - Recognize excellence in teaching and learning
    - Disseminate faculty and staff's contributions for the application of best practices in teaching and learning
- *Creighton U's Center for Academic Innovation:* <https://www.creighton.edu/center-for-academic-innovation>
  - Responding to the ever-changing higher education landscape is critical to the success of Creighton University. The Center for Academic Innovation (CAI) positions the University to identify and take advantage of opportunities in this dynamic environment.
  - CAI provides comprehensive and strategic approach to supporting innovations in teaching and learning including development of the University's virtual campus, exploration of ideas for creative/innovative educational programming and academically grounded leadership/management of academic technologies.
- *UNMC's – Office of Faculty Development:* <http://www.unmc.edu/facdev/>

- The Office of Faculty Development at UNMC aims to enhance our diverse faculty's skills in clinical and classroom teaching, research, leadership and scholarship. It is our mission to provide faculty with the tools they need to navigate a successful career at UNMC.
- *Doane College – Center for Excellence in Teaching and Learning:* <http://www.doane.edu/facstaff/resources/cetl-home>
  - Established in the fall of 2009, the Center for Excellence in Teaching and Learning (CETL) at Doane College provides professors and teachers instructional practices and materials which can be immediately implemented to the benefit of their students.
  - CETL strongly believes in a philosophy where faculty support faculty. This philosophy is reflected in the programming of CETL which provides a number of opportunities each year for members of the Doane faculty to share their experiences and best practices with other members of the faculty. This is complemented by bringing other educators to campus to share their experiences and best practices.
- *Clark College (Vancouver, WA) – Teaching and Learning Center:* <http://www.clark.edu/tlc/>
  - Established in 2006, the Teaching and Learning Center (TLC) offers resources and professional development opportunities to support Clark College's mission, vision and strategic goals. We contribute to the success of faculty, staff and students by promoting a learning-centered community that supports teaching and service excellence in a collaborative environment.
- *Thomas Jefferson U's (Philadelphia) Center for Teaching and Learning -* <http://www.jefferson.edu/university/teaching-learning.html/>
  - The Center for Teaching and Learning (CTL) promotes teaching excellence and effective student learning through the use of advanced education techniques, effective information technologies, and models of best practices in order to foster creativity, collaboration, and innovation.
  - The Center provides service to all Jefferson faculty, staff, and students, helping each achieve their goals in class and in practice.
- *Carleton College's (Northfield, MN) Center for Learning and Teaching -* <https://apps.carleton.edu/campus/ltc/>
  - The Perlman Center for Learning and Teaching (the LTC) coordinates programs for new and experienced faculty, circulates new information about teaching theories and strategies, and helps to identify problems and suggest solutions for classroom practice.
  - Located in the Weitz Center for Creativity, the LTC is home to a small library and reading room, open throughout the day while classes are in session. Drop by to read, research, or talk. But also think of the LTC as a metaphor for the creation of the quiet space and the free moments it takes to examine the work we do and why.
- *Pomona College's (Pomona, CA) Teaching and Learning Committee -* <http://tlc.pomona.edu/about/>
  - The Teaching and Learning Committee (TLC) promotes student learning and achievement by sustaining faculty in their development as teachers. The TLC encourages critical reflection, pedagogical experimentation, and innovation in teaching. It fosters an informed and collaborative dialogue among faculty on matters relating to teaching, learning, and assessment by: sponsoring presentations, discussions, and workshops on issues related to these topics; reviewing grants for curriculum development and teaching innovation; sponsoring a faculty auditing program; offering help with assessment; maintaining the TLC Library; holding open houses to encourage faculty discussion; maintaining this website.

- *Monmouth College's (Monmouth, IL) Teaching and Learning Center* - <http://ou.monmouthcollege.edu/academics/teaching-learning-center/default.aspx>
  - The Teaching and Learning Center's mission is to promote intellectual engagement, cultivate critical thinking and foster academic success.
- *Morton College's (Cicero, IL) Teaching and Learning Center* - <http://www.morton.edu/Teaching-and-Learning-Center/Teaching-and-Learning-Center/>
  - Morton College's Teaching and Learning Center was established to support full- and part-time faculty (as well as relevant staff) in their efforts to continuously update their teaching skills and related academic knowledge. The Center's goal is to offer Morton College faculty and staff frequent and varied professional development opportunities in the context of state-of-the-art technology. The Center hosts and/or promotes professional development activities in a variety of different formats, including:
    - Goal 1: "Make student success the core work of Morton College."
    - Goal 2: "Expand delivery options, including the use of instructional technology in student learning." and
    - Goal 8: "Expand professional growth opportunities for faculty and staff to cultivate an environment of continuous quality improvement."
- *Saint Mary's College's (Notre Dame, IN) Center for Academic Innovation* - <https://www.saintmarys.edu/academics/centers-of-distinction/center-for-academic-innovation>
  - The Center for Academic Innovation (CAI) promotes academic excellence for faculty and students. CAI facilitates programs like SSTAR grants, where students and faculty collaborate in research and creative work. The Farrell Mentor Program and faculty grants encourage faculty development and curricular innovation.
- *Oberlin College's (Oberlin, OH) Center for Teaching Innovation and Excellence* - <http://languages.oberlin.edu/blogs/ctie/about/>
  - Welcome to the Center for Teaching Innovation and Excellence (CTIE – pronounced "city"). CTIE was created in the fall of 2007 as a continuation and redesign of the Center for Teaching Excellence. The center exists for one central purpose: to help Oberlin's faculty be innovative, self-reflective, and effective teachers.
- *Lasell College's (Newton, MA) Center for Teaching and Learning* - <http://www.lasell.edu/academics/academic-centers/center-for-teaching-and-learning.html>
  - Lasell College's Center for Teaching and Learning engages faculty in identifying and implementing teaching strategies that support student learning in a Connected Learning environment. It fosters a campus-wide climate that continues Lasell's focus on excellent teaching through shared inquiry, assessment, and reflection across departments and across the curriculum.
  - For undergraduate and graduate programs, the Center provides professional development and teaching resources, supports full-time and part-time faculty in integrating diverse methods and teaching styles in their teaching, and encourages ongoing inquiry into teaching effectiveness.

### Summary of Themes from These Statements

<i>Specific Goals</i>	<i>Related Strategies</i>
<b>Culture/Environment Goals:</b> -Cultivate an environment of continuous quality improvement	-Shared inquiry, assessment, and reflection -Provide service to all faculty, staff, and students

<ul style="list-style-type: none"> <li>-Foster a culture of creativity, collaboration, and innovation</li> <li>-Promote intellectual engagement</li> <li>-Cultivate critical thinking and foster academic success</li> <li>-Help to make student success the core work of the College</li> <li>-Supports the mission of the college/university; support the college's mission, vision and strategic goals</li> </ul>	<ul style="list-style-type: none"> <li>-Promoting a learning-centered community that supports teaching and service excellence in a collaborative environment</li> <li>-Foster an informed and collaborative dialogue among faculty on matters relating to teaching, learning, and assessment</li> <li>-Support students and faculty collaboration in research and creative work</li> </ul>
<p><b>Faculty Development Related Goals:</b></p> <ul style="list-style-type: none"> <li>-To help faculty to be innovative, self-reflective, and effective teachers</li> <li>-Help faculty and staff to gain ways to evaluate and assess their own professional effectiveness</li> <li>-Enhance diverse faculty's skills in clinical and classroom teaching, research, leadership, and scholarship</li> <li>-To provide faculty with the tools they need to navigate a successful career</li> <li>-Help with the retention of quality faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage critical reflection, pedagogical experimentation and exploration, and innovation in teaching</li> <li>-Supports full-time and part-time faculty in integrating diverse methods and teaching styles in their teaching</li> <li>-Bringing other educators to campus to share their experiences and best practices;</li> <li>-Sponsoring presentations, discussions, and workshops on issues related to these topics</li> <li>-Maintaining a Center website</li> <li>-Provide opportunities for faculty to share their experiences and best practices with each other such as holding open houses to encourage faculty discussion</li> <li>-Foster an informed and collaborative dialogue among faculty on matters relating to teaching, learning, and assessment</li> <li>-Supporting research opportunities for faculty and staff that enhance instruction and improve student learning</li> <li>-Create multiple pathways for faculty and staff to access the scholarship of teaching and learning</li> <li>-Encourage ongoing inquiry into teaching effectiveness</li> </ul>
<p><b>Teaching/Course Related Goals:</b></p> <ul style="list-style-type: none"> <li>-Improve faculty and staff's ability to meet their primary objective of teaching students and to promote effective student learning</li> <li>-Expand delivery options, including the use of instructional technology in student learning</li> <li>-Provide service to all faculty, staff, and students, helping each achieve their goals in class and in practice</li> </ul>	<ul style="list-style-type: none"> <li>-Provide instructors with instructional practices and materials which can be immediately implemented to the benefit of their students</li> <li>-Promoting the use of advanced education techniques, effective information technologies, and models of best practices</li> <li>-Circulates new information and best practices about teaching theories and strategies</li> <li>-Encourage critical reflection, pedagogical experimentation and exploration, and innovation in teaching</li> <li>-Provide service to all faculty, staff, and students</li> <li>-Promoting the use of advanced education</li> </ul>

	<p>techniques, effective information technologies, and models of best practices</p> <ul style="list-style-type: none"> <li>-Coordinates instructional design support</li> <li>-Supports online education</li> <li>-Helps to identify problems and suggest solutions for classroom practice</li> <li>-Help faculty in identifying and implementing teaching strategies that support student learning</li> <li>-Sponsoring a faculty auditing program and offering help with assessment</li> <li>-Foster an informed and collaborative dialogue among faculty on matters relating to teaching, learning, and assessment</li> <li>-Encourage ongoing inquiry into teaching effectiveness</li> <li>-Reviewing grants for curriculum development and teaching innovation and providing grants to faculty for course improvement work</li> </ul>
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- *Missing:*
  - Supporting programs/departments in the goal of improving the quality of teaching and learning;
    - Helping program directors to better work with courses, instructors, and students towards these ends
    - Helping directors to assess the quality of teaching and learning in courses and to make evidence-based decisions based upon these assessments;
  - Teaching instructors evidence-based approaches to course development
  - Helping instructors to better work with their students to learn more effective methods of learning, metacognition, studying, etc.

### Core Values – Integrating with NMC's

Based upon this information, there seem to be at least two sets of core values that this Center might consider:

- Core Values derived from the above vision and mission statements:
  - *Learner-Centered* - The Center is focused on helping the College to provide the best education for learners' professional and personal lives.
  - *Excellence & Innovation* - The Center is dedicated to pursuing creative and practical solutions and strategies that ensure the highest quality of teaching and learning at the College.
  - *Empowerment* - The Center will respectfully strive through its professional development opportunities, resources, and support systems to empower students, instructors, and staff to pursue excellence in their professional and personal lives.
  - *Collaboration* - The Center will embody democratic caring ideals in its programs by working collaboratively with its constituents as well as with relevant regional, national, and international communities to achieve the best education at the College.
- NMC's Core Values – as they might be applied to the Center:
  - NMC's Core Values:



- *Caring* - We are concerned for the well-being of all people and demonstrate this concern through kindness, compassion and service.
- *Excellence* - We expect the best from everyone and hold ourselves to the highest ideals of personal, professional and organizational performance.
- *Holism* - We recognize and honor the interrelatedness of all things and all people, and are committed to the development of the whole person.
- *Learning* - We embrace the experiential process by which knowledge, insight, understanding and ultimately wisdom are created for ourselves and those we serve.
- *Respect* - We recognize and uphold the dignity and self-worth of every human being, and promote honest and forthright interpersonal communication and behaviors.
- Educated Citizen:
  - *Reflective Individual* - A reflective individual routinely engages in habits of inquiry that influence ways of thinking and actions. Measured outcomes:
    - **Critical Thinking** is a comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion that leads to action. It requires disciplinary skills of inquiry and analysis.
    - **Holism** is an understanding and disposition built by seeing the interdependent connections among self, others, society, and the natural world. Holism contributes to the health and balance of these core relationships through integration of knowledge and one's commitment to care for the world.
  - *Effective Communicator* - An effective communicator uses critical thinking to generate, connect, and organize ideas in a written, oral, and nonverbal manner. Measured outcomes:
    - **Communication** is writing as well as speaking effectively and purposefully. Communication in writing includes effectively gathering and organizing content in clear written forms to meet the exigencies of varied contexts. Oral and nonverbal communication uses various modes of language to demonstrate the value of care, to give and receive information, and to influence the community positively.
  - *Change Agent* - A change agent uses the disciplines of the liberal arts and sciences to analyze historical and contemporary situations and systems, to develop cultural competence, and to take appropriate initiative to effect change. Measured outcomes:
    - **Intercultural competence** is a developing set of cognitive, affective, and behavioral qualities that support effective, appropriate, and deepening interaction across a variety of cultural contexts. Intercultural competence embraces curiosity and affirms others by demonstrating respect and compassion.
    - **Civic engagement** is advocating for self and others within political, economic, cultural, and social structures to shape health and the common good by connecting with local, national, and global communities as change agents.
- The following are the core values that the CREATE! Advisory Board has proposed for the Center in light of the college's core values and Educated Citizen as well as the other sources above:

- *Caring* – CREATE! promotes the compassionate well-being of faculty, staff, and students and demonstrates this by working to improve the quality of teaching and learning at NMC.
- *Excellence* - CREATE! is dedicated to pursuing critical, creative, and practical solutions and strategies that ensure the highest quality of teaching and learning at NMC.
- *Holism* – CREATE! recognizes and honors the interrelatedness of all things and is committed to the development of faculty, staff, and students in their role as Educated Citizens.
- *Learning* – CREATE! is devoted to supporting the experiential processes by which knowledge, insight, understanding and ultimately wisdom are created.
- *Respect* - CREATE! upholds the dignity and self-worth of faculty, staff, and students and will promote honest and forthright interpersonal communication and behaviors.

## Appendix B - Contextual Considerations

The following are some of the current contextual factors that might need to be considered.

### General Considerations

- General Considerations and Trends in Education:
  - Trends effecting higher education identified by sources such as [WASC](#), [EdSurge](#), and [University Business](#) include:
    - Financial challenges and growing student debt,
    - Increasing number of for-profits schools and higher education competitiveness globally,
    - Rise of distance and technology-enhanced education,
    - Globalization,
    - Quality assurance and accountability mandates by the federal government, accrediting bodies, lenders, etc.,
    - Growing global crises (e.g., violence, sustainability, mass migration, etc.),
    - Need for 21<sup>st</sup> Century skills (e.g., critical thinking and problem solving skills, adaptability and innovation, entrepreneurial, big data analysis, interdisciplinary integration, etc.),
    - Increasing numbers of nontraditional and international students
  - U.S. [Department of Education's call](#) for increasing focus on technology-related competencies and infrastructure for all citizens, which includes:
    - *Engage & Empower*: “Engaging and empowering learning experiences for all learners...[to] focus what and how we teach to match what people need to know, how they learn, where and when they will learn, and who needs to learn”
    - *Measure What Matters*: “New and better ways to measure what matters, diagnose strengths and weaknesses in the course of learning when there is still time to improve student performance, and involve multiple stakeholders in the process of designing, conducting, and using assessment”
    - *Prepare & Connect*: “Using technology to help build the capacity of educators by enabling a shift to a model of connected teaching”
    - *Access & Enable*: “A comprehensive infrastructure for learning that provides every student, educator, and level of our education system with the resources they need when and where they are needed”
    - *Redesign & Transform*: “Apply technology to implement personalized learning and ensure that students are making appropriate progress through our P–16 system so they graduate”
  - Predictions about what the [future of education](#) might look like:
    - Confronting global educational inequalities
    - Focused on more personalized systems of learning for students
    - Development of knowledge, skills, dispositions, etc. needed to participate in global economies
    - Seamless connections within and outside of cyberspace, with new technologies increasing virtual collaborations and learning opportunities
    - Emphasis on dynamic study groups and integrated courses
    - Differentiated professional pathways to support educator’s ongoing development

- Need for “teacher-preneurialism” and innovative strategies that empower educator’s to be able to adapt to the ever-changing contexts of communities and school systems
- [Learning sciences, instructional design & technology](#)’s, and education’s ([Diamond](#) (2008), [Friedman & Fisher](#) (1998), [Eggen & Kauchak](#) (2011)) growing emphasis on the following (for a more exhaustive list, see the teaching and learning theories appendix):
  - Cognitive, constructivist, and knowledge-based learning theories
  - Learner-centered course designs, meeting diverse student needs, holistic development, etc.
  - Collaborative and small group teaching strategies
  - Project-based, gaming, real-world, inquiry-based, problem-based, etc. pedagogies
  - Technology-enhanced teaching and learning theories and practices
  - Fostering student motivation and engaging with diversities
  - Assessment strategies and performance improvement
  - Meeting the increasingly complex challenges of the world
- As it relates to [faculty/educational development](#) (pg. 9), the following needs have been identified:
  - Balancing increasingly complex and demanding faculty roles
  - Assessment of teaching and student learning as well as curricular innovations
  - The impact of technology
  - Addressing the needs of part-time faculty
  - The demands of interdisciplinary leadership development for chairs and institutions
  - Increasing diversity issues

### Healthcare Education Literature

- A review of recent [healthcare education literature](#) highlights the importance of the following contextual considerations when developing courses and programs:
  - Students:
    - Considering students’ goal orientations
    - Student learning styles
    - Consideration of students’ physical abilities
    - Cultural and diversity among students
    - Considering the age/generation of the students in the class
    - Considering gender differences
    - Identification of peer influences
    - Addressing specific needs of students
    - Considering views of different disciplines and demographics
    - Student perceptions of courses and programs
  - Instructors & Programs:
    - Consideration of instructor self-efficacy
    - Consideration of instructor’s teaching and learning styles
    - Consideration of instructor’s culture
    - Consideration of instructor’s age/generation
    - Addressing instructors job satisfaction and motivation
    - Determine mastery versus performance orientations of instructors
    - Cost considerations

## NMC's Context

- NMC Specific Considerations: (in addition to the hyperlinked resources below, notes from [NMC meetings and documents](#) were coded in support of further developing this Element)
  - Institutional
    - Increasing [enrollments](#) (~400 students in the late 1990's/early 2000's to now averaging around 950 students for the past 3 years); in 2009, there were about 600 students;
      - Despite these increases, the number of faculty, admin, and staff persons remained [relatively unchanged](#) from 2009 to at least 2014 (p. 66)
        - Several instructors and program directors report struggling with the increasingly limited support that they are experiencing – particularly with administrative and technology-related tasks
      - However, the goal of [1250 students](#) by 2015 (p. 88) has not yet been met
    - In a recent [HLC-related survey](#), several students stated that they appreciate the smaller school, caring environment, and personalized approach that they receive at NMC
    - Collaborative decision-making processes appear to be utilized across the institution
  - Instructors and Programs
    - Several instructors and program directors report that there is a general lack of background that has been reported in educational theory and practice for some instructors, particularly new instructors (e.g., instructors may be content area experts but have little to no formal training in how to teach in their areas)
      - In addition, in a recent [HLC-related survey](#), several students stated that some of their instructors, while having many years of clinical experience, were new and not very experienced with teaching
      - Students in this survey also noted struggles with diverse teaching styles
    - In this same HLC survey, some students also noted their struggles with course workload and high stakes testing: stresses of it, felt lack of preparation and knowing what to expect, etc.
    - It was reported that there are a number of instructors who lack an advanced degree in their field
    - Challenges in working with adjuncts (e.g., only on-campus during limited hours, working other full-time jobs, etc.)
    - Higher [graduation rates](#) than the noted benchmarks across all programs and years (with one exception) (p. 17)
    - Online education has been stated as comprising as much as 20-30% of courses at NMC
    - 2013 Priorities Survey for Online Learners ([PSOL results](#)) noted the following concerns for online courses: (p. 23)
      - Defining student assignments clearly
      - Quality of online instruction
      - Timely faculty feedback about student progress
    - Courses with the historically [highest DFW rates](#): (each hovering in the 15-25% range since 2009) (p. 48)
      - NRS 220
      - SCI 225 & 226 (A&P I & II)

- SCI 280 (Microbiology)
  - SCI 315 (Pathophysiology)
- A&S program has a number of international faculty
- Accelerated (4/5 week) courses are reported to be challenging for some students and their learning
  - Some instructors are having to offer the same class in a 15-week format as well as this accelerated format, which can be a challenging tasks to accomplish
- Some instructors are teaching too much overload, though the administration is working to resolve this
- Students
  - [Demographics](#): 2016
    - Approximately 90% Euro-American students (compared with 73% in Omaha according to the [2010 Census](#))
    - 90% female (compared with 51% in Omaha according to the [2010 Census](#))
    - Increasing numbers of part-time students (approximately 45% in 2016 compared with 25% in 2009)
    - Increasing number of graduate students (approximately 20% in 2016 compared with 12% in 2009)
  - DFW Rates – [low](#) compared to national standards among Arts & Science courses (p. 9)
  - Associate level students seem to some to struggle more with college-level expectations (e.g., critical thinking, writing abilities, etc.)
  - Growing popularity of online courses as evidenced by waitlists
  - Increasing use of own devices in class and to access course materials, rise of mobile tech to access course materials
  - Some/many students working full or part-time jobs while attending school full-time, some with additional dependent (e.g., children, aging parents) responsibilities
    - Some instructors report the challenge of students not responding to emails and/or being able to organize students

### Common Themes

- General notes for contextual considerations in light of the sources and information above:
  - Contextual considerations should identify trends in society more generally
  - Contextual considerations should identify general trends in education, particularly in ones' discipline
  - Contextual considerations should identify general trends in one's institution
  - Contextual considerations should take into account instructor's background, teaching and learning style(s), cultural location (e.g., ethnicity, age, class, gender, etc.), etc.
  - Contextual considerations should take into account student's background, learning style(s), cultural location (e.g., ethnicity, age, class, gender, etc.), etc.
- From these diverse sources, the following contextual considerations are asserted to be most prominent for the Center to take into account at this time:
  - Growing popularity of technology-enhanced teaching and learning, particularly with online courses and programs



- *NMC Current Focus/Needs:* Increase in the number of online courses and programs and the concerns that have been noted for their quality by students.
- Continued need in higher education for instructors who have basic levels of competencies in educational theories and practices and the need for more active teaching and learning strategies.
  - *NMC Current Focus/Needs:* Instructors needing basic levels of training in general educational theories and practices. Many are reported to be very competent and experienced in their respective disciplines, but lack a general background in education and how to teach more effectively in their fields.
- Taking more of a learner-centered approach to educational systems
  - *NMC Current Focus/Needs:* Growing enrollments are leading to increased class sizes and demands of instructors and staff. This may be effecting the more personalized approaches to education that NMC students appreciate.
- Addressing the increasing diversities institutionally, regionally, nationally, and internationally
  - *NMC Current Focus/Needs:* Need for NMC students to be exposed to diversity beyond the campus due to the current ethnic and gender make-up of the campus.
  - *NMC Current Focus/Needs:* NMC focus on collaborative decision-making processes.
- Need for interdisciplinary and knowledge integration and syntheses competencies
  - *NMC Current Focus/Needs:* Educated Citizen's emphases in the core undergraduate curriculum.
- Need for being capable of addressing real-world problems and issues
  - *NMC Current Focus/Needs:* Educated Citizen's emphases in the core undergraduate curriculum, particularly as it relates to students being agents of change.
- The ability to do more with less, having to deal with more information, complex issues, etc. given relatively less resources, staffing, time, etc.
  - *NMC Current Focus/Needs:* Growing enrollments are leading to increased class sizes and demands of instructors and staff. Also, the noted lack of growth in the college's staffing may also increase the need for abilities.

## Appendix C - Teaching & Learning Theories

The following are some relevant teaching and learning theories that are related to faculty development, adult learning, and healthcare education. They are relevant for this strategic plan because they can help to guide how technology-enhanced teaching and learning is approached on our campus. The themes from these various theories are summarized below.

### General Teaching & Learning Theories

The following are some of the general theories and practices that appear in educational literature that may be relevant for the college and the development of the Center's programs. It is important for the Center to know fuller range of theories and strategies that are available so that 1) these can be utilized to directly support the Center's programs, and 2) the Center can support instructors and programs in their use of these. In addition, instructional design literature repeatedly asserts that the teaching and learning theories that one utilizes should be dependent on the specific contextual considerations, content/skills, and other essential elements. The lists and resources below will therefore be helpful for the Center to draw from.

- Instructional Design Resources ([Reiser & Dempsey](#), eds. (2012), [Morrison et al.](#) (2013, Ch. 14), [Clark & Mayer](#) (2016, Ch. 2), [Richey et al.](#) (2011), [Reigeluth and Carr-Chellman](#) (2009))
  - Constructivism and constructionism
  - Problem-based learning
  - Cognitive psychology
  - Motivation and volition
  - Performance improvement and skill development theories and strategies
  - Technology-enhanced teaching and learning theories and strategies
  - Game-based learning
  - Behavioral learning theories
  - Information processing and communication theories
  - Situated learning theories
  - Taxonomies of learning: Bloom's, Gagne's, etc.
  - Social-cultural learning theories and strategies
  - General systems theories
  - Psychodynamic learning theories and strategies
  - Multimedia learning theories and strategies
  - Direct instruction approaches
  - Discussion-based pedagogies
  - Experiential teaching strategies
  - ADDIE, SAM, Rapid prototyping, pebble-in-the-pond, etc. instructional design theories and models
- Educational psychology ([Bruning et al.](#) (2011), [Slavin](#) (2008), [Woolfolk](#) (2010)), [Sawyer](#), ed. (2014), and literature on teaching strategies ([Friedman & Fisher](#) (1998), [Eggen & Kauchak](#) (2011), [Beard & Wilson](#) (2013), [Wink](#) (2011)) highlight the following theories and strategies:
  - Constructionism
  - Cognitive apprenticeships and tutors
  - Cognitive science learning theories, metacognitive strategies
  - Developmental theories
  - Activity-based learning

- Knowledge building, conceptual change, and model-based reasoning theories and strategies
- Learner-centered strategies
- Design-based research methods
- Inquiry-based strategies
- Collaborative and cooperative pedagogies
- Case-based strategies
- Project-based pedagogies
- Technology-enhanced teaching and learning theories and strategies
- Motivation, feelings, and beliefs about teaching and learning
- Social-cultural learning processes and strategies
- Diversity theories
- Information processing theories
- Problem solving and decision-making strategies
- Discipline-specific theories and strategies
- Behavioral learning theories
- Learning environment considerations
- Classroom management strategies
- Narrative pedagogies
- Experiential pedagogies
- Moral and ethical theories and strategies
- Coaching, mentoring strategies
- Reflection strategies
- Critical and democratic pedagogies

In addition, as teaching and learning centers exclusively work with adults, a more detailed overview of adult learning theories may be helpful. While there are [relevant critiques](#) of some of these theories, they still provide valuable insights into working with instructors. Below is a brief overview of some of the teaching and learning theories that are related to working with adults, and faculty more specifically.

### A) Adult Learning Theories

From the book, [The Excellent Online Instructor](#) (Palloff and Pratt (2011)):

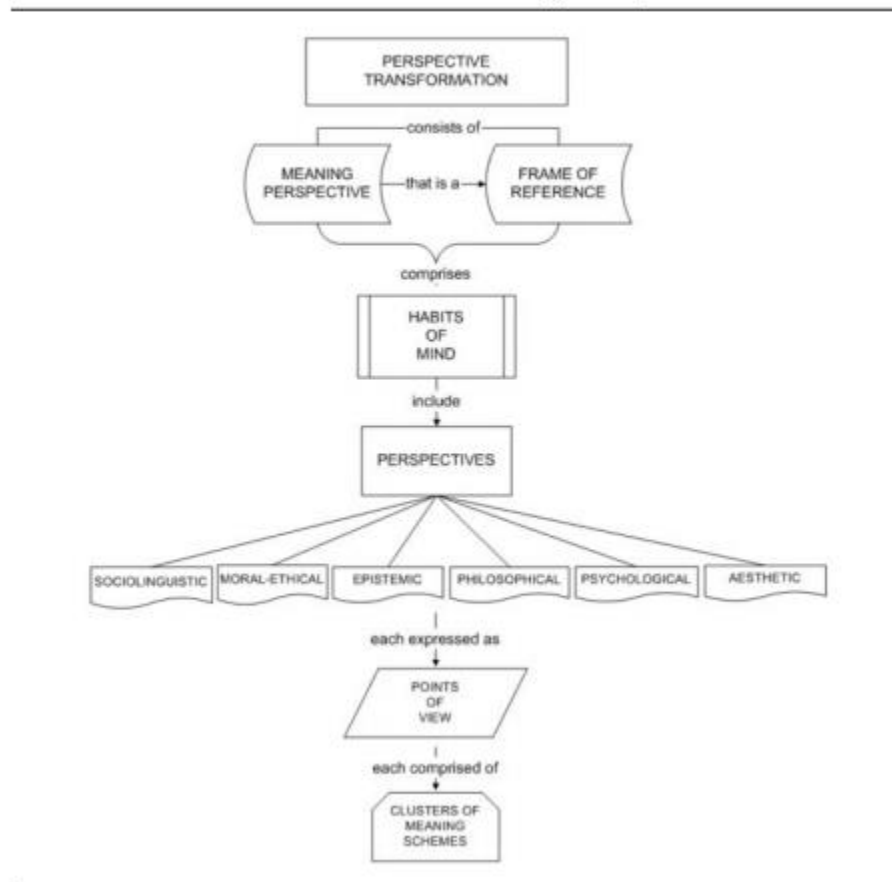
- “Caffarella (2002) summarizes the major principles of adult learning theory that should be taken into account when planning training for faculty:
  - Adults learn best when their experience is acknowledged and new knowledge is built on past knowledge and experience
  - Adults are both intrinsically and extrinsically motivated to learn.
  - All adults have preferred ways of learning and processing information.
  - Adults are not likely to participate in learning situations unless they are meaningful to them.
  - Adults are pragmatic in their learning and want to directly apply what they are learning.
  - Adults come to learning situations with personal goals and objectives that may not align with the planned goals and objectives.
  - Adults prefer to be active rather than passive learners.
  - Adults learn using collaborative and interdependent means, as well as independently.
  - Adults are more receptive to learning when it occurs in environments that are physically and psychologically comfortable for them.” (Kindle Locations 950-961)

Summary of Malcolm Knowles work on adult learning: (from: <http://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles> [accessed 28 April 2016])

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

Summary of Mezirow's theory of transformative education (an adult learning theory) (taken from Kitchenham, "The Evolution of John Mezirow's Transformative Learning Theory," 2008; available at: [http://usm.maine.edu/olli/national/postConference/2012\\_confWorkshops/workshopMaterials/Jon%20Neidy/The%20Evolution%20of%20John%20Mezirow's%20Transformative%20Learning%20Theory.pdf](http://usm.maine.edu/olli/national/postConference/2012_confWorkshops/workshopMaterials/Jon%20Neidy/The%20Evolution%20of%20John%20Mezirow's%20Transformative%20Learning%20Theory.pdf) [accessed 28 April 2016]):

**Figure 4**  
**Diagrammatic Representation of Mezirow's (2000) Revised Transformative Learning Theory**



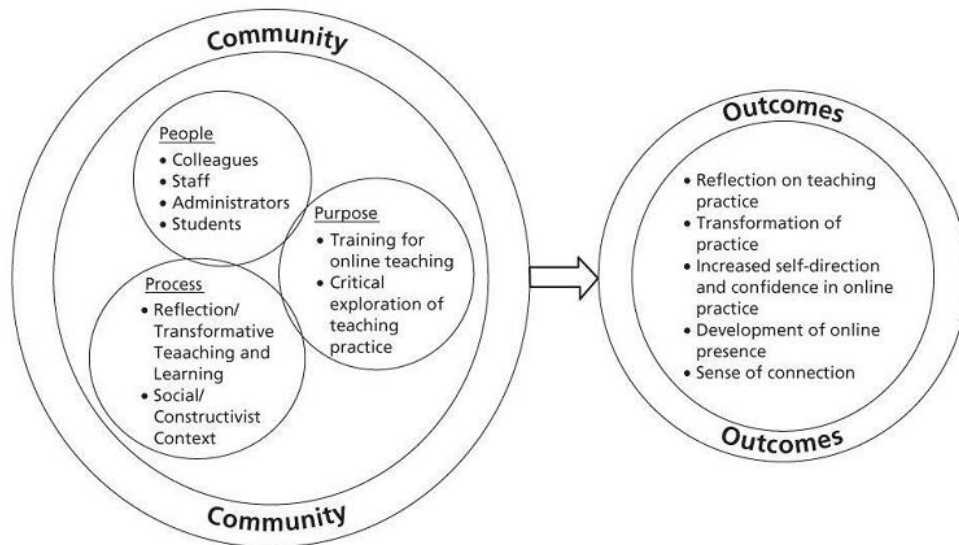
### B) Faculty Development Teaching & Learning Theories

From the book, *The Excellent Online Instructor* (Palooff and Pratt, 2011): The following model of

- "Key Points Regarding Models of Online Faculty Development:

- Training for online teaching should be developed to correspond to the phases in which faculty find themselves—in other words, training experiences should be developed that span the continuum from little to no online experience to those who are master instructors online.
- Topics for training should respond to faculty interest and needs. Surveying faculty to determine how much experience they have and what their training needs might be is a good way to start.
- Use a learning community approach to training to model the development of a learning community in an online course and to sustain faculty development efforts.
- Include adjuncts in training and in the faculty learning community to increase levels of adjunct faculty loyalty and connection, as well as increasing their performance.
- Plan, plan, plan faculty development efforts well in advance!
- Train efficiently by charting the flow of training from orientation to the point of course delivery and be flexible in moving faculty through the process.
- Encourage faculty to enroll in certification programs or create a certification program on campus to ensure that faculty receive training in best practices for online teaching.” (Kindle Locations 1344-1356)

Also from Palloff and Pratt (Kindle Location 1251) – provides a model of community-centered faculty development for online instructors:



### C) Social-Cultural Teaching & Learning Theories

From the contextual considerations, it is apparent that NMC is a culture that greatly values collaborative approaches to administration, teaching, and scholarship. As a result, social-cultural theories provide additional insights into not only how the Center decides on and develops its programs, but also on the kinds of teaching and learning theories to focus on with instructors. The following is a brief summary of some of the important principles that are related to these theories:

- General concepts/theories:
  - People observe others modeling behaviors that they deem will yield desirable results and then seek to replicate them
  - The self-regulation strategies that individuals use are sometimes based on their observations of others' actions

- There are at least three sets of factors that influence learning and behavior:
  - Personal factors – beliefs, expectations, attitudes, knowledge, etc.
  - Physical and social environment – resources, consequences to actions, other people, etc.
  - Achievement outcomes – goal progress, behaviors, individual choices, etc.
- Behaviors will change to meet current situational dynamics and demands and requires “adaptive expertise,” which is the ability to navigate diverse situations and local cultures
- Motivation and arousal in instructors and learners can create similar motivations in others (i.e., “mirroring” in attachment theory)
- Use of rewards from others can strengthen self-efficacy and self-determination
- Identity forms in direct response to social interactions
- Culture shapes the habits, values, beliefs, behaviors, etc. of individuals
- Some cultural habits, values, etc. dominate others
- Learning, often informal, continually occurs throughout one’s day as they engage with different people and situations
- Knowledge, theories, skills, etc. that others articulate and embody significantly shapes the ones that we have and use
- One’s learning, personality, etc. is partly shaped by a complex negotiation of the diverse influences of persons and situations they have been exposed to (e.g., acculturation, assimilation, etc.)
- Instructional strategies
  - Cooperative learning occurs when two or more learners work together to help each other learn such as: study groups, jigsaws, discuss material together, conduct group investigations, etc.
  - Rewards for high quality group work has been found to encourage groups to work more closely, helping one another to learn material
  - Providing models and mentors who can demonstrate proficiencies and the benefits that come with them
  - Use of rewards/incentives for behaviors, levels of proficiency, etc. in “model” learners so that it encourages similar behaviors, etc. in others
  - Use of scaffolding to help learners acquire new content/skills
  - Learning environments and pedagogies should be supportive of diverse cultural styles of learning, expression, exploration, ways of knowing, etc.
  - Pedagogies of cooperation, consensus building, collaboration, etc. are central
- Sources: [Slavin](#) (2008); [Bandura](#) (1977); [Woolfolk](#) (2010); [Mischel, Shoda, & Ayduk](#) (2008); [Siegel](#) (2012); [Vygotsky](#) (1978); [Erikson](#) (1980); [Sawyer](#), ed. (2014, Ch. 29); [Bradshaw & Lowenstein](#) (2014, Ch. 2);

### Healthcare Education Teaching & Learning Theories

The following theories and strategies are taken from a [recent review](#) of healthcare education literature. This list provides an overview of some of the key theories and models that are currently being used in healthcare education. The Center might draw on these to help guide the design of its programs. In addition, these teaching and learning theories are likely to be the ones that the college’s instructors might be using for their courses and programs. As a result, the Center will need to help support instructors and program directors in both their understanding and applications of these and other models.

- Learning Theories



- Constructivism
- Social learning theory; Group learning theories; Sociocultural theory; Social dominance theory
- Generational theories
- Badrul Khan's e-learning framework
- Self-authorship theory; Self-determination Theory (SDT)
- Situated cognition theories
- Fink's taxonomy of significant learning experiences
- Understanding neurobiological processes of empathy
- Considering the effects of cynicism and biases
- Christensen's theory of disruptive innovation
- Basic psychological needs theory [autonomy, competence, and relatedness]
- Cognitive psychology; Cognitive load theory
- Systems thinking and theories
- Resilience theories and strategies
- Clinical reasoning framework
- Use of professional identity and socio-cultural frameworks
- Visual or cognitive aspects of expertise
- Bloom's Taxonomy
- Peer assisted learning
- Workplace learning; Place-based learning theories
- Experienced Based Learning (ExBL) model
- Theory of deliberate practice
- Ericsson's theory of expertise development
- Effects of being selected for a program on student motivation
- Teaching Strategies
  - Concept-based teaching
  - Game-based learning; Use of a game show format;
  - Use of educational technologies to support teaching & learning; Blended learning
  - Inquiry-based strategies
  - Problem-based learning
  - Community-based pedagogies and experiences
  - Team-based learning (TBL)
  - Collaborative learning strategies
  - Evidence-based teaching theories and strategies
  - Innovation & creativity strategies
  - Narrative, drama, and arts-based pedagogies
  - Simulation learning strategies
  - International Inter-professional Education and teamwork strategies
  - Prairie View Entertains Excellent Thoughts (PEET) Strategy
  - The capability approach
  - Kim's critical reflective inquiry model
  - Active learning strategies [specifically: reflection, peer learning, interdisciplinary teams, organizational partnerships, and curricular reform]
  - Disruptive use of technology
  - Mindfulness-based approaches
  - Reflective Practice Storytelling Guide
  - PICOT-D (Population, Intervention, Comparison, Outcome, Time, Digital Data) Method
  - Competency-based education

- Use of expert generated schemas
- Part-Task skill acquisition strategies
- Building community
- Reflective learning strategies
- Use of humor
- Use of evidence-based teaching
- Cognitive apprenticeship models
- Use of flexible training and competency-based medical education
- Use of Dedicated education units (DEUs)
- Developing student-centered curricula
- Course Development Theories & Strategies
  - Use of forward/backward design strategies
  - Use of instructional design principles
  - Use of contribution analysis to link education to patient outcomes
  - Alignment of course elements (objectives, assessments, activities, etc.)
  - Identifying barriers to evidence-based practice
  - Seizing emergent learning opportunities, coming up against challenging conditions, and creating learning momentum
  - Integrated analysis of learning objectives
  - Kern's six step approach for curriculum development
- Program Development Theories & Strategies:
  - Developing student-centered curricula
  - Leadership development programs
  - Integrating the social, economic, and cultural determinants of health into the curriculum
  - Shared curriculum model
  - California Collaborative Model for Nursing Education (CCMNE)
  - Consensus building processes
  - Avoiding curriculum drift
  - Integrated analysis of learning objectives
  - Kern's six step approach for curriculum development
  - Use of vertically integrated (VI) curricula
  - Curriculum mapping & development
  - Identifying barriers to curriculum implementation

### NMC Teaching & Learning Theories:

The following are teaching and learning theories that appear here at the college according to recent [NMC documents and interviews](#):

- Community-based healthcare models
- Bloom's Taxonomy
- There is a reported emphasis on direct instruction for many instructors, though there are also desires for more active learning teaching strategies
- Online education has been stated as comprising as much as 20-30% of courses at NMC
- Learner-centered strategies
- Modeling, mentoring, and train-the-trainer approaches
- Memorization strategies
- Motivation strategies
- Writing across the curriculum strategies

- Team-based learning pedagogies
- Collaborative learning strategies
- Adult learning theories
- Evidence-based teaching strategies
- Instructional design theories
- Flipped models of teaching and learning
- Socratic questioning strategies
- Active teaching and learning theories and strategies
- Technology-enhanced teaching and learning theories and strategies, specifically online teaching and learning

### Common Themes

Clearly, there is a broad range of teaching and learning theories that instructors and the Center can draw from to help further inform and guide their work to continually improve the quality of the college's educational environment in support of student's professional and personal lives. Given the lists above, the following are the most central teaching and learning theories that the college might draw from in furtherance of the college's and Center's visions.

- General Teaching & Learning (T&L) Theory considerations in light of the sources and information above:
  - T&L theories should be reflective of both instructor's and learners' backgrounds, cultural locations, etc.
  - T&L theories should be aligned with the mission-centered considerations that one is considering for their course/program
  - T&L theories should provide insights and guidance into how the course/program objectives can be achieved
  - T&L theories should provide insights and guidance into how assessments might be developed and implemented for the course/program
  - T&L theories should provide insights and guidance into the kinds of activities, organizations, and resources that the course/program might effectively utilize to help obtain the objectives
- Learning Theories
  - Cognitive and constructivist theories
    - Bloom's taxonomy
    - Knowledge building, conceptual change, and model-based reasoning theories
    - Performance improvement and skills development theories
    - Critical thinking, clinical reasoning, decision-making, etc. theories
    - Theories of expertise development
  - Motivation, feelings, and beliefs about teaching and learning
    - Moral and ethical development theories
    - Resilience theories
    - Professional identity development theories
  - Social-cultural, Situated learning theories
  - Diversity theories: teaching and learning styles, ethnicity, generation theories, etc.
  - Adult learning theories
- Teaching Strategies
  - Technology-enhanced strategies – particularly flipped and online approaches
  - Active Learning Strategies:

- Game-based strategies
  - Problem-based
  - Inquiry-based strategies
  - Case-based strategies
  - Project-based pedagogies
  - Narrative, drama-based, etc. pedagogies
- Direct instruction strategies
- Experiential strategies
  - Workplace-based approaches
  - Simulation strategies
  - Skill acquisition strategies
- Teaching learning and study skills to students, metacognitive strategies, etc.
- Collaborative and cooperative pedagogies:
  - Discussion-based strategies
  - Coaching, mentoring, modeling, peer tutoring, etc. strategies
  - Community-based pedagogies
  - Team-based learning strategies
  - Inter-professional education strategies
- Reflective strategies
  - Socratic questioning strategies
  - Contemplative and mindfulness pedagogies
- Writing across the curriculum strategies
- Critical and democratic pedagogies
- Course Development Methods
  - ADDIE phases of course development
  - Rapid prototyping, learning object, etc. instructional design strategies
  - Backward design methods
  - Learner-centered design strategies
  - Evidence-based design methods
  - Systematic alignment (of course elements; horizontal and vertical) methods
  - Fixed versus flexible course organizations
- Program and Curriculum Development Methods
  - Curriculum mapping & development
    - Avoiding curriculum drift
    - Integrated analysis of learning objectives
    - Kern's six step approach for curriculum development
    - Identifying barriers to curriculum implementation
  - Shared curriculum model
    - Developing student-centered curricula
    - Consensus building processes for curriculum development
  - Integrating the social, economic, and cultural determinants of healthcare into the curriculum
  - Leadership development programs

As it relates more specifically to the Center's work, drawing on the adult learning theories above, the following are specific teaching/learning theories, strategies, and principles that might be adopted in support of instructor and program development.

- Appropriate for one's background and experiences – i.e., modules/supports for beginner, intermediate, and advanced educators
- Support instructors in their own reflective and meaning-making processes
- Make training immediately relevant to and practical for their professional and personal lives
- Instructors should be exposed to diverse ways of teaching and learning
- Utilize active learning strategies that more directly support instructors in their course and program development endeavors
- Use "credible" and experienced persons as guest speakers or module instructors
- Just as with students, some of the Center's focus needs to be given on holistic formation of our instructors – this is in-line with the college's mission
- Use of models, mentors, experts, etc. to provide clear guidance, expectations, etc.
- Adults value their independence and individuality so these efforts should allow for individual choice and self-determined direction
- Provide extrinsically motivating rewards, particularly ones that genuinely aid them with professional advancement (e.g., promotion) – examples include: badges, certifications, etc.
- Employ a "just-in-time" approach to training, wherein the training more immediately and directly applies to what they are currently involved in
  - Continually ask and survey instructors to find out what their needs are
  - Utilize collaborative, consensus-building processes to make decisions
- Have instructors immediately integrate and apply what they learn to their own work, courses, and lives
- Instructors who are developing courses need to be able to do so independently due to their own time limitations as well as the increasingly limited instructional design support on our campus
- Provide opportunities for collaborative as well as independent modes of learning for instructors
- Work to foster a knowledge-building and mentoring culture across the college
- Value and continually invite their input, feedback, expertise, etc.
- Encourage instructors and programs to share their experiences (successful and not-so-successful) with one another
- Continually monitor, analyze, and address situations where one person's/group's agenda appears to be dominating and overshadowing another

## Appendix D - Mission-Centered Considerations

The following are mission-centered elements that students, instructors, and programs might consider as they engage with the college's educational systems.

### General Considerations

- General [global concerns](#) that the college might engage with:
  - Global warming
  - Violence
  - Mass migration
  - Pollution
  - Poverty
  - Biases and “isms” (e.g., racism, sexism, ageism, classism, etc.)
  - Globalization
  - Etc.
- General educational and instructional design literature asserts the importance of educational systems more directly addressing these and other issues. In particular, the following issues are highlighted as being important for education to engage with:
  - Addressing cultural differences and inequalities in educational systems
    - ([Sawyer](#), ed. (2014, Ch. 34), [Berry et al.](#) (2011), [Ladson-Billings](#) (2009), [Wink](#) (2011), [Freire](#) (1970), [Duncan-Andrade & Morrell](#) (2008), [Miller et al.](#), eds. (2005), [Slavin](#) (2008))
  - Fostering education and is truly democratic and empowering of teachers, students, and their communities
    - ([Berry et al.](#) (2011), [Dewey](#) (1916), [Ladson-Billings](#) (2009), [Wink](#) (2011), [Freire](#) (1970), [Duncan-Andrade & Morrell](#) (2008), [Miller et al.](#), eds. (2005), [Slavin](#) (2008))
  - Addressing poverty and its effects on students and their communities
    - ([Berry et al.](#) (2011), [Ladson-Billings](#) (2009), [Wink](#) (2011), [Freire](#) (1970), [Duncan-Andrade & Morrell](#) (2008), [Slavin](#) (2008))
  - Globalization and our increasingly interconnected world
    - ([Reiser & Dempsey](#), eds. (2012, Ch. 23), [Berry et al.](#) (2011), [Dewey](#) (1916), [Miller et al.](#), eds. (2005))
  - Lifelong and holistic approaches to learning
    - ([Dewey](#) (1916), [Reiser & Dempsey](#), eds. (2012, Ch. 23), [Best](#), ed. (2000), [Miller et al.](#), eds. (2005), [Bruning et al.](#), (2011), [Slavin](#) (2008))
  - Using technology to support genuine progress
    - ([Berry et al.](#) (2011), [Reiser & Dempsey](#), eds. (2012, Ch. 23), [Dewey](#) (1916))
  - Importance of moral and ethical education
    - ([Dewey](#) (1916), [Best](#), ed. (2000), [Slavin](#) (2008))
  - Sustainability
    - ([Miller et al.](#), eds. (2005), [Reiser & Dempsey](#), eds. (2012, Ch. 23))
  - Overpopulation
    - ([Reiser & Dempsey](#), eds. (2012, Ch. 23))

### Healthcare Education Specific Considerations

- Mission-centered considerations from a [recent review](#) of healthcare education literature:
  - Mission-centered goals that students are encouraged to pursue/possess:



- Personal & Professional Values
- Ethics
- Anti-bias healthcare
- Empathy
- Emotional competencies and intelligence
- Addressing sexual violence
- Social change
- Advocacy skills
- Innovation
- Leadership skills
- Civic Engagement
- Working with vulnerable populations
- Having a positive self-concept
- Physical activity & health
- Higher Quality of Life
- Integrative approaches to healthcare
- Mission-centered goals and strategies that instructors and programs are encouraged to pursue/embody:
  - Empathy towards students
  - Supporting under-represented groups of students
  - Addressing incivility in classes and programs
  - Supporting under-resourced communities
  - Holistic teaching & learning theories and approaches
  - Increasing intrinsic motivation of students
  - Ability for faculty to deal with uncertainty in teaching and research projects
  - Academic support, mentoring, and integration and inclusivity

### NMC Specific Considerations

- NMC related mission-centered considerations:
  - [College mission and values](#) – “the development of individuals in order that they may positively influence the health and well-being of the community”
    - *Caring* - We are concerned for the well-being of all people and demonstrate this concern through kindness, compassion and service.
    - *Excellence* - We expect the best from everyone and hold ourselves to the highest ideals of personal, professional and organizational performance.
    - *Holism* - We recognize and honor the interrelatedness of all things and all people, and are committed to the development of the whole person.
    - *Learning* - We embrace the experiential process by which knowledge, insight, understanding and ultimately wisdom are created for ourselves and those we serve.
    - *Respect* - We recognize and uphold the dignity and self-worth of every human being, and promote honest and forthright interpersonal communication and behaviors.
  - [Educated Citizen](#) - [Areas and Outcomes](#) (p. 5):
    - *Reflective Individual* - A reflective individual routinely engages in habits of inquiry that influence ways of thinking and actions.
      - Integrate learning from a variety of disciplines.

- Routinely engage in habits of inquiry such as logic and critical thinking.
- Engage one or more humanities disciplines to influence ways of thinking and acting.
- Engage one or more social science disciplines to influence ways of thinking and acting.
- Apply the scientific method.
- Analyze perspectives of holism.
- Exhibit personal responsibility.
- *Effective Communicator* - An effective communicator uses critical thinking to generate, connect, and organize ideas in a written, oral, and nonverbal manner.
  - Use appropriate written skills in varied contexts.
  - Use appropriate oral and nonverbal skills in varied contexts.
  - Use Spanish or other international languages in academic and community settings.
- *Change Agent* - A change agent uses the disciplines of the liberal arts and sciences to analyze historical and contemporary situations and systems, to develop cultural competence, and to take appropriate initiative to effect change.
  - Analyze historical and contemporary situations and systems.
    - Access information and resources.
    - Critically analyze current events using habits of inquiry unique to sociology, political science, history, religion, and/or economics.
  - Develop cultural competence.
    - Demonstrate respect for others with alternative points of view.
    - Analyze power dynamics.
  - Take appropriate initiative to effect change.
    - Draw individuals and/or organizations together for a common purpose.
    - Create a voice for self and others.

### Common Themes

- General considerations, in light of the sources and information above, that can help to guide the development of mission-centered foci for one's course/program:
  - Mission-centered considerations should take into account the unique cultural and contextual locations of learners and instructors
  - Mission-centered considerations should provide insights and guidance into the kinds of teaching and learning theories that might be most appropriate for the course/program
  - Mission-centered considerations aid in the development of course/program goals and objectives, helping to prioritize those goals and objectives that are more closely aligned with one's mission and values
  - Mission-centered considerations should provide insights and guidance into the kinds of assessments that the course/program might utilize
  - Mission-centered considerations help to develop and prioritize the activities, organizations, and resources that are being considered for the course/program
- Based on the above, the following items appear to be the most central for the Center's considerations at this time. One or more of these mission-centered considerations should be directly addressed in NMC all courses and programs. As a result, the Center should not only

work with instructors and staff towards these ends but also work to address these in its programs, resources, and support systems.

- Acknowledging, upholding, and working with the whole of each person and community as well as the inherent interrelatedness of all things
- Nurturing holistic growth and development such as:
  - Moral and empathic development
  - Emotional intelligence and maturity, positive self-esteem, motivation, etc.
  - Physical health and well-being
- Responding appropriately to the strengths and challenges of globalization
- Nurturing the development of innovation, creativity, problem solving, and critical thinking, habits of inquiry, etc.
- Drawing out and utilizing the very best of one's self and one another
- Using resources (such as technology) to help foster genuine progress
- Analyzing and addressing historic and contemporary inequities at personal, relational, and systemic levels
- Working to empower learners and their communities to make positive changes in the world
- Addressing the limiting the effects of marginalization and being under-resourced and vulnerable
- Nurturing the ability to respond to specific challenges such as overpopulation, violence, etc.
- Advocacy, social change, leadership, civic engagement, etc. skills
- Striving for proficiencies in written, oral, and nonverbal communication
- Cultural competencies
- Sustainable living
- Creating and sustaining communities of inclusiveness
- Compassionate service and solidarity with one another

## Appendix E - Goals & Objectives

This appendix begins the more detailed design work of developing goals and objectives that this program might pursue. Since the Center's mission is to support instructors, staff, and programs in their quality teaching and learning endeavors, some consideration must also be given to the goals and objectives that they are pursuing with students. The following is therefore an overview of some of the goals and objectives that educational organizations and literature, healthcare education literature, and the college list as being important.

### General Teaching & Learning Goals & Objectives

The following are general goals that are related to educator development:

- Faculty development literature ([Gillespie & Robertson](#), eds. (2010, p. 156))
  - Identify what factors of an instructor knowledge and abilities most contribute to student learning, the following were identified as being most important. From the Center's perspective, these would constitute goals that it would strive to work with instructors, staff, and programs towards:
    - Organization and preparation for class
    - Clarity and how well they are understood by students
    - Ability to promote learning
    - Ability to stimulate interest in a subject
  - In addition, these authors emphasize the need for instructors to distinguish between teaching goals (what instructors will do) from learning outcomes (competencies that students must demonstrate)
- The following are teaching and learning goals and outcomes from a [faculty development strategic plan](#) that was prepared by Western Michigan University. This is intended to provide us with at least one external set of faculty development goals to consider.
  - Provide leadership and support for innovation in teaching
    - Increase teaching efficacy – in face-to-face, blended, hybrid, and online teaching environments
    - Increase faculty engagement in new and innovative teaching approaches and authentic student learning assessment strategies
    - Increase the number of faculty engaging in teaching that incorporates the highest levels of Bloom's Taxonomy
    - Increase student engagement in learning through faculty teaching practices
    - Increase student centered teaching, decrease faculty centered teaching
    - Increase the development and use of faculty self-assessment beyond student rating forms
  - Sustain the growth of faculty across the career span and across disciplines
    - Increase teaching and research competencies of new faculty (by lessening "start up" time and stress)
    - Increase engagement of experienced faculty in innovative teaching
- The Council of Chief State School Officers has developed a set of Interstate Teacher Assessment and Support Consortium ([InTASC](#)) standards that K-12 schools can use to assess their educators. Based upon the previous sections it may be asserted that while these standards are intended for K-12 they are applicable across all levels of education.
  - Learner and Learning

- Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge
  - Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
  - Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Instructional Practice
  - Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
  - Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  - Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Responsibility
  - Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  - Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- Finally, general goals were identified in the Vision & Mission Statements appendix (Appendix A ) that listed the 14 different statements of other institutions. These goals were the following:
  - Culture/Environment Goals:
    - Cultivate an environment of continuous quality improvement
    - Foster a culture of creativity, collaboration, and innovation
    - Promote intellectual engagement

- Cultivate critical thinking and foster academic success
- Help to make student success the core work of the College
- Supports the mission of the college/university; support the college's mission, vision and strategic goals
- Faculty Development Related Goals:
  - To help faculty to be innovative, self-reflective, and effective teachers
  - Help faculty and staff to gain ways to evaluate and assess their own professional effectiveness
  - Enhance diverse faculty's skills in clinical and classroom teaching, research, leadership, and scholarship
  - To provide faculty with the tools they need to navigate a successful career
  - Help with the retention of quality faculty and staff
- Teaching/Course Related Goals:
  - Improve faculty and staff's ability to meet their primary objective of teaching students and to promote effective student learning
  - Expand delivery options, including the use of instructional technology in student learning
  - Provide service to all faculty, staff, and students, helping each achieve their goals in class and in practice

In addition to these goals for instructors, the Center must also give consideration to the goals and objectives that they are pursuing with their students. The following are examples of student learning outcomes that other organizations have adapted for higher education.

- Council for the Advancement of Standards (CAS)
  - Knowledge acquisition, construction, integration, and application
    - Understanding knowledge from a range of disciplines
    - Connecting knowledge to other knowledge, ideas, and experiences
    - Constructing knowledge
    - Relating knowledge to daily life
  - Cognitive complexity
    - Critical thinking
    - Reflective thinking
    - Effective reasoning
    - Creativity
  - Intrapersonal development
    - Realistic self-appraisal, self-understanding, and self-respect
    - Identity development
    - Commitment to ethics and integrity
    - Spiritual awareness
  - Interpersonal competence
    - Meaningful relationships
    - Interdependence
    - Collaboration
    - Effective leadership
  - Humanitarianism and Civic Engagement
    - Understanding and appreciation of cultural and human differences
    - Global perspective
    - Social responsibility
    - Sense of civic responsibility

- Practical competence
  - Pursuing goals
  - Communicating effectively
  - Technological competence
  - Managing personal affairs
  - Managing career development
  - Demonstrating professionalism
  - Maintaining health and wellness
  - Living a purposeful and satisfying life
- AACU's Valid Assessment of Learning in Undergraduate Education ([VALUE](#)) Outcomes:
  - Intellectual and Practical Skills
    - Inquiry and analysis
    - Critical thinking
    - Creative thinking
    - Written communication
    - Oral communication
    - Reading
    - Quantitative literacy
    - Information literacy
    - Teamwork
    - Problem solving
  - Personal and Social Responsibility
    - Civic engagement—local and global
    - Intercultural knowledge and competence
    - Ethical reasoning
    - Foundations and skills for lifelong learning
    - Global learning
  - Integrative and Applied Learning
    - Integrative learning - Synthesis and advanced accomplishment across general and specialized studies

### Healthcare Education Literature Goals

The following are goals that were identified from a [recent review](#) of healthcare education literature:

- Goals for Students:
  - Ability to work under pressure
  - Stress management
  - Resilience
  - Choosing a specialty
  - Learning to attend to own continuing professional development
  - Accuracy of observations
  - Causal and Clinical reasoning; Prescribing skills; Critical Thinking/Reflection
  - Learning to think like a healthcare professional
  - Socialization into the field; Professionalism; Learning the art of clinical practice
  - Research skills and readiness
  - Teamwork skills; Inter-professional collaboration/ education
  - Non-technical skills
  - Presentation & communication skills



- Patient safety; Minimizing abuse
- Possessing skills, dispositions, etc. when working with specific populations (e.g., marginalized, under-resourced, ethnic, generational, etc.)
- Following organizational policies and best practices (such as receiving regular vaccinations)
- Goals for Instructors and Courses:
  - Creating courses that support student achievement of the objectives
  - Deep learning
  - Near vs. far information transfer
  - Integrating theory and practice
  - Helping students to become self-regulated, self-efficacy, lifelong learners
  - Teaching professionalism
  - Social media considerations and professionalism
  - Teaching search strategies
  - National Patient Safety Goals (NPSGs)
  - World Federation for Medical Education (WFME) accreditation standards for basic medical education
  - Learning to implement courses with limited resources
  - Helping students to transition to healthcare fields
  - Creating a psychologically safe environment
  - Clarifying policies/practices for working with patients
- Goals for Programs:
  - Continual program and course improvement
  - Working to improve the competencies of healthcare instructors
  - Working to help faculty grow as academic leaders
  - Development of faculty research skills
  - Accreditation-Guideline compliance
  - Helping students to transition to healthcare fields
  - Clarifying policies/practices for working with patients
  - Clinical faculty working more closely with clinical staff
  - Helping clinical instructors learning to be effective educators

### NMC Related Goals & Objectives

The college's Educated Citizen guidelines serve as a guide for students' development while they are here. In addition, many of the college's programs have their own standards as set by their accrediting bodies. Furthermore, each course should list its goals/objectives for students. Finally, data was also gathered from discussions with instructors/staff and these themes were compiled. Below lists the goals/objectives from each of these sources (or sample sources).

- [Educated Citizen - Areas and Outcomes](#) (p. 5):
  - *Reflective Individual* - A reflective individual routinely engages in habits of inquiry that influence ways of thinking and actions.
    - Integrate learning from a variety of disciplines.
      - Routinely engage in habits of inquiry such as logic and critical thinking.
      - Engage one or more humanities disciplines to influence ways of thinking and acting.
      - Engage one or more social science disciplines to influence ways of thinking and acting.

- Apply the scientific method.
    - Analyze perspectives of holism.
  - Exhibit personal responsibility.
- *Effective Communicator* - An effective communicator uses critical thinking to generate, connect, and organize ideas in a written, oral, and nonverbal manner.
  - Use appropriate written skills in varied contexts.
  - Use appropriate oral and nonverbal skills in varied contexts.
  - Use Spanish or other international languages in academic and community settings.
- *Change Agent* - A change agent uses the disciplines of the liberal arts and sciences to analyze historical and contemporary situations and systems, to develop cultural competence, and to take appropriate initiative to effect change.
  - Analyze historical and contemporary situations and systems.
    - Access information and resources.
    - Critically analyze current events using habits of inquiry unique to sociology, political science, history, religion, and/or economics.
  - Develop cultural competence.
    - Demonstrate respect for others with alternative points of view.
    - Analyze power dynamics.
  - Take appropriate initiative to effect change.
    - Draw individuals and/or organizations together for a common purpose.
    - Create a voice for self and others.
- Outcomes from a sample of NMC Programs:
  - Outcomes of the Occupational Therapy program:
    - Use critical reasoning to provide evidence-based occupational therapy services within a variety of service delivery models, health care settings, and community-based system.
    - Ensure that OT services will be delivered within a collaborative, client centered, occupation based foundation with effective consideration of underlying factors that influence the individual's ability to engage and participate in valued occupations.
    - Clearly articulate, document, and apply professional leadership principles and ethics in the advocacy for clients' needs, the needs of the profession, and the needs of society.
    - Provide direct and indirect OT services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore, or enhance function through remediation, compensation, and adaptation services as needed.
    - Within the guidelines of the OT profession, demonstrate the ability to manage and evaluate the effectiveness of OT services including client care outcomes, departmental operations, documentation, and reimbursement compliance.
    - Initiate and participate in collaborative and cooperative interactions with intra-professional and inter-professionals, clients, caregivers, and significant others to achieve desired occupational therapy outcomes.
    - Continue to assume the responsibility for self-directed personal and professional growth needed for professional and cultural competence, ethical practice, and life-long learning.

- Demonstrate skill in critiquing and applying research evidence with a working competence of scientific inquiry, research methodology, and decimation of knowledge.
- Advocate for individuals, populations, organizations, and society as well as the OT profession to ensure promotion of health and wellness, access to health care services, and decrease incidences of health care disparity in our society.
- Continue to participate in leadership, advocacy, and promotion of occupational therapy through membership and active participation in professional organizations, government agencies, human service organizations, and community outreach.
- Demonstrate values and attitudes consistent with the mission of Nebraska Methodist College, its' MOT program, and the published guidelines of the American Occupational Therapy Association, Inc. including its credentialing and regulatory agencies.
- Demonstrate proficiency in the use of advancing technology in addressing client-centered occupational therapy outcomes.
- Demonstrate the research and scholarship skills necessary to critique today's practice for tomorrow's needs.
- Outcomes for the Nursing BSN Program:
  - Integrate culturally competent professional nursing care with clients while incorporating caring and the caritas processes to promote autonomy, altruism, human dignity, integrity, and social justice.
  - Analyze alternative solutions based on scientific and humanistic rationale for situations encountered in professional nursing practice.
  - Incorporate professional communication in interactions with clients, colleagues and community partners.
  - Synthesize scientific and humanistic knowledge derived from theory and research in the provision of professional nursing care.
  - Evaluate skills and ongoing assessment into the process of planning, intervening, and evaluating the delivery of professional nursing care including health promotion, risk reduction, disease prevention, illness/disease management, and rehabilitation to meet the health needs of clients.
  - Collaborate with clients and community partners as an agent to facilitate change within a global health care environment.
  - Assume professional responsibility and legal/ethical accountability in providing health care.
  - Evaluate research critically and use findings selectively in professional nursing practice.
  - Incorporate knowledge of health care system policy and of professional activism into nursing practice.
  - Integrate leadership and management skills as a professional caregiver, teacher, and manager of client care.
- Outcomes from the Radiologic Technology Program:
  - 1-Students will demonstrate effective communication skills.
    - 1.1- Students will communicate effectively with other healthcare team members.
    - 1.2- Students will model AIDET communication skills while interacting with patients/family members.

- 1.3- Students will demonstrate collegiate level written communications.
  - 1.4- Students will demonstrate effective oral communication skills at the collegiate level.
- 2- Students will be able to employ critical-thinking skills.
  - 2.1- Students will critique images for proper evaluation criteria.
  - 2.2- Students will revise procedure/positioning based on patient's condition.
  - 2.3- Students will perform non-routine radiography.
- 3- Students will demonstrate professional growth and development.
  - 3.1- Students will understand the importance of professionalism in the clinical setting.
  - 3.2- Students will demonstrate a positive work ethic.
  - 3.3- Students will prepare for professional growth through life-long learning.
- 4- Students will be clinically competent.
  - 4.1- Students will employ safe radiation protection practices.
  - 4.2- Students will perform routine radiographic procedures competently.
- Goals/objectives from the syllabi of different NMC courses:
  - SCI 206 – Fall 2015
    - Explain the relationship of concepts in pathophysiology, altered cellular function with respect to principles of pharmacotherapeutics and pharmacokinetics.
    - Relate the mechanisms of self-defense as they relate to immunity, inflammation, and the stress response to the drugs used for the treatment and prevention of infectious disease.
    - Apply the biology and mechanisms of carcinogenesis to the function of antineoplastic agents.
    - Explain pathologic mechanisms for conditions or diseases that alter normal endocrine, gastrointestinal, respiratory, cardiovascular, hematologic, renal, urologic, and reproductive function.
    - Identify major classifications of pharmacotherapeutics by prototypes when used in the treatment of disease and effective patient care.
    - Relate the function of the nervous system, receptor specificity, and neurotransmitters to dysfunction of the nervous system and how various pharmacologic agents act on the central nervous system and autonomic nervous system.
    - Discuss the importance of the homeostatic maintenance of fluid, electrolyte, and acid-base balance to prevent cellular dysfunction.
  - NRS 210 – Spring 2016
    - Use caring and the caritas processes in the delivery of culturally sensitive professional nursing care with adults to promote human dignity, altruism, and integrity.
    - Apply selected nursing skills and the nursing process to promote health, prevent illness and manage disease with adults in community settings.
    - Integrate professional communication techniques while interacting with adults and community partners.
    - Employ scientific and humanistic principles as the basis for professional nursing care with adults in community settings.

- Examine the effects of change on individuals.
- Select appropriate solutions based on scientific and humanistic rationale for situations encountered in professional nursing practice.
- Prioritize professional nursing care based upon identification of selected alterations in individuals.
- Demonstrate legal/ethical accountability while providing professional nursing care.
- Examine professional literature applicable to nursing practice.
- Explore health care policies and health care delivery options during the provision of nursing care.
- RAD 121 – Spring 2016
  - Describe positioning nomenclature.
  - Demonstrate radiographic positioning and the use of positioning aids when applicable.
  - Discuss general procedural considerations for radiographic exams.
  - Identify methods and barriers of communication and describe how each may be used to effectively overcome barriers during patient education.
  - Explain appropriately radiographic procedures to patients/family members, including modifications necessary to patients with various communication problems.
  - Develop an awareness of cultural factors that necessitate adapting standard exam protocols.
  - Adapt general procedural considerations to specific clinical settings.
  - Discuss equipment and supplies necessary to complete radiographic procedures.
  - Explain patient preparation necessary to complete radiographic procedures of the appendicular skeleton and abdominal-thoracic cavity.
  - Identify major anatomical structures found within sectional images presented in class.
  - Explain the routine and special positions/projections for all radiographic projections of the appendicular skeleton and abdominal-thoracic cavity.
  - Recognize the difference between diagnostic and poor radiographic quality.
  - Explain how to improve diagnostic radiographic quality.
  - Discuss radiographs based on the reasons governing recognition and locating anatomy.
  - Identify all macro anatomy and demonstrate bony landmarks used in locating anatomy.
  - Describe body planes and define positioning terms as they relate to the field of allied health.
  - Apply general radiation safety and protection practices associated with radiographic examinations of the appendicular skeleton and abdominal-thoracic cavity.
  - Discuss and identify structures of the following: Chest, Abdomen, Upper Extremity, Shoulder Girdle, Lower Extremity
- Themes from [discussions with NMC instructors/staff](#) related to goals that the Center might pursue:
  - Annual performance evaluation goals
  - Supporting programs in their pursuit of program outcomes and having consistency across classes

- Working with instructors to help students to come to class better prepared
- Helping instructors to deal with the challenge of covering too much content in too short of a time
- Support in using Bloom's taxonomy to guide the creation of course objectives, activities, and assessments – facilitating higher order thinking
- Helping instructors (faculty and adjuncts) to know how create better objectives, assessments, teaching strategies, increase student motivation, address and prepare for ADA students, integrating technology, working with struggling students, etc.

### Common Themes

Themes from the above sources may be divided into at least two sections: Student-related goals/objectives and Instructor-related goals/objectives. Noting the student-related goals/objectives is important because the Center will need to develop resources, programs, and support systems to help instructors and programs to pursue these. As a result, both of these sections are listed below.

#### *A) General Objective Considerations*

Based on the above information and resources, the following are some of the general considerations that one needs to be aware of and address with developing goals and objectives.

- One of the primary purposes of goals and objectives in education are to help improve the quality of teaching and learning beyond where it currently is
- Objectives should be measurable
- Objectives should be specific
- Objectives should state the level of proficiency that learners are expected to achieve
- Goals and objectives should align across activities, modules/lessons, courses, programs, institution, accreditation, etc.
- Goals and objectives should be clearly articulated for learners
- There is a need to distinguish between teaching goals (what instructors will do) from learning outcomes (competencies that students must demonstrate)
- Goals and objectives can be created for programs, courses, modules/lessons, and specific activities
- Taxonomies, such as Bloom's or Gagne's, can be used to help create goals and objectives
- Objectives should align with other course elements (e.g., activities, course/program organization, resources, assessments, teaching and learning theories, mission-centered and contextual considerations, etc.)
- Goals and objectives can address holistic teaching and learning (e.g., cognitive, affective, social, etc.)
- Wherever possible and appropriate, objectives should align with external standards, benchmarks, etc.

#### *B) Student-Related Goals/Objectives*

The following are the major areas of goals/objectives from the sources above that are more directly related to student learning and courses:

- Students will be able to demonstrate their abilities to meet accreditation standards and best practices in their disciplines

- Students understand how to adapt their professions to differences based on ethnicity, SES, gender, historical and current events, available resources, group dynamics, etc.
- Students will develop in their professional and personal identities
- Students will continuously demonstrate ethical behaviors
- Students will be able to effectively pursue and maintain personal health & wellness
- Students will be able to demonstrate quantitative literacy and reasoning skills
- Students will demonstrate their ability to use international language(s)
- Students hold themselves to the highest expectations professionally and personally
- Students will both support and embody the mission of the college as well as their disciplines
- Students are organized and well-prepared for class
- Students utilize active learning and metacognitive strategies
- Students are able to engage the knowledge/skills from diverse disciplines at the highest levels of Bloom's (e.g., analysis, application, evaluation, and synthesis) and can demonstrate critical thinking, problem solving skills, reasoning, inquiry, scientific method, etc.
- Students engage in ongoing self-reflections and assessments as part of their efforts to continually improve as a professional
- Students are able to effectively identify and integrate technologies in their profession
- Students are able to comply with copyright and privacy laws and guidelines in class as well as in their profession
- Students are able to demonstrate innovation and creativity
- Students are able to implement and modify their practice using evidence-based practices that rely on data from their own experiences as well as from external resources
- Students demonstrate their abilities to be self-regulated, efficacious, reflective, motivated, and well-prepared lifelong learners
- Students are able to engage in their professions with limited resources and support, work under pressure, demonstrate resilience, etc.
- Students strive to be leaders in their disciplines as well as in the community
- Students are able to connect course content to local and global issues and can effectively respond to these issues in their community
- Students will be able to pursue a purposeful and meaningful life, choose an area of focus, etc.
- Students will demonstrate respect for alternative points of view
- Students are able to clearly communicate (written, oral, nonverbal, etc.) and collaborate with others
- Students are able to help create psychologically safe and affirming environments that foster individuality and collaboration
- Students will be able to practice in client-centered ways
- Students are able to work closely with instructors, other students, colleagues, staff, administration, employers, etc. to continually improve the communities, their practice, to grow professionally and personally, etc.
- Students will be able to analyze dynamics of power in classes, groups, communities, organizations, systems, etc.
- Students will demonstrate a preference for under-resourced, marginalized, and vulnerable populations

### *C) Instructor-Related Goals/Objectives*



The following are the major areas of goals/objectives from the sources above that are more directly related to the Center and its work with instructors, programs, and classes:

- Instructors are able to demonstrate their ability to effectively promote learning.
  - Instructors understand learning processes and the factors that positively contribute to it
    - Instructors are able to foster student motivation
    - Instructors are able to help ignite innovation and creativity in students
    - Instructors are able to help students to integrate content/skills from diverse disciplines
    - Instructors are able to foster the higher levels of Bloom's (e.g., analysis, application, evaluation, and synthesis), critical thinking, problem solving skills, inquiry, reasoning, scientific method, etc.
      - Instructors, where appropriate, will be able to help students to develop quantitative literacy and reasoning skills
    - Instructors are content area experts and understand best practices of teaching and learning in their discipline
  - Instructors hold students to the highest expectations that are appropriate for their level and unique backgrounds
    - Instructors understand and are able to adjust their courses to differences that can affect learning environments such as learning styles, teaching styles, ethnicity, SES, gender, historical and current events, available resources, group dynamics, etc.
    - Instructors are able to effectively respond to challenges such as developing an ADA empowering class, working with struggling students, etc.
- Instructors are able to apply basic course development methods to their courses.
  - Instructors will be able to develop courses that help students to meet accreditation standards and best practices in their disciplines and effectively prepare students for their professional and personal lives
    - Instructors are able to develop clear, specific, and measurable objectives
    - Instructors are able to effectively utilize a variety of teaching strategies in their courses
    - Instructors appropriately utilize active teaching strategies
    - Instructors are able to create psychologically safe and affirming environments that foster individual and collaborative learning
    - Instructors are able to develop authentic and varied assessment strategies (e.g., formative, summative, formal, informal, etc.) that draw from diverse sources for assessment
    - Instructors are able to implement and modify their courses using evidence-based practices that rely on data from their own class as well as from external resources
    - Instructors are able to effectively identify and integrate educational technologies in their courses
  - Instructors are able to demonstrate their abilities to develop classes that are well-organized.
    - Instructors will work collaboratively to help ensure consistency across courses for students
    - Instructors are able to develop courses that comply with copyright, privacy, etc. laws and guidelines

- Instructors are able to develop courses with limited resources and support, work under pressure, demonstrate resilience, etc. and be able to help students to develop these skills and dispositions
- Instructors will both support and embody the mission of the college, their departments, and their disciplines.
  - Instructors are able to empower students to be self-regulated, efficacious, reflective, motivated, and well-prepared lifelong learners
    - Instructors use learner-centered and democratic course design methods and teaching strategies
    - Instructors, where appropriate, will be able to help students to demonstrate their ability to use international language(s)
  - Instructors are able to connect course content to local and global issues and empower students to effectively respond to these issues in their communities
    - Instructors will demonstrate respect for alternative points of view and foster this respect in their classes and among students
    - Instructors will be able to analyze dynamics of power in their courses as well as in groups, communities, organizations, systems, etc. and be able to help students to develop these skills
    - Instructors will demonstrate a preference for under-resourced, marginalized, and vulnerable populations and be able to help students to develop in these ways
- Instructors will demonstrate ongoing leadership and professional abilities and development.
  - Instructors strive to be leaders in their disciplines as well as at the college
    - Instructors are able to work closely with students, colleagues, staff, the Center, administration, employers, etc. to continually improve the communities that they are a part of, the quality of their courses, to grow professionally and personally, etc.
    - Instructors will continuously demonstrate ethical behaviors
    - Instructors will be able to pursue a purposeful and meaningful life in their disciplines as well as in their personal lives
    - Instructors are able to clearly communicate and collaborate with students, colleagues, staff, etc.
  - Instructors hold themselves and their students accountable to the highest level of professionalism and development in their disciplines
    - Instructors will be able to effectively pursue and maintain personal health & wellness
    - Instructors are able to find and engage in regularly professional development opportunities as part of their efforts to continually improve as an instructor
    - Instructors engage in ongoing self-reflections and assessments as part of their efforts to continually improve as an instructor

## Appendix F - Assessment Consideration

The following are some of the assessment and evaluation factors and criteria to consider in relation to courses as well as faculty development. Similar to previous appendices, consideration is given to the assessments that instructors might use in their courses as well as the assessments that the Center might draw from to help clarify its impact. Assessment considerations from the field of education more generally, healthcare education, and here at the college are provided.

### General Assessment Considerations

#### *A) Assessments Generally Used in Education*

The following are types of assessments that courses and programs might utilize to help gauge progress in relation to objectives:

- Types of assessments
  - Formative vs. Summative
  - Informal vs. Formal
  - Individual vs. Group
  - Direct vs. Indirect
  - Embedded vs. Add-on
  - Qualitative vs. Quantitative
  - Objective vs. Subjective
  - Single vs. Multiple
  - Massed vs. Distributed
  - Internal vs. External
  - Ecosystem, gap analysis, goal attainment scaling, etc. assessments
- Items to possibly assess (i.e., items that have been identified by the objectives):
  - Knowledge
  - Skills
  - Dispositions, motivations, attitudes, etc.
  - Behaviors, psychomotor abilities, etc.
  - Competencies in specific areas
  - Areas, abilities, etc. that are identified by standards, taxonomies (e.g., Bloom's), etc.
  - Group interactions
  - Impact on communities, organizations, etc.
- Sources to possibly collect data from for assessment purposes:
  - Students
  - Instructors
  - Peers, colleagues, etc.
  - External reviewers, field supervisors, employers, alumni, etc.
  - Course, program, and institutional databases (e.g., student information system, learning management system, etc.)
  - External data sources for benchmarking, comparisons, surveys, etc. (e.g., NSSE, etc.)
- Possible bases for evaluation of collected data:
  - Course and program objectives
  - Grades
  - Rubrics
  - Likert-type of scales, self-rating scales, etc.

- Identified levels of competency
- Culturally accepted norms, expectations, etc.
- Norm-referenced criteria (e.g., comparing how learners have performed relative to one another as opposed to comparing their performance against an external and predetermined standard, which is known as criterion-referenced evaluation)
- Percentile scores/rankings
- National, regional, discipline-specific, accreditation, etc. guidelines, benchmarks, tests, rubrics, etc.
- Pre/Post-assessment comparisons
- Levels of integration in course/program content, skills, and dispositions in learner-generated materials, behaviors, etc.
- Additional assessment considerations:
  - Assessment validity and reliability
  - Sample sizes for validity, reliability, norming, etc.
  - Privacy, confidentiality, etc. issues
  - Equitability and cultural relevancy of assessments
  - Persons involved in the creation, dissemination, and analyses of the assessments
  - Purposes the assessment(s) will be used for, who the audience is, etc.
  - Reporting processes
- Assessment tools, activities, approaches, strategies, etc.:
  - Tests, quizzes, etc.
  - Worksheets
  - Portfolios
  - Self-assessment assignments
  - Peer-assessment assignments
  - Surveys and evaluations
  - Interviews, focus groups, etc.
  - Essays, thesis papers, etc.
  - Research projects, inquiry-based assignments, theory-testing projects, etc.
  - Problem-solving assignments
  - Oral exams, presentations, etc.
  - Observations of learner interactions, behaviors, etc.
  - Demonstration of specific knowledge and skills
  - Role playing activities, drama-based approaches, etc.
  - Creativity projects – story-making, art, photography, dance, collages, etc.
  - Games, simulations, etc.
  - Writing prompts, enter/exit tickets, minute papers, etc.
  - Real-world experiences, workplace based activities, etc.
  - Learner-centered strategies (e.g., learners must develop and complete their own assignments, projects, etc. with varying degrees of instructor support and guidance)
  - Educational software, app's, etc.
  - Collecting student notes, journals, etc. from reading, lecture, field experiences, etc.
  - Discussions, debates, etc.
  - Collaborative projects, small group work, think-pair-share, etc.
  - Community-based activities, service-learning projects, etc.
  - Course and program quantitative data such as completion rates, grades, etc.
  - Quantity of learner participation, accessing course elements, interactions with one another, time spent in active learning, etc.
  - Creating concept maps, graphic organizers, etc.

- Capstone projects
- Past awards, degrees, certifications, etc.
- Any course/program activity in which empirical data can be gathered from
- Sources: [Waterhouse](#) (2005), [Eggen & Kauchak](#) (2011), [Bruning et al.](#) (2011), [Slavin](#) (2008), [Woolfolk](#) (2010), [Diamond](#) (2008), [Suskie](#) (2009)

### B) Faculty Development Related Assessments

From [Palloff and Pratt](#) (2011): “Key Points on Linking Faculty Development to Evaluation:

- Expectations for faculty teaching online should be clear, included in training and mentoring programs, and fairly evaluated.
- Peer evaluation and administrative evaluation are separate functions that work alongside one another but are not the same process.
- Faculty evaluation for online teaching should be focused on models of good teaching practice and should be linked to further faculty development with a continuous quality improvement focus.
- Evaluation should be focused on the main activities involved in online teaching—course facilitation and course development.
- Faculty evaluation should not be geared toward excluding faculty who may not be performing up to par, but instead should focus on what they need to do to improve practice.
- Mentoring programs are an integral part of faculty evaluation and development and should be used to help coach faculty in areas of need.
- Managing faculty at a distance involves clear, consistent communication as well as the incorporation of training and mentoring programs and strong administrative support.
- Administrators should participate in training for online teaching, should teach an online course, or both in order to understand the demands involved and how online faculty can best be supported.
- A sense of connection to the institution along with a sense that the work of the online instructor is appreciated and understood are key factors in retaining online faculty.” (Kindle Locations 1981-1996)

[Fink](#) (N.D.) cites the following as being sources for assessing faculty development opportunities:

- Impact on Teaching Practices
  - *Direct Observation and Analysis by a Specialist*
  - *Ask Students About the Presence or Frequency of Specific Teaching Behaviors*
  - *Ask Teachers Specific Questions about Specific Changes in Their Teaching Practices*
  - *Participant Analysis of a Role Play* – “role plays of ineffective teaching and then had program participants write analyses of the simulated situations”
- Impact on Student Learning
  - *Direct Analysis by a Specialist* – “collected and analyzed products of student learning”
  - *Participant Records or Reports* – “used course data to compare measures of student success, before and after the professors’ participation in program activities”
  - *Use of Standardized Questionnaires for Students* – “ask whether specific kinds of learning occurred”
  - *Locally-Constructed Questionnaire for Students*
- “Feed-forward” Assessment
  - “SoTL research literature has already clearly established that certain teaching behaviors, e.g., the use of active learning and learning-centered course design, have a positive

impact on student engagement and student learning. Therefore, if we can establish that our faculty development activities have resulted in participants using these teaching behaviors more frequently – and are using them properly, it is not unreasonable to assume that these behaviors will have the same effect on participants' students that they had on students in the SoTL research literature."

- Fink goes on to write: "Hines (2009), after reviewing assessment efforts in 20 separate programs, laid out eight dimensions of quality program assessment:
  - *Systemic*: Creates feedback from systemic and continuous assessment.
  - *Goal-directed*: clear program goals guide the assessment.
  - *Measurable objectives*: objectives are designed in ways that enable measurement.
  - *Criteria for success*: standards have been set that define the desired level of goal achievement.
  - *Assessment methods measure the objectives*: the methods are valid measures of the objectives.
  - *Multiple measures*: the assessment uses multiple measures of program quality
  - *Summative and formative data*: the data gathered can serve the purposes of both program improvement and a determination of end-of-program effectiveness.
  - *Evidence of a causal relationship*: uses comparative data to establish a causal relationship between program activities and its impact(s)."

From [Gillespie & Robertson](#), eds. (2010), the following assessments considerations are highlighted for faculty development programs

- General recommendations for faculty development assessments:
  - The assessment of student learning begins with educational values
  - Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time
  - Assessments should be integrated with course, program, institutional, accreditation, etc. goals - curriculum mapping and alignment is recommended to help with this
  - Assessments should have a specific purpose
  - Setup a single, cohesive system to collect and analyze data in an ongoing way
  - Assessments should be created as part of a collaborative strategic planning process with representatives from across the education community
  - Assessments should be designed knowing the constituents that they are intended for, to help meet responsibilities to students and to the public
  - Assessments should target specific questions, needs, goals, etc.
  - Collect more data than number of participants, costs of programs, perceptions of the program, etc. – the assessments should also assess the educational and programmatic impact of faculty development sessions, resources, supports, etc.
  - Collect longitudinal data to measure the long-term impact of faculty development
  - Assessments should include cost-benefit analyses of faculty development – i.e., are sessions, resources, supports, etc. worth the time, money, etc. that are invested in them?
  - Identify themes, stories, etc. from qualitative data
  - Use external benchmarks, rubrics, etc. to help assess and compare faculty development program, courses, etc.
  - Utilize more than one kind of assessment, one source of data, etc. (e.g., triangulation) so that insights are built on multiple sources
  - Faculty developers should be competent in psychometrics, being able to help instructors to construct and validate their tests

- Assessments should be used to assess more than just student learning, but also the instructor, resources, environment, etc. (e.g., all of the factors that contribute to teaching and learning)
- The purposes of assessment go far beyond mere accountability, they are intended to help inform processes and purposes related to learner development
- Types and examples of assessments that might be used to assess instructors and courses:
  - Formative
    - Focus groups
    - Peer and other observations
    - Ongoing, informal assessments
    - Knowledge surveys
    - Ungraded quizzes
  - Summative
    - Multiple data types and sources
    - Media, records, surveys, students ratings
    - Costs and benefits, student learning, content issues, curricular fit
    - Grades, performance in later courses
    - All kinds of longitudinal data
  - General, misc.
    - Videotaping courses to review with instructors, class observations, etc.
    - Instructor portfolios – teaching philosophy, narratives about teaching experiences, reactions to student work and ratings, etc.
    - Surveys of students self-confidence of competence in course knowledge, skills, etc.
    - Development of SoTL projects
- Instructor/course elements that might be assessed:
  - Instructor knowledge:
    - Content knowledge – understanding of one’s content area
    - Pedagogical content knowledge – educational theories and practices that apply to one’s discipline
    - Curricular knowledge – ability to integrate these two in order to meet the needs of the specific students they are working with
  - Course elements:
    - Instructor’s goals/objectives
    - Course content issues and requirements
    - Students’ predispositions, skills, and knowledge
    - Ways in which learning is assessed
    - Overall teaching and learning environment
    - Alignment of course assessments with objectives, activities, etc.

### Healthcare Education Literature & Assessments

The following are assessment sources, strategies, tools, etc. that instructors and programs might use based on a [recent review](#) of healthcare education literature:

- Assessments for Students/Courses:
  - Oncology Patients' Perceptions of the Quality of Nursing Care Scale-Short Form
  - Work-place assessments
  - Objective Structured Assessment of Technical Skills (OSATS)



- Use of clinical competence assessments; Faculty and student perceptions of clinical simulations
- Journaling; Reflective writing; Clinical Reflections
- Positively framing feedback to students
- Portfolios
- High stakes testing; Test questions; Use of student generated questions; Use of long menu questions; Progress testing; Open-ended guided questions
- Student perceptions of their own preparedness
- Assessment of Medical Education Environment by Teachers (AMEET)
- Patient feedback; Simulated patient feedback
- PBL-based Assessments
- Concept mapping to evaluate knowledge structures
- TeamMonitor self-assessment tool
- Van der Vleuten's conceptual framework of longitudinal evaluation
- Conceptions of Learning and Teaching (COLT) Questionnaire
- Implicit Association Test
- Use of the Jefferson Scale of Empathy (JSE)
- Davis's Interpersonal Reactivity Index (IRI)
- Sieloff-King Assessment of Group Empowerment Within Organizations (SKAGEO)
- Attitude Toward Poverty Scale
- Nurse Self-Concept Questionnaire (NSCQ)
- General Perceived Self Esteem Scale
- Integrative Patient Care (IPC) measure
- World Health Organization Quality of Life (WHOQOL-BREF) survey
- Use of Readiness Assurance Tests for exams
- Nature and quality of team communication
- Competitive State Anxiety Inventory-2 (CSAI-2) survey; State-Trait Anxiety Inventory (State Anxiety Scale)
- Perceived Stress Scale
- Knowledge surveys
- Use of face-to-face interviews with students to assess deep learning; Use of self-explanations
- Self-Directed Learning Readiness Scale for Nursing Education (SDLRNE)
- Nursing Competence Self-Efficacy Scale (NCSES)
- Assessment of clinical reasoning (ASCLIRE)
- California Critical Thinking Disposition Inventory (CCTDI); Holistic Critical Thinking Scoring Rubric
- Addressing lapses in professionalism
- Use of Concordance of Judgment Learning Tool (CJLT)
- Surveying students to understand barriers to completing research projects
- Jefferson Scale of Attitudes toward Physician–Nurse Collaboration (JSAPNC)
- Attitudes towards health care teams scale (ATHCTS)
- Inter-professional education perception scale (IEPS); Readiness for Inter-professional Learning Survey (RIPLS)
- Questionnaire for Psychological and Social factors at work (QPSNordic)
- Arizona Communication Interview Rating Scale (ACIR)
- Genomic Nursing Concept Inventory (GNCI)
- Use of unfolding case studies to assess clinical decision-making abilities
- Use of rubrics; Use of assessment rubrics for self-assessment

- Peer assessments
- Evidence-Based Practice Knowledge Assessment in Nursing (EKAN)
- Dundee Ready Environment Measure (DREEM); Manchester Clinical Placement Index (MCPI)
- Development Work Research (DWR) for organizational change
- Feedback from students, preceptors, faculty and the host site in clinicals; Clinical educator feedback to students
- Use of mini-clinical evaluation exercise (mini-CEX)
- Use of random case analysis to direct observation (ARCADO) formative assessments
- Use of clinical/critical pathways for student evaluations
- Assessments for Instructors/Programs:
  - Evaluation of technology-enhanced learning (TEL)
  - Incivility in Nursing Education (INE) Survey
  - Network General Work Activity questionnaire (O\*NET-GWA)
  - Work Style questionnaire (O\*NET-WS)
  - Use of psychometric assessments to assess students overall readiness for healthcare programs
  - Use of Student Curriculum Review Team (SCRT) and acquiring student feedback about the program
  - Use of contribution analysis to link education to patient outcomes
  - Use of faculty review committees
  - Survey faculty for advice to give to new instructors
  - Student feedback on faculty behavior
  - Authentic Leadership Questionnaire (ALQ)
  - Use of program evaluations to assess impact
  - Comparing entering and exiting student performance
  - Evaluations of virtual patient designs
  - Feedback from students, preceptors, faculty in clinicals
  - Surveying own and other programs
  - Host site feedback
  - Student perceptions of programs; Use of alumni & student feedback
  - Assessing student readiness for healthcare ed programs
  - Improving response rates for students' program feedback
  - GPA review
  - Situational judgement tests (SJTs)
  - Use of supervisor and co-workers feedback
  - Preparedness for Hospital Practice (PHPQ) survey
  - Multiple-Mini Interviews (MMIs)
  - Use of theory-based evaluations for program assessments
  - Use of post-employment data
  - Review of previous years' qualitative and quantitative student data
  - Survey of stakeholders (e.g., policy makers, experts, educators, health care providers, patients, students and parents)
  - Accreditation standards
  - Evaluating teaching resources: fiscal, physical, and learning resources

### NMC-related Assessments

The following lists the kinds of assessments commonly used at NMC based upon a recent systems portfolio, program data, a sampling of syllabi, and recent conversations with NMC instructors, program directors, and staff:

- Information from the [Systems Portfolio](#) (2014):
  - Assessments utilized:
    - 2013 Priorities Survey for Online Learners (PSOL)
    - National Survey of Student Engagement (NSSE) Results
    - Standardized rubrics for the Educated Citizen initiative
    - NMC Engagement survey
    - IDEA Course Evaluation
    - Noel-Levitz SSI Results
    - Post-Test Analysis of Student Humanities Assessment
    - Student Portfolios
    - Student Satisfaction Inventories, surveys, etc.
    - NMC Assessment of Community Partnerships
    - Surveys to Measure Valuing People
    - NMC Culture Audit Mean Gap Score Comparison
    - Culture Audit Questions that Relate to Mission and Vision
    - Assessment of Risk at NMC
  - Data being gathered:
    - Quality of online instruction
    - Timely faculty feedback about student progress
    - DFW Rates
    - Program graduation rates
    - Faculty Salaries
    - Percentile rankings
    - Employees Perception of NMC as a Place to Work
    - Employees Perceptions of Training and Professional Development
    - Operating revenue and income
    - Speech Sample Analysis and Results for specific courses
    - Licensure Pass Rates
    - Ethnic Composition of NMC Students
    - Employment Rates of students
    - Different views of NMC by Stakeholders
    - Different views of Employers
    - Student Levels of Satisfaction, ratings of NMC, etc.
    - Employee Satisfaction, Engagement, Health and Safety and Well-Being
    - Student Academic Integrity Violations
    - Prospective and Current Student Needs
    - Federal Student Loan Default Rates
    - Scholarship/Grant and Loan Ratio
    - Student Persistence and Completion rates
    - Community Partnerships Facilitated Through CfHP
    - Alumni Data
    - Employee Turnover Rate
    - Resources Used to Train and Develop Personnel at NMC
    - Advanced Degree Financial Support
    - External Constituencies' Needs that are Met as Part of NMC Mission
    - Number of Employee Hours Volunteer and Equivalent Dollar Amounts

- CFI Ratios and Composite Scores
  - Venues of Structured Open Communion at NMC
  - Budgets, costs, etc.
  - Credit Hour Production by Program
  - Cost-Savings by Discontinuation
  - AQIP Projects
  - Evidence of a Culture of Quality
- Sources of data:
  - Students
  - Faculty
  - Alumni
  - Institutional data (e.g., costs, DFW rates, etc.)
  - External tests, benchmarks, etc.
  - Stakeholders
  - Employers
- Bases for Evaluative Purposes:
  - Comparison of Results with Internal Targets and External Benchmarks (e.g., NSSE, PSOL, etc.)
  - Comparisons with other institutions, percentile rankings with other organizations, etc.
  - Internally created rubrics (e.g., for Educated Citizen, portfolios, etc.)
  - Pre/post assessment comparisons
  - Comparing longitudinal/historical data
  - Standardized, accreditation, licensure, etc. tests, rubrics, etc.
  - Improvements, actions, etc. reported by programs, divisions, etc.
  - Likert scale types of surveys, evaluations, etc.
- Program data: The annual reports for 2014-15 were reviewed from Arts & Sciences (2014-15), MSN Director Report (2014-15), and the Health Promotion Management Yearly Assessment Report (2011-12). The following assessment-related information was noted:
  - Assessment tools, activities, approaches, strategies, etc.:
    - Surveys
    - Focus groups
    - Course evaluations
    - NSSE
    - Rubrics
    - Student Satisfaction Inventory
    - ATI Testing
  - Data being gathered:
    - Action item statuses
    - Accomplishments of faculty
    - Faculty satisfaction related to compensation, physical space, technology, and academic support services
    - DFW rates
    - Attrition rates
    - Student satisfaction and perceptions of portfolios, Educated Citizen, communication skills, critical thinking
    - Student scores on portfolios and capstone presentations
    - Faculty participation in development opportunities (e.g., conferences, education, etc.)

- Graduation rates
  - Employment rates
  - Sources of data:
    - Faculty
    - Students
    - Institutional databases
    - Alumni
    - Employers
    - Advisory Boards
  - Bases for Evaluative Purposes:
    - Benchmarks – national and internal
    - Target goals
    - Pre/Post tests
    - Program goals
- Sampling of course syllabi: The following data was collected from syllabi for HPM 508 (Spring 2016), CVS 213 (Fall 2015), and SCI 716 (Fall 2014).
  - Assessment tools, activities, approaches, strategies, etc.:
    - Case studies
    - Discussion boards
    - Organizational assessment
    - Projects
    - Written papers
    - Exams
  - Data being gathered, what is being assessed:
    - Communication ability
    - Participation
    - Content knowledge, integration of course content
    - Students' abilities to analyze, think critically, etc.
    - Students' abilities to innovate
  - Bases for Evaluative Purposes:
    - Participation criteria
    - Rubrics
    - Exam correct answers
- The Educated Citizen initiative is resulting in the creation of an assessment-driven process complete with standardized rubrics, benchmarks, reporting systems, and ongoing discernment of how this information might be used to influence the courses, programs, and the institution
  - These include:
    - Annual program reports
    - Institutional strategic planning
    - Budget decision
  - Since these assessments will track course-level information and be standardized across programs, the Center might use them in the following ways:
    - Identifying Educated Citizen (EC) areas that programs and courses are generally having difficulty meeting their benchmarks on
    - Identifying specific courses and programs that need help with specific EC areas
    - Identifying specific instructors that might need help with EC areas
    - Tracking specific students' longitudinal progression and using this information to make decisions about what kinds of programming and support to offer

- Using the data to create SoTL projects that are or are a part of continuous quality improvement projects
- Information from [recent discussions](#) with NMC instructors, program directors, and staff:
  - General considerations:
    - Assessments are needed to help support continuous quality improvement
    - Use of quizzes at the beginning of class to check student understanding can take up too much time
    - Some classes are using quizzes and exams that have more applied case study questions rather than just factual recall
    - Some instructors feel pressured to teach to the test as well as accreditation standards
    - It is important to align assessments with course and program objectives
    - There are struggles with consistency in grading across instructors (e.g., class with different sections/instructors may grade the same assignment differently, even when using the same rubric [i.e., inter-rater reliability issues])
    - Instructors need help learning how to write good discussion questions
    - Ideally, some would like for all classes to be assessed for quality before they go live with students, particularly online courses
    - There is need for standardized course evaluations (not just student evaluations of courses/instructors)
    - Some report that no classroom observations are conducted and that this is a concern
  - Types of assessment activities being utilized:
    - Portfolios
    - Quizzes and tests
    - Discussion boards
    - Surveys
    - Publications and projects by faculty
    - Faculty attendance at conferences
    - Peer reviews of courses
    - Attrition rates in courses
    - Planned experiences that require its learners to engage, reflect and grow
    - Certification programs
    - Center Advisory Board review of Center's programs and offerings
    - Focus groups
    - Annual performance evaluations
  - Bases for Evaluative Purposes:
    - Rubrics
    - Accreditation standards
    - Educated Citizen guidelines and rubrics
    - Bloom's taxonomy
    - Certification programs
    - Awards
    - Outcomes based evaluations

### Common Themes and Possible Assessment Sources

General considerations for assessments include the following:

- General assessment considerations:
  - Primary purposes of assessments are ultimately to continually improve teaching and learning for the entire college
  - Feedback from assessments should be framed positively and constructively
  - Assessment validity, reliability, psychometrics, etc.
  - Sample sizes for validity, reliability, norming, etc.
  - Privacy, confidentiality, etc. issues
  - Equitability and cultural relevancy of assessments
  - Persons involved in the creation, dissemination, and analyses of the assessments
  - Purposes the assessment(s) will be used for, who the audience is, etc.
  - Assessment results collecting, analysis, and reporting processes should be centralized and systematic
  - Expectations for learners should be clear to them before conducting the assessment
  - Person(s) assessing should understand learner experiences/perspectives (e.g., if assessing online students, instructors should have experience as an online learner)
  - Assessments should be serve specific and clearly stated foci, objectives, etc.
  - Wherever possible, multiple assessments should be used utilized to ensure accuracy (e.g., triangulation using different assessment types, sources, data, etc.)
  - Assessments should clarify potential causal relationships between chosen actions and intended outcomes as well as provide insights into the costs/benefits of activities, courses, programs, etc.
  - Assessments should be directly linked to the teaching and learning theories that one is using to guide course/program design
  - Assessments should be linked to institutional, accreditation, etc. goals, assessments, etc.
- Types of assessments
  - Formative vs. Summative
  - Informal vs. Formal
  - Individual vs. Group
  - Direct vs. Indirect
  - Embedded vs. Add-on
  - Qualitative vs. Quantitative
  - Objective vs. Subjective
  - Single vs. Multiple
  - Massed vs. Distributed
  - Internal vs. External
  - Focused vs. systemic
  - Ecosystem, gap analysis, goal attainment scaling, etc. assessments
- Items to possibly assess (i.e., items that have been identified by the objectives):
  - Knowledge
  - Skills, behaviors, psychomotor abilities, etc.
  - Dispositions, motivations, attitudes, etc.
  - Perceptions
  - Competencies in specific areas
  - Areas, abilities, etc. that are identified by standards, taxonomies (e.g., Bloom's), etc.
  - Group interactions
  - Impact on communities, organizations, etc.
  - Effectiveness/influence of course, program, or institutional actions, resources, environment, learning activities, support systems, etc.



- Alignment of course, program, and/or institutional elements (e.g., objectives, activities, resources, assessments, teaching/learning theories, etc.)
- Sources to possibly collect data from for assessment purposes:
  - Students
  - Instructors
  - Peers, colleagues, etc.
  - External reviewers, field supervisors, employers, alumni, administration, advisory boards, boards of directors, etc.
  - Course, program, and institutional databases (e.g., student information system, learning management system, etc.)
  - External data sources for benchmarking, comparisons, surveys, etc. (e.g., NSSE, etc.)
- Specific kinds of data that might be collected:
  - Nature and quality of team communication
  - Timely faculty feedback about student progress
  - DFW Rates
  - Program graduation rates
  - Faculty Salaries
  - Percentile rankings
  - Employees Perceptions
  - Operating revenue and income
  - Licensure Pass Rates
  - Ethnic Composition of NMC Students
  - Employment Rates of students
  - Different views of NMC by Stakeholders
  - Student Levels of Satisfaction, ratings of NMC, etc.
  - Student Academic Integrity Violations
  - Prospective and Current Student Needs
  - Federal Student Loan Default Rates
  - Scholarship/Grant and Loan Ratio
  - Student Persistence and Completion rates
  - Community Partnerships
  - Alumni Data
  - Employee Turnover Rate
  - Resources Used to Train and Develop Personnel at NMC
  - Advanced Degree Financial Support
  - Number of Employee Hours Volunteer and Equivalent Dollar Amounts
  - CFI Ratios and Composite Scores
  - Venues of Structured Open Communion at NMC
  - Credit Hour Production by Program
  - AQIP Projects
  - Evidence of a Culture of Quality
  - Action item statuses
  - Accomplishments of faculty
  - Attrition rates
  - Student scores on portfolios and capstone presentations
  - Faculty participation in development opportunities (e.g., conferences, education, etc.)
- Possible bases for evaluation of collected data:
  - Course and program objectives

- Designations of “right” answers on quizzes, tests, etc.
- Rubrics
- Likert-type of scales, self-rating scales, etc.
- Identified levels of competency
- Culturally accepted norms, expectations, etc.
- Norm-referenced criteria, percentile scores/rankings, bell curve analysis, etc.
  - e.g., comparing how learners have performed relative to one another as opposed to comparing their performance against an mastery/competency standards, which are known as criterion-referenced evaluation
- National, regional, discipline-specific, accreditation, etc. guidelines, benchmarks, tests, rubrics, etc.
- Pre/Post-assessment comparisons
- Levels of integration in course/program content, skills, and dispositions in learner-generated materials, behaviors, etc.
- Longitudinal/historical comparisons
- Theory-based competencies
- Assessment tools, activities, approaches, strategies, etc.:
  - Tests, quizzes, etc.
  - Worksheets
  - Portfolios
  - Self-assessment assignments
  - Peer-assessment assignments
  - Surveys and evaluations
  - Interviews, focus groups, etc.
  - Essays, thesis papers, etc.
  - Research projects, inquiry-based assignments, theory-testing projects, etc.
  - Problem-solving/based assignments
  - Oral exams, presentations, etc.
  - Observations or video/audio recordings of learner interactions, behaviors, etc.
  - Demonstration of specific knowledge and skills
  - Role playing activities, drama-based approaches, etc.
  - Creativity projects – story-making, art, photography, dance, collages, etc.
  - Games, simulations, etc.
  - Writing prompts, enter/exit tickets, minute papers, etc.
  - Reflective writing, journals, social media activities (e.g., blogs, Twitter, etc.), etc.
  - Real-world experiences, workplace based activities, etc.
  - Learner-centered strategies (e.g., learners must develop and complete their own assignments, projects, etc. with varying degrees of instructor support and guidance)
  - Educational software, app’s, etc. designed to assess various aspects of learning
  - Collecting student notes, journals, etc. from reading, lecture, field experiences, etc.
  - Discussions, debates, etc.
  - Collaborative projects, small group work, think-pair-share, etc.
  - Community-based activities, service-learning projects, organizational/quality improvement projects, etc.
  - Case study research, analyses, etc.
  - Course and program quantitative data such as completion rates, grades, etc.
  - Quantity of learner participation, accessing course elements, interactions with one another, time spent in active learning, etc.
  - Creating concept maps, graphic organizers, etc.

- Capstone projects
- Past awards, degrees, certifications, etc. earned by learners
- Any course/program activity in which empirical data can be gathered from

## Appendix G - Activities, Organization, & Resources (AORs)

The final essential element to consider when it comes to course and program development are the specific activities, resources, and organization of the course/program modules/units/lessons/activities. As with each of the previous appendices, resources from education more generally, healthcare education, and NMC are compiled. Their purpose is to again help Center staff to know of the range of possibilities that are available for this element. The finalized AORs will be detailed in the Overall Plan section of this document.

### General AORs Highlighted in Education

As one might imagine, the educational literature for this essential element is voluminous as it comprises the very core of what educators do in classes. As a result, only a sampling of this literature is compiled here and recurring themes noted. Just as with the Assessment appendix, both educational literature more generally and faculty development resources are considered. The more general educational literature is intended to provide Center staff not only with ideas for the kinds of AORs that they might utilize in Center programs but also with an overview of the kinds of AORs that NMC instructors might be using in their courses and programs. The faculty development resources are intended to provide the Center with AORs that staff might directly use.

#### *A) General Education Literature*

The following is a beginning list of the kinds of activities, course/program organization possibilities, and resources that are commonly used in education. The purpose of this list is to have a greater awareness of the possibilities that are available for each of these areas.

- General Guidelines
  - AORs should help learners to progress towards the given objectives
  - AORs should align with the teaching/learning theories that are being used to help guide the course/program development
  - AORs should support the assessment strategies that are chosen
  - AORs should be responsive to learners' specific needs, backgrounds, culture, engagement, etc.
  - AORs should guide students through teaching and learning processes
  - AORs should be able to be effectively implemented in the given environment(s) that they are intended for
  - AORs should align with program, institutional, accreditation, etc. missions, values, standards, etc.
  - AORs should foster learner-learner, learner-content, and/or learner-instructor interactions
- Activities
  - Lectures
  - Videos
  - Reading assignments
  - Class discussions, debates, online discussion boards, Socratic questioning, social media interaction assignments, guided questioning, etc.
  - Think-Pair-Square-Share activities, group projects, jigsaw activities, etc.
  - Peer reviewing, teaching, coaching, mentoring, etc. assignments
  - Guided discovery activities, experiments, problem-solving activities, etc.

- Writing prompts, enter/exit writing assignments, one-minute papers, summarizing readings/lectures, note taking, etc.
- Journaling, field notes, etc.
- Concept mapping exercises
- Collages, sculpting, creating cartoons, etc.
- Drama writing, story-making, etc. activities
- Use of specialized software, app's, websites, etc.
- Data analysis, organizing, synthesizing, etc. activities
- Service-learning projects, applications of knowledge/skills to real-life situations, collecting data in the field, problem posing activities, etc.
- Field work, clinicals, site-visits, internships, shadowing activities, field trips, etc.
- Role playing, simulations, etc.
- Play-making, story-writing, digital storytelling projects, etc. activities
- Game-based activities
- Interviewing others, designing and conducting surveys, etc.
- Guided practice problems, modeling by working examples, etc.
- Giving presentations
- Student-generated examples, case studies, questions, etc.
- Portfolio assignments
- Practice tests, review sessions, etc.
- Mindfulness activities
- Case study analyses, evidence-based cases/projects, etc.
- Research projects, literature reviews, etc.
- Quality improvement projects, action research projects, etc.
- Creating curriculum, lessons, etc.
- Virtual reality quests, online/web quests for information, etc.
- Whole-part-whole deconstruction/construction, identifying similarities and differences, etc. activities
- Test retaking, revisions, re-writing, etc. activities
- Course Organization Possibilities
  - Organize course/program by concepts, topics, etc.
  - Organized by course/program outcomes, competencies, etc.
  - Organize following specific steps (e.g., scientific method), tasks, etc.
  - Organized by assessments
  - Organized by activities, teaching strategies, etc.
  - Organized by textbook chapters
  - Organize by time (e.g., Week 1, Week 2, etc.)
  - Organization based on teaching/learning theories, developmental models, etc.
  - Organization by resource types
  - Fixed organization (e.g., course/program order is set and does not change)
  - Flexible organization (e.g., course/program order changes based on learner engagement, environmental changes, etc.)
  - Differentiated instruction (e.g., course/program is matched to fit with learners' current competencies/abilities)
  - Self-paced vs. cohort based
  - Competency-based progress (e.g., learner only advances to the next lesson/module/course once they have demonstrated the competencies of the previous one(s))
  - Face-to-face vs. virtual AORs

- Linear vs. branching organization (e.g., progressing straight through vs. the path being chosen based upon learner performance)
- Instructor vs. learner chosen (e.g., chose your own learning path) organizations
- Resources to Consider
  - Literature for instructors/learners to engage
  - Multimedia resources available for instructors/learners to engage
  - Room setup
  - Online environment layout
  - Budget
  - Support staff
  - Technologies available within and outside of the class/program
  - Internet access
  - Specialized software, app's, websites, etc.
  - Materials needed for specific activities
  - Time constraints of instructors/learners
  - Experts, guest speakers, etc.
  - Organizations, institutions, etc. that one has available to them
  - Instructor/learner backgrounds, passions, connections, etc.
  - Local and virtual environments that one has available to them
  - Third party curriculum resources (e.g., from publishers, accrediting bodies, etc.)
  - Instructor/learner families, peers, co-workers, etc.
- Sources: [Eggen & Kauchak](#) (2011), [Slavin](#) (2008), [Diamond](#) (2008), [Friedman & Fisher](#) (1998), [Beard & Wilson](#) (2013), [Waterhouse](#) (2005), [Dean et al.](#) (2012), [Payne](#) (2008), [Langer](#) (1997), [Duncan-Andrade & Morrell](#) (2008), [Bergmann & Sams](#) (2012), [Solomon & Schrum](#) (2014), [Wink](#) (2011), [Bruning et al.](#) (2011), [Reiser & Dempsey](#), eds. (2012), [Zipes](#) (1995)

### *B) Faculty Development Literature*

The following are some of the strategies that have been suggested in relation to faculty development.

From the [Vision & Mission Statements](#) appendix, the following AOR-related information was noted:

- General
  - Supports the mission of the college/university; support the college's mission, vision and strategic goals
- Activities
  - Cultivate an environment of continuous quality improvement
  - Promote intellectual engagement
  - Cultivate critical thinking and foster academic success
  - Shared inquiry, assessment, and reflection
  - Foster an informed and collaborative dialogue among faculty on matters relating to teaching, learning, and assessment
  - Support students and faculty collaboration in research and creative work
  - Help faculty and staff to gain ways to evaluate and assess their own professional effectiveness
  - Enhance diverse faculty's skills in clinical and classroom teaching, research, leadership, and scholarship
  - Help with the retention of quality faculty and staff

- Encourage critical reflection, pedagogical experimentation and exploration, and innovation in teaching
- Supports full-time and part-time faculty in integrating diverse methods and teaching styles in their teaching
- Bringing other educators to campus to share their experiences and best practices;
- Sponsoring presentations, discussions, and workshops on issues related to these topics
- Provide opportunities for faculty to share their experiences and best practices with each other such as holding open houses to encourage faculty discussion
- Supporting research opportunities for faculty and staff that enhance instruction and improve student learning
- Encourage ongoing inquiry into teaching effectiveness
- Provide instructors with instructional practices and materials which can be immediately implemented to the benefit of their students
- Promoting the use of advanced education techniques, effective information technologies, and models of best practices
- Circulates new information and best practices about teaching theories and strategies
- Helps to identify problems and suggest solutions for classroom practice
- Help faculty in identifying and implementing teaching strategies that support student learning
- Sponsoring a faculty auditing program and offering help with assessment
- Coordinates instructional design support
- Organization
  - Promoting a learning-centered community that supports teaching and service excellence in a collaborative environment
- Resources
  - Provide service to all faculty, staff, and students
  - Support students and faculty collaboration in research and creative work
  - To provide faculty with the tools they need to navigate a successful career
  - Bringing other educators to campus to share their experiences and best practices;
  - Sponsoring presentations, discussions, and workshops on issues related to these topics
  - Maintaining a Center website
  - Create multiple pathways for faculty and staff to access the scholarship of teaching and learning
  - Expand delivery options, including the use of instructional technology in student learning
  - Provide service to all faculty, staff, and students, helping each achieve their goals in class and in practice
  - Coordinates instructional design support
  - Supports online education
  - Reviewing grants for curriculum development and teaching innovation and providing grants to faculty for course improvement work

From [Gillespie & Robertson](#), eds. (2010), the following AOR-related recommendations are proposed:

- Activities
  - Workshops, training sessions, etc.
  - Individual consultations with instructors
  - Classroom observations and feedback
  - Orientations for new faculty, adjuncts, etc.



- Faculty fellow programs
- Teaching circles, faculty learning communities, communities of practice, etc.
- Participation in national grants and research opportunities
- Leading faculty development retreats
- SoTL projects, support for evidence-based teaching and learning, etc.
- Strategic planning for the Center
- Peer and self evaluations
- Creating websites, resources, etc. for instructors to use
- Providing mentoring, support groups, open classrooms, etc.
- Institutes, extended training programs, academies of teaching and learning, certificate programs, etc.
- Hosting institutional conferences on teaching and learning innovations, projects, etc.
- Book clubs, discussion groups, etc.
- Curriculum mapping/development support for instructors and programs, syllabi reviews, etc.
- Support for multicultural curriculum development, awareness, exploration, etc.
- Programs for instructors that help increase self-awareness of personality type, teaching styles, cultural locations, etc.
- Celebrate a diversity of teaching styles via programs, awards, demonstrations, etc.
- Creating activities that foster faculty ownership of the faculty development efforts
- Provide ongoing support for organizational development efforts
- Match faculty development opportunities with promotion/tenure requirements
- Organization
  - Faculty development initiative types: centralize teaching and learning center, individual faculty member, faculty development committee, system-wide offices
  - Organized according to institutional level of focus: instructor/course level; faculty/program level; organizational level;
  - Organize according to Center projects
  - Creating developmentally appropriate training sessions (e.g., novice, intermediate, advanced)
  - Modifying program efforts to meet the needs of adjuncts
  - Goal-directed faculty development efforts
  - Instructor-initiated/selected development efforts
  - Offer online and face-to-face opportunities
- Resources
  - Use of external consultants
  - Guest speakers
  - Providing grants, stipends, etc. to instructors/programs
  - Budgeting and salary considerations
  - Number of Center staff
  - National grant and research opportunities
  - Technologies that one has available for communication, tracking participants, marketing, assessments, etc.
  - Accreditation guidelines
  - Institutional personnel: adjunct instructors, faculty members, division chairs, administration, staff, etc.
  - IT and ed tech staff
  - Literature: education, ID&T, faculty development
  - Advisory Board, faculty development committees, etc.

- Creating websites, resources, etc. for instructors to use
- Experienced instructors
- Students
- Other faculty development centers, initiatives, etc.
- Institutional departments committed to multicultural activities, support, etc.
- Providing resources for instructors to attend faculty development conferences, trainings, etc.
- Rubrics, checklists, guidelines, best practices, etc. to help guide course development, use of ed tech, etc.
- Self-assessment tools
- Physical space and location

### Healthcare Education Related AORs

The following is a list of activities, course organization considerations, and resources from a [recent review](#) of healthcare education literature:

- Activities:
  - Social class dinner activity
  - Use of reflections; Reflective journaling; Use of intuition in reflective practice; Reflective writing activities
  - Implementing projects or conducting research; Serving on research teams; Supporting publications of students; Participatory action research projects;
  - Organizational improvement projects and training
  - Clinical simulation; Simulation exercises; Use of large-scale complex health care simulations; Use of In-situ simulations; Use of virtual patients; Students role playing as patients; Use of experienced students as teachers in simulations
  - Clinical placements; Use of clinical exercises and experiences; Clinicals in under-represented communities; Use of daily reports on patients in clinicals to foster critical thinking; Modeling empathy in clinicals; Preceptorship, faculty-student practice clinics
  - Concept and content mapping activities; Use of mind map activities
  - Self-care and stress management skills training
  - Use of biofeedback and mindfulness meditation
  - Single vs. mixed practice activities
  - Community-based experiences; Community-based participatory research (CBPR) projects
  - Peer teaching; Peer coaching/mentoring; Use of experienced students as teachers in simulations; Student led orientations
  - Attending practical classes, active learning strategies
  - Use of supervisor support
  - Organizational improvement projects and training; Completing Quality Improvement projects; Physician Quality Improvement Initiatives (PQII)
  - Systematic viewing activities
  - Use of unfolding case studies to assess clinical decision-making abilities
  - Incorporation of photovoice—a qualitative research method
  - Use of small group activities; Use of faculty-facilitated, peer small group virtual classrooms
  - Use of a regular Analytical Support Clinic
  - TeamSTEPPS®-based scenarios
  - Case study analysis; Case-based reasoning

- Use of a student-led healthcare professional conference
- Mentoring from near-peers, basic scientists with clinical background, and senior clinicians
- 6 thinking hat exercise
- Use of debates; Discussion activities
- Teaching evidence-based practices in clinicals and practice settings
- Teaching/using proofreading skills
- Skills lab
- Book groups
- Pre-class activities
- Academic League projects
- Gaming activities
- Direct instruction, lecture; Covering concepts
- Sharing cross-cultural experiences
- Critical reflection activities
- Immersion & service-learning experiences; Study abroad; overseas service-learning placements; Cross border experiences
- Creativity projects; Use of photo-elicitation projects
- Role playing activities
- Visual narrative illustrations (VNI)
- Organization:
  - Use of unfolding case studies to assess clinical decision-making abilities
- Resources:
  - Case-based computer programs
  - Use of remote supervision
  - Use of Wikis
  - Use of imaging resources
  - Use of checklists to help guide critical thinking
  - Incorporation of photovoice—a qualitative research method
  - Use of TV medical drama video clips; Use of multimedia; Use of videos; Use of online lecture capturing system (OLCS)
  - The FACTS Mnemonic for research skills
  - Use of IRB
  - Use of elearning resources, apps, and ed tech; Near-patient e-learning tools; Use of mobile app's
  - Use of ISBARR framework (Identify, Situation, Background, Assessment, Recommendation, and Repeat)
  - Culturally Competent Nursing Modules (CCNMs) developed by the U.S. Office of Minority Health
  - Use of e-communication tools
  - Synchronous platforms
  - Use of social media
  - WebQuest online activity
  - Use of skilled facilitators
  - Use of virtual patients
  - Use of theater students as patients
  - Use of Second Life
  - Use of high-fidelity human simulation (HFHS)
  - Use of experienced students as teachers in simulations

- Development Work Research (DWR) for organizational change
- Use of AMEE's Entrustable Professional Activities (EPAs)

### NMC Activities, Organization, and Resources (AORs)

The following lists these elements as they have been found at NMC according to the [Systems Portfolio](#) (2014), [documents and discussions](#) with NMC instructors and staff who heightened both assets as well as needs in relation to AORs, and a review of the syllabi for the following classes from spring 2016: APL 515, COM 230, HPM 515, NRS 450, NRS 516, NRS 812, PTA 130, RAD 121, SCI 200, SUR 280

- Activities
  - Course readings
  - Discussion boards
  - Quality improvement projects, innovation projects, etc.
  - Faculty development retreats
  - Field education experiences, week-long experiences, cultural immersion experiences, clinical assignments, etc.
  - Concept mapping
  - Case study analyses, creating care plans, etc.
  - Lectures, guest speakers, etc.
  - Portfolios
  - Virtual patients, simulations, skills lab, mock interviews, etc.
  - Faculty Interest Groups (FIGs)
  - Faculty/staff book discussions
  - Tutoring
  - Writing Across the Curriculum activities
  - Supplemental Instruction
  - Curriculum making group projects, teaching plans, etc.
  - Presentations, narrated PowerPoints, etc.
  - Reflection papers, journals, etc.
  - Videos, movies
  - Group work, Team-based learning activities, etc.
  - Quizlet flashcards
  - Written papers, research projects, literature reviews, etc.
  - Readiness assessment activities
  - Clinical conferences
  - Notes from readings, lecture, etc.
  - Homework assignments
  - Peer evaluations
  - Faculty Fellows Program
  - Annual performance evaluation goals
  - Sessions on working with cohorts specifically
- Course/Program Organization
  - Accelerated (4/5 week) courses
  - Flipped classes
  - Online courses
  - Face-to-face courses
  - Organized by concepts
  - Organized by weeks

- Organized by objectives
- Organized by activities
- Organized by textbook chapters
- Resources
  - For some programs, the program director will develop the courses and then adjuncts teach them
  - Many long-time instructors, some with noted expertise in specific educational theory and practice areas (e.g., team-based learning, etc.)
  - Number of staff and faculty with education backgrounds and degrees:
    - Lisa Johnson – Ph.D. – Curriculum & Instruction
    - Natalie Dowty, adjunct, Ed.D
    - Shelley Henderson, adjunct, MSc.Ed.
    - Jackie Hoeft, M.Ed.
    - Melissa Kimmerling, Ed.D.
    - Marla Kniewel, Ed.D.
    - Kari Wade, Ed.D.
    - Connie M. Wallace, Ed.D.
    - Tina Knauss, M.Ed. – Assessment & Evaluation
    - Mary Turner, M.Ed.
  - Faculty who have won teaching awards:
    - Sharon Struby
    - Anna Nesheim
    - Sarah Shomshor
  - Presence of many long-time instructors of online and tech-enhanced courses
  - Despite the recent increases in the number of students, the number of faculty, admin, and staff persons has remained relatively unchanged in 2014 since 2009
    - Several instructors and program directors report struggling with the increasingly limited support that they are experiencing – particularly with administrative and technology-related tasks
  - Some instructors teaching overload, though the administration is working to resolve this
  - Some report that the use of education technologies has the following challenges:
    - Limited offerings in the kinds of technologies that the institution supports
    - Lack of training in the use of the technology
    - Limited staff with limited hours to support the use of the technologies
    - Technologies don't always work as they should
  - NMC will support faculty research with \$10K initially for their projects
  - Combination of traditional classrooms (e.g., tables and chairs) and lab and simulation spaces available
  - Fairly standard educational technologies available in classrooms: computer, projector, Smartboards/touchscreens (some classrooms), cameras (some classrooms)
  - The college employs two instructional designers who currently assist instructors in online programs with course development, building and maintaining most of the course content
  - Educational technology department with a staff of 3-4
  - Some class sizes are quite large – as much as 60-70 students in a section (though this is a rare occasion)
  - The following educational technologies are available for the college to utilize:
    - MyMethodist
    - A/V equipment

- Yuja – lecture capture software
  - Camtasia – video and audio recording and editing software
  - Google for education
  - GoTo Meeting
  - Tablets required for some programs
  - Shadow Health virtual patients
  - Office products
  - Softchalk
  - Turnitin
- Technologies that some requested
  - SPSS
  - NVivo
  - Data management system(s) – to help with collecting, organizing, tracking, analyzing, etc.
  - More plugins for laptops, tablets, phones, etc. in some classrooms
  - Webcams for online instructors
- Guest speakers for faculty development
- Best practices for course development, using ed tech, etc.
- A number of instructors (full-time, part-time, and adjuncts) are content area experts with many years of practical experience in their fields
  - However, many also do not have a formal background in either general educational theory/practice or discipline-specific theory/practice
  - Reported lack of time for program directors to train them
- Many reported the lack of time as a major challenge for their positions
- Some programs are comprised almost completely of adjunct instructors
- Many online courses now have a master course template that instructors can update and utilize for classes that they teach on a regular basis
- Marketing department who can help design layouts, look, etc. of courses, sites, etc.
- It was suggested that NMC develop “learning objects” where instructors/designers could integrate already built modules (e.g., on critical thinking, cultural competency, Educated Citizen, etc.) into their courses
- Support services: tutoring, supplemental instruction, advising, etc.
- Funds to support faculty attending conferences (~\$4K/faculty)
- Faculty Development Committee
- Quality Matters: rubrics and reviews
- In addition, the Center’s Advisory Board has compiled two lists of activities that the Center should focus on in the near-term and Center staff have been asked to serve a number of other functions:
  - Top-10 List:
    - Lecture Capture Technologies
    - Classroom Pedagogy / Active Learning
    - Website for the Center
    - Teaching Assessment
    - Teaching Portfolio (AIR)
    - Seminar/Webinar/Lunch and Learn/Modules
    - Mentoring program – Consultation
    - Best practices online/on ground
    - Classroom technology and implementation/Software instruction
    - Student Professionalism

- Additional items to address in the future:
  - Student responsibility for learning
  - FIG Offerings
  - Awards and Recognitions
  - Evidence Based Teaching
  - Service Learning
  - Building learning objectives
  - Grant writing
  - Adjunct assistance
  - Adult learner
  - Partnerships
  - Lab space demonstrations / Simulation training
  - Training for Novice and advanced instruction
  - Certifications
  - Social Media
  - Authorship guidelines
  - Learning Community
  - Building and writing syllabi
  - Creating Rubrics
- Additional tasks that Center staff have been asked to support/complete:
  - Responding to help desk tickets related to MyMethodist and educational technologies
  - Providing training and support for educational technologies – ones that the college officially supports as well as third party software (e.g., Wix, discipline-specific app's, etc.)
  - Supporting the Professional Development and Continuing Education programs
  - Supporting and developing training programs for other departments (e.g., student orientations, MSN online orientations, training on Office products, etc.)
  - Coordinating and supporting Educated Citizen assessments
  - Consulting with specific instructors and programs regarding particular pedagogies, technology-enhanced teaching and learning, assessments, etc.
  - Conducting systematic and comprehensive assessments of all courses using Quality Matters or similar guidelines
  - Compiling lists of resources, conferences, resident experts and super-users, etc. that can support teaching and learning
  - Developing checklists, guidelines, rubrics, templates, etc. based on evidence-based best practices
  - Developing an “introduction to teaching and learning” training program for novice instructors
  - Supporting Campus Facility Planning initiatives (e.g., 501 building)
  - Supporting adjunct orientations and in-services
  - Supporting faculty orientations and in-services
  - Addressing ADA issues for courses and training programs
  - Helping to build a consortium with regional TLC directors
  - Center budgeting, staff management and teambuilding, etc.
  - Supporting common readings, small group book studies, etc.
  - Supporting Toastmasters
  - Supporting faculty research projects
  - Chairing the Syllabi Template task force



- Providing ideas and help with courses with higher attrition rates (e.g., NRS 220)
- Providing support for helping students who fail out of one program to transition to another one
- Serving on the following committees:
  - Faculty Development
  - You Matters – Growth
  - Program Analysis Committee (PAC) – as needed
  - Assessment Council
  - Technology Advisory Council (TAC) – as needed
  - Institutional Review Board (IRB) – as needed
  - Leadership Forum
  - Faculty Fellows - optional
  - Persistence & Completion

### Common Themes

From these many resources, the following general statements about activities, organization, and resources (AORs) can be made:

- AORs should help learners to progress towards the given objectives
- AORs should align with the teaching/learning theories that are being used to help guide the course/program development
- AORs should support the assessment strategies that are chosen
- AORs should be responsive to learners' specific needs, backgrounds, culture, engagement, etc.
- AORs should guide students through teaching and learning processes
- AORs should be able to be effectively implemented in the given environment(s) that they are intended for (e.g., at the college, in clinicals, etc.)
- AORs should align with program, institutional, accreditation, etc. missions, values, standards, etc.
- AORs should help to foster learner-content, learner-learner, learner-instructor, and/or learner-community interactions
- There are at least the following groupings of support and resources to draw from:
  - Center staff
  - Instructors, staff, administration
  - Students
  - External resources, experts, etc.
    - Professional development staff
    - Health system staff
    - Other regional colleges
    - Regional organizations, experts, conferences, etc. (e.g., NDLA, NETA, etc.)
    - National and international organizations, experts, conferences, etc. (e.g., Magna, Teaching Professor's conference, ISTE, etc.)

As it relates to course/program AORs, the following have been identified. These various considerations can be applied for both courses/programs as well as the Center's activities. As was stated in relation to the other essential elements in this document, since instructors and programs will likely use many of these activities Center staff will need to possess the proficiencies to train and support them. The organizations and resources that are specifically related to the college's current foci and needs are designated with "NMC" in parentheses.

- Activities
  - Lectures, guest speakers, etc. (NMC)
  - Videos, movies, etc. (NMC)
  - Reading assignments (NMC)
  - Worksheets for drill and practice, rote memorization, factual recall, etc.
  - Class discussions, debates, online discussion boards, Socratic questioning, social media interaction assignments, guided questioning, etc. (NMC)
  - Think-Pair-Square-Share activities, team-based learning, group projects, jigsaw activities, affinity/interest small groups, etc. (NMC)
  - Peer reviewing, teaching, coaching, mentoring, study groups, etc.
  - Guided discovery activities, experiments, problem-solving activities, etc.
  - Writing prompts, enter/exit writing assignments, one-minute papers, summarizing readings/lectures, note taking, etc. (NMC)
  - Journaling, field notes, blogging, vlogging, etc. (NMC)
  - Concept/mind mapping exercises (NMC)
  - Use of stories, visualization techniques, imagination, etc.
  - Collages, sculpting, creating cartoons, etc.
  - Drama writing, story-making, digital storytelling projects, creating websites, etc.
  - Use of specialized software, app's, websites, etc.
  - Data analysis, organizing, synthesizing, etc. activities
  - Service-learning projects, applications of knowledge/skills to real-life situations, collecting data in the field, problem posing activities, community-based activities, etc. (NMC)
  - Field work, clinicals, site-visits, internships, shadowing activities, field trips, attending conferences and public events, etc. (NMC)
  - Skills lab activities (NMC)
  - Role playing, simulations, social class dinners, mock interviews, etc. (NMC)
  - Game-based activities
  - Interviewing others, designing and conducting surveys, etc.
  - Guided practice problems, modeling by working examples, etc.
  - Giving presentations (NMC)
  - Learner-generated examples, case studies, questions, flashcards, study guides, etc.
  - Portfolio assignments (NMC)
  - Practice tests, review sessions, readiness assessment activities, etc. (NMC)
  - Mindfulness activities, contemplative practices, use of biofeedback, etc.
  - Case study analyses, evidence-based cases/projects, case-based reasoning activities, etc. (NMC)
  - Research projects, literature reviews, publications, etc. (NMC)
  - Quality improvement projects, action research projects, organizational development projects, etc. (NMC)
  - Creating curriculum, lessons, etc. (NMC)
  - Learner generated self-improvement plans, goal setting, etc.
  - Virtual reality quests, online/web quests for information, etc.
  - Whole-part-whole deconstruction/construction, identifying similarities and differences, 6 thinking hat exercise, etc.
  - Test retaking, revisions, re-writing, etc. activities
- Organization Possibilities
  - Organize course/program by concepts, topics, etc. (NMC)
  - Organized by course/program outcomes, competencies, etc. (NMC)

- Organize following specific steps (e.g., scientific method), tasks, etc.
- Organized by assessments
- Organized by activities, teaching strategies, projects, problems, case studies, etc. (NMC)
- Organized by textbook chapters (NMC)
- Organize by time (e.g., Week 1, Week 2, etc.) (NMC)
- Organization based on teaching/learning theories, developmental models (e.g., beginner, intermediate, advanced), etc.
- Organization by resource types (e.g., readings, videos, websites, etc.)
- Organization based on levels (e.g., individual, group, community, organization, society, etc.)
- Fixed organization (e.g., course/program order is set and does not change) vs. flexible organization (e.g., course/program order changes based on learner engagement, environmental changes, etc.)
- Differentiated instruction (e.g., course/program is matched to fit with learners' current competencies/abilities)
- Self-paced vs. cohort based models of engagement
- Competency-based progress (e.g., learner only advances to the next lesson/module/course once they have demonstrated the competencies of the previous one(s))
- Face-to-face vs. virtual/online AORs, flipped models, blended learning, etc. (NMC)
- Linear vs. branching organization (e.g., progressing straight through vs. the path being chosen based upon learner performance/choice)
- Instructor vs. learner chosen (e.g., chose your own learning path) course/program organizational strategies
- Online environment layout, integration of multimedia principles, etc.
- Duration of course/program
- Resources to Consider
  - Literature for instructors/learners to engage (NMC)
  - Multimedia resources available for instructors/learners to engage
  - Environment setup (e.g., room arrangement, tables/chairs, etc.) (NMC)
  - Budgets (NMC)
  - Grant opportunities
  - Support staff (e.g., ed tech, instructional design, administrative, etc.) (NMC)
  - Number of instructors, learners, program directors, etc. available (NMC)
  - Adjunct vs. full-time vs. part-time instructors (NMC)
  - Functioning technologies available within and outside of the class/program, internet access, etc. (NMC); for NMC, these include:
    - MyMethodist
    - A/V equipment
    - Yuja – lecture capture software
    - Camtasia – video and audio recording and editing software
    - Google for education
    - GoTo Meeting
    - Tablets required for some programs
    - Shadow Health virtual patients
    - Office products
    - Softchalk
    - Turnitin
    - Technologies that some requested:

- SPSS
- NVivo
- Data management system(s) – to help with collecting, organizing, tracking, analyzing, etc.
- More plugins for laptops, tablets, phones, etc. in some classrooms
- Webcams for online instructors
- Specialized software, app's, websites, etc.
- Materials needed for specific activities
- Time constraints of instructors/learners (NMC)
- Experts, guest speakers, etc. (NMC)
- Organizations, institutions, etc. that one has available to them in their discipline
- Instructor/learner backgrounds, knowledge/skills, passions, etc. (NMC)
- Local and virtual environments that one has available to them
- Local and third party curriculum resources (e.g., from publishers, outside organizations, learning object repositories, etc.)
- Instructor/learner families, peers, co-workers, etc.
- Accrediting bodies (NMC)
- Advisory boards, boards of directors, IRB, faculty senate/committees, etc. (NMC)
- Similar courses, programs, etc. at other institutions
- Local and external training programs, conferences, workshops, etc.
- Rubrics, checklists, best practices, assessments, templates, steps to follow (e.g., ADDIE, backward design, etc.), etc. to help guide course/program development
- Clinical supervisors, community members, etc. (NMC)
- Resources generated or gathered by learners, instructors, programs, etc. (NMC)
- Feedback from assessments, learners, instructors, community members, etc. (NMC)

Finally, activities that are related more directly to faculty development programs are listed below. These activities are ones that Center staff are most likely to draw from in their efforts.

- Activities that help with the retention of quality faculty and staff
- Bringing other educators to campus to share their experiences and best practices
- Celebrate a diversity of teaching styles via programs, awards, demonstrations, etc.
- Circulates new information and best practices about teaching theories and strategies – particularly active teaching and learning strategies
- Classroom observations and feedback
- Coordinates instructional design support
- Creating activities that foster faculty ownership of the faculty development efforts (e.g., surveys, planning and leading sessions, etc.)
- Creating websites, resources, etc. for instructors to use
- Critical thinking activities related to fostering academic success
- Curriculum mapping/development support for instructors and programs, syllabi reviews, etc.
- Encouraging critical reflection, pedagogical experimentation and exploration, and innovation in teaching
- Encouraging ongoing inquiry into teaching effectiveness
- Faculty fellow programs
- Help faculty and staff to gain ways to evaluate and assess their own professional effectiveness
- Help to identify problems and suggest solutions for classroom practice
- Hosting institutional conferences on teaching and learning innovations, projects, etc.
- Individual consultations with instructors and program directors

- Institutes, extended training programs, academies of teaching and learning, certificate programs, etc.
- Match faculty development opportunities with promotion/tenure requirements
- Orientations for new faculty, adjuncts, etc.
- Participation in national grants and research opportunities
- Programs for instructors that help increase self-awareness of learning styles, teaching styles, cultural locations (e.g., ethnicity, class, nationality, gender, etc.), personality types, etc.
- Promoting the use of advanced education techniques, effective information technologies, and models of best practices – particularly lecture capture and current classroom technologies
- Provide instructors with instructional practices and materials which can be immediately implemented to the benefit of their students
- Provide ongoing support for organizational development efforts
- Providing mentoring, support groups, open classrooms, etc.
- Support shared inquiry, assessment, and reflection activities
- Sponsoring a faculty auditing program and offering help with assessment
- Support book clubs, discussion groups, etc.
- Support continuous quality improvement projects
- Support for multicultural curriculum development, awareness, exploration, etc.
- Support peer and self-evaluations – particularly in relation to teaching portfolios (AIR)
- Support students and faculty collaboration in research and creative work
- Support teaching circles, faculty learning communities, communities of practice, etc.
- Supporting research opportunities for faculty and staff that enhance instruction and improve student learning; SoTL projects, support for evidence-based teaching and learning, etc.
- Supports full-time and part-time faculty in integrating diverse methods and teaching styles in their teaching
- Workshops, training sessions, presentations, discussions, retreats, etc. on issues related to faculty development topics, etc. – particularly on student professionalism

## Appendix H - Clarifying the Goals & Objectives

In order to use the goals/objectives as the core element to guide this design, the instructor-related goals/objectives list in the [corresponding section](#) above will need to be compiled so that there is a fewer number of goals that are listed. The following list reduces these goals to the main areas:

- Instructors are able to demonstrate their ability to effectively promote learning.
- Instructors are able to apply basic course development methods to their courses.
- Instructors will both support and embody the mission of the college, their departments, and their disciplines.
- Instructors will demonstrate ongoing leadership and professional abilities and development.

Based upon these groupings, as well as the cumulative information contained in the essential element appendices (e.g., Appendix B through Appendix G ), the following goals and their corresponding objectives are recommended for the Center to pursue in the near-term. To ensure that the Center's core values are being embodied, the corresponding values are listed for each goal.

- **Program Goal A (PG-A):** CREATE! will facilitate faculty, staff, and student's ability to effectively promote active teaching and learning strategies to facilitate the achievement of program specific outcomes as well as the college's Educated Citizen goals.
  - *Core Value Alignment:* Excellence, Learning, Holism, Respect
  - *Program Objective #1 (PO-1):* At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to design, implement, and evaluate one or more active teaching and learning strategies that are aligned with one or more program specific and/or Educated Citizen goals to one or more of their courses. Faculty, staff, and/or students will be able demonstrate this ability at a "Proficient" level as defined by the Center's evidence-based guidelines.
- **Program Goal B (PG-B):** CREATE! will assist faculty, staff, and students in the development of learner-centered and well-organized courses using evidence-based course design methods.
  - *Core Value Alignment:* Caring, Excellence, Learning, Respect
  - *Program Objective #2 (PO-2):* At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able apply learner-centered and evidence-based course development methods to one or more of their courses at a "Proficient" level (as defined by the Center's evidence-based guidelines).
- **Program Goal C (PG-C):** CREATE! will facilitate faculty, staff, and student development of authentic and varied assessment strategies that draw from diverse sources.
  - *Core Value Alignment:* Excellence, Learning, Holism, Respect
  - *Program Objective #3 (PO-3):* At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to design, implement, and evaluate one or more authentic and varied assessment strategies that draw from diverse sources to one or more of their courses. Faculty, staff, and/or students will be able demonstrate this ability at a "Proficient" level as defined by the Center's evidence-based guidelines.
- **Program Goal D (PG-D):** CREATE! will facilitate ongoing development of leadership, collaboration, and scholarship among faculty, staff, and students.
  - *Core Value Alignment:* Caring, Excellence, Learning, Holism, Respect
  - *Program Objective #4 (PO-4):* At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to utilize collaborative leadership competencies in their role as an educator, scholar, and/or community member of the college. Faculty, staff, and/or students will be able demonstrate this ability at a "Proficient" level as defined by the Center's evidence-based guidelines.

## Appendix I - Systematic Design Reflections

Now that we have completed a set of initial lists for each of the areas in the other appendices, the goal is to now begin narrowing these down on what this program will be focusing on in the coming year. In addition, it is considered good instructional design practice to ensure close alignment across these elements. As a result, this appendix will seek to highlight connections across these elements by comparing their lists according to the common categories in the table below.

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>	<b>Teaching &amp; Learning Theories</b>	<b>Contextual Considerations</b>	<b>Mission-Centered</b>
<i>Program Objective #1 (PO-1):</i> At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to design, implement, and evaluate one or more active teaching and learning strategies that are aligned with one or more program specific and/or Educated Citizen goals to one or more of their courses. Faculty, staff, and/or students will be able demonstrate this ability at a “Proficient” level as defined by the Center’s evidence-based guidelines.	<ul style="list-style-type: none"> <li>Participant is able to articulate the evidence-based guidelines to designing, implementing, and evaluating one or more active teaching and learning strategies that are aligned with one or more program specific and/or Educated Citizen goals to one or more of their courses. Feedback on this is provided using evidence-based guidelines.</li> <li>Participant submits the design of an active teaching and learning strategy that aligns with one or more program specific and/or Educated Citizen goals for one or more of their courses. Feedback on the</li> </ul>	<ul style="list-style-type: none"> <li>Developing and disseminating evidence-based guidelines for designing, implementing, and evaluating active teaching and learning strategies that are aligned with program specific and Educated Citizen goals.</li> <li>Developing programs and resources (e.g., Faculty Interest Groups (FIGs), lunch &amp; learns, certificate programs, eLearning modules, tutorials, videos, etc.) that help participants to design, implement, and evaluate one or more active teaching and learning strategies that are aligned with program specific and Educated Citizen goals to one or more of their</li> </ul>	<ul style="list-style-type: none"> <li>Active teaching and learning strategies</li> <li>Adult learning theories and strategies</li> <li>Experiential and real-world teaching strategies</li> <li>Self-determination theories</li> <li>Collaborative strategies</li> <li>Instructional design methods</li> </ul>	<ul style="list-style-type: none"> <li>Tech-enhanced teaching and learning</li> <li>Educated citizen</li> <li>Basic levels of competency in education</li> <li>Addressing real-world problems</li> <li>Addressing diversity issues</li> </ul>	<ul style="list-style-type: none"> <li>Holistic learning and development</li> <li>Change agent foci</li> <li>Preference for lower performing students</li> <li>Intercultural competencies</li> </ul>



<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>	<b>Teaching &amp; Learning Theories</b>	<b>Contextual Considerations</b>	<b>Mission-Centered</b>
	<p>design is provided using evidence-based guidelines.</p> <ul style="list-style-type: none"> <li>Participant implements an active teaching and learning strategy that aligns with one or more program specific and/or Educated Citizen goals for one or more of their courses. Feedback on the implementation is provided using evidence-based guidelines.</li> <li>Participant self-evaluates an active teaching and learning strategy that aligns with one or more program specific and/or Educated Citizen goals for one or more of their courses. Feedback on the self-evaluation is provided using evidence-based guidelines.</li> <li>Students provide feedback on participation in the active teaching and learning strategy that is implemented (via course evaluations,</li> </ul>	<p>courses. Two sets of programs will be developed: 1) short programs that address only part of these topics; 2) a certificate program that provides an introduction to all of these topics.</p> <ul style="list-style-type: none"> <li>Developing a mentoring system where experienced facilitate faculty, staff, and/or students help participants to design, implement, and evaluate one or more active teaching and learning strategies that are aligned with one or more program specific and/or Educated Citizen goals to one or more of participants' courses.</li> <li>Providing programs, resources, and consultations for participants' self-evaluations and analysis of student feedback and/or the impact of active teaching and learning strategies to one or more of their courses.</li> </ul>			

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>	<b>Teaching &amp; Learning Theories</b>	<b>Contextual Considerations</b>	<b>Mission-Centered</b>
	<p>surveys, focus groups, etc.).</p> <ul style="list-style-type: none"> <li>• Analysis of the impact of the active teaching and learning strategy on student performance in relation to one or more program specific and/or Educated Citizen goals.</li> </ul>				
<p><i>Program Objective #2 (PO-2):</i> At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able apply learner-centered and evidence-based course development methods to one or more of their courses at a “Proficient” level (as defined by the Center’s evidence-based guidelines).</p>	<ul style="list-style-type: none"> <li>• Participant is able to articulate the evidence-based steps to learner-centered and evidence-based course development. Feedback on this is provided using evidence-based guidelines.</li> <li>• Participant applies each of these steps in the development one or more of their courses. Feedback on this application is provided using evidence-based guidelines.</li> <li>• Students provide feedback on the course that the steps were used to develop (via course evaluations,</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and disseminating steps for learner-centered and evidence-based course development.</li> <li>• Developing programs and resources (e.g., lunch &amp; learns, certificate programs, eLearning modules, tutorials, videos, etc.) that help participants to apply each of these steps in the development one or more of their courses. Two sets of programs will be developed: 1) short programs that address only part of these steps; 2) a certificate program that provides an introduction to all of these steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Active teaching and learning strategies</li> <li>• Adult learning theories and strategies</li> <li>• Experiential and real-world teaching strategies</li> <li>• Self-determination theories</li> <li>• Collaborative strategies</li> <li>• Instructional design methods</li> <li>• Social-cultural teaching and learning theories</li> </ul>	<ul style="list-style-type: none"> <li>• Need for more learner-centered approaches to education</li> <li>• Having to do more with less; being more efficient and effective</li> <li>• Tech-enhanced teaching and learning</li> <li>• Educated citizen</li> <li>• Basic levels of competency in education</li> <li>• Addressing real-world problems</li> <li>• Addressing diversity issues</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic learning and development</li> <li>• Change agent foci</li> <li>• Preference for lower performing students</li> <li>• Intercultural competencies</li> <li>• Emphasis on solidarity, community, inclusiveness</li> </ul>

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>	<b>Teaching &amp; Learning Theories</b>	<b>Contextual Considerations</b>	<b>Mission-Centered</b>
	<p>surveys, focus groups, etc.).</p> <ul style="list-style-type: none"> <li>Analysis of the impact on student performance for the course that the steps were used to develop.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a mentoring system where experienced facilitate faculty, staff, and/or students help participants to apply each of these steps in the development one or more of their courses.</li> <li>Providing programs, resources, and consultations for participants' analysis of student feedback and/or the impact of these steps for one or more of their courses.</li> </ul>			
<p><i>Program Objective #3 (PO-3):</i> At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate their ability to design, implement, and evaluate one or more authentic and varied assessment strategies that draw from diverse sources to one or more of their courses. Faculty, staff, and/or students will be able demonstrate this ability at a "Proficient"</p>	<ul style="list-style-type: none"> <li>Participant is able to articulate the evidence-based steps to designing, implementing, and evaluating one or more authentic and varied assessment strategies that draw from diverse sources to one or more of their courses. Feedback on this is provided using evidence-based guidelines.</li> <li>Participant submits the design of an assessment strategy</li> </ul>	<ul style="list-style-type: none"> <li>Developing and disseminating evidence-based guidelines for designing, implementing, and evaluating one or more authentic and varied assessment strategies that draw from diverse sources to one or more of their courses.</li> <li>Developing programs and resources (e.g., lunch &amp; learns, certificate programs, eLearning modules, tutorials, videos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Active teaching and learning strategies</li> <li>Adult learning theories and strategies</li> <li>Experiential and real-world teaching strategies</li> <li>Self-determination theories</li> <li>Collaborative strategies</li> <li>Instructional design methods</li> <li>Social-cultural teaching and learning theories</li> </ul>	<ul style="list-style-type: none"> <li>Need for more learner-centered approaches to education</li> <li>Having to do more with less; being more efficient and effective</li> <li>Tech-enhanced teaching and learning</li> <li>Basic levels of competency in education</li> <li>Addressing diversity issues</li> </ul>	<ul style="list-style-type: none"> <li>Holistic learning and development</li> <li>Preference for lower performing students</li> <li>Intercultural competencies</li> <li>Emphasis on communication proficiencies</li> </ul>

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>	<b>Teaching &amp; Learning Theories</b>	<b>Contextual Considerations</b>	<b>Mission-Centered</b>
level as defined by the Center's evidence-based guidelines.	<p>for one or more of their courses. Feedback on the design is provided using evidence-based guidelines.</p> <ul style="list-style-type: none"> <li>Participant implements an assessment strategy for one or more of their courses. Feedback on the implementation is provided using evidence-based guidelines.</li> <li>Participant self-evaluates an assessment strategy for one or more of their courses. Feedback on the self-evaluation is provided using evidence-based guidelines.</li> <li>Students provide feedback on participation in the assessment strategy that is implemented (via course evaluations, surveys, focus groups, etc.).</li> <li>Analysis of the impact of the assessment strategy on student performance.</li> </ul>	<p>that help participants to design, implement, and evaluate assessment strategies for one or more of their courses. Two sets of programs will be developed: 1) short programs that address only part of these strategies; 2) a certificate program that provides an introduction to a larger subset of these strategies.</p> <ul style="list-style-type: none"> <li>Developing a mentoring system where experienced facilitate faculty, staff, and/or students help participants to design, implement, and evaluate one or more assessment strategies to one or more of participants' courses.</li> <li>Providing programs, resources, and consultations for participants' self-evaluations and analysis of student feedback and/or the impact of assessment</li> </ul>			

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>	<b>Teaching &amp; Learning Theories</b>	<b>Contextual Considerations</b>	<b>Mission-Centered</b>
		strategies to one or more of their courses.			
<p><i>Program Objective #4 (PO-4):</i> At least 90% of faculty, staff, and/or students participating in relevant Center programming will be able to demonstrate competencies in their role as an educator, scholar, and/or leader of the college. Faculty, staff, and/or students will be able demonstrate this ability at a “Proficient” level as defined by the Center’s evidence-based guidelines.</p>	<ul style="list-style-type: none"> <li>Participant is able to articulate the evidence-based competencies of each of these areas. Feedback on this is provided using evidence-based guidelines.</li> <li>Participant is able to articulate how these competencies apply to their role as an educator, scholar, and leader of the college. Feedback on this is provided using evidence-based guidelines.</li> <li>Participant self-evaluates their abilities to apply these competencies to their role as an educator, scholar, and/or leader of the college. Feedback on the self-evaluation is provided using evidence-based guidelines.</li> <li>Using evidence-based guidelines, one or more peers evaluates a participant’s ability to</li> </ul>	<ul style="list-style-type: none"> <li>Developing and disseminating evidence-based competencies for each of these areas.</li> <li>Developing programs and resources (e.g., lunch &amp; learns, certificate programs, eLearning modules, tutorials, videos, etc.) that help participants to apply these competencies to their role as an educator, scholar, and leader of the college. Two sets of programs will be developed: 1) short programs that address only part of these competencies; 2) a certificate program that provides an introduction to a larger subset of these competencies in addition to the beginning creation of a portfolio (if applicable) that highlights one’s teaching, scholarship, and service.</li> </ul>	<ul style="list-style-type: none"> <li>Active teaching and learning strategies</li> <li>Adult learning theories and strategies</li> <li>Experiential and real-world teaching strategies</li> <li>Self-determination theories</li> <li>Collaborative strategies</li> <li>Instructional design methods</li> <li>Knowledge-building community strategies</li> <li>Leadership development theories and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Need for more learner-centered approaches to education</li> <li>Having to do more with less; being more efficient and effective</li> <li>Tech-enhanced teaching and learning</li> <li>Educated citizen</li> <li>Basic levels of competency in education</li> <li>Addressing real-world problems</li> <li>Addressing diversity issues</li> </ul>	<ul style="list-style-type: none"> <li>Holistic learning and development</li> <li>Intercultural competencies</li> <li>Emphasis on solidarity, community, inclusiveness</li> <li>Change agent foci - Working for genuine progress in the community</li> </ul>

<b>Objective</b>	<b>Assessments</b>	<b>Activities, Org., Resources</b>	<b>Teaching &amp; Learning Theories</b>	<b>Contextual Considerations</b>	<b>Mission-Centered</b>
	<p>apply these competencies to the participant's role as an educator, scholar, and/or leader of the college.</p> <ul style="list-style-type: none"> <li>• Participant demonstrates these competencies by documenting their engagement in scholarly activities (e.g., applying for research grants, presentations, publications, etc.).</li> <li>• Participant demonstrates these competencies by developing a portfolio that highlights their teaching, scholarship, and/or service. Feedback on this is provided using evidence-based guidelines.</li> <li>• Participant demonstrates these competencies via certifications, awards, degrees, etc. that they earn in the areas of teaching, research, and/or service.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a mentoring system where experienced facilitate faculty, staff, and/or students help participants to apply these competencies to the participant's role as an educator, scholar, and/or leader of the college.</li> <li>• Providing programs, resources, mentoring, and consultations to support participants' in their teaching, scholarship, and service.</li> <li>• Providing financial support for participants' pursuit of excellence in teaching, research, and service.</li> </ul>			

## Appendix J – 3-year Timeline for Implementation

Below is a proposed timeline for implementing the activities that have been proposed herein. This timeline is outlined on a semester-by-semester basis for each academic year. In addition, the Program Objective (PO) that each activity aligns with is listed in parentheses next to the activity.

<b>Academic Year</b>	<b>Semester</b>	<b>Center Activities</b>
2015-16	Summer 2016	<ul style="list-style-type: none"> <li>• The Center will continue with its course development consultations and support but will also begin the transition to supporting Master course builds only (PO-All)</li> <li>• The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>• The Center will create and disseminate an initial version of evidence-based guidelines for active teaching and learning strategies, learner-centered and evidence-based course development methods, and assessment strategies (PO-1, 2, 3)</li> <li>• The Center will work with administration to finalize a physical location as well as its layout and associated resources (PO-All)</li> <li>• The Center will begin developing a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>• The Center will begin planning and developing or coordinating a series of faculty development programs for the fall. These programs will include at least the following:               <ul style="list-style-type: none"> <li>○ A half-day faculty development event for August (PO-All)</li> <li>○ One Faculty Interest Group (FIG) on Active Teaching &amp; Learning Strategies (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> </ul> </li> <li>• The Center will begin developing data management and task tracking systems to help with assessments, annual reporting, and project management (PO-All)</li> <li>• The Center will begin forming a mentoring system by gathering the names of instructors who have expertise in one or more of the various areas outlined by the Center's goals above (PO-All)</li> <li>• The Center will develop a budget for the coming fiscal year, which will include financial support for participants' pursuit of excellence in teaching, research, and service (PO-4)</li> </ul>
2016-17	Fall 2016	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>• The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>• The Center will revise, if necessary, the evidence-based guidelines for active teaching and learning strategies, learner-centered and evidence-based course development methods, and assessment strategies (PO-1, 2, 3)</li> <li>• The Center will continue to work with administration, if necessary, to finalize a physical location as well as its layout and associated resources (PO-All)</li> </ul>



Academic Year	Semester	Center Activities
		<ul style="list-style-type: none"> <li>• The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>• The Center will implement a series of faculty development programs for the fall. These programs will include at least the following:               <ul style="list-style-type: none"> <li>○ A half-day faculty development event for August (PO-All)</li> <li>○ One Faculty Interest Group (FIG) on Active Teaching &amp; Learning Strategies (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> </ul> </li> <li>• The Center will continue developing data management and task tracking systems to help with assessments, annual reporting, and project management (PO-All)</li> <li>• The Center will continue to form a mentoring system by disseminating the names of instructors who have expertise in one or more of the various areas outlined by the Center's goals above and encouraging instructors to identify a mentor to work with them (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will begin work on creating an initial version of evidence-based guidelines for educator, scholar, and leader competencies (PO-4)</li> <li>• The Center will use some of the faculty development programs, which will specifically focus on the topics outlined by the Center's goals above, to begin to develop the Certificate and Orientation programs (PO-All)</li> <li>• The Center will begin planning for a teaching award that will be given out in the spring</li> <li>• The Center will begin planning and developing or coordinating a series of faculty development programs for the spring. These programs will include at least the following:               <ul style="list-style-type: none"> <li>○ A half-day faculty development event for January (PO-All)</li> <li>○ At least 2 Faculty Interest Groups (FIGs) on Active Teaching &amp; Learning Strategies and other goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> </ul> </li> </ul>
	Spring 2017	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>• The Center will finalize and disseminate evidence-based guidelines for educator, scholar, and leader competencies (PO-4)</li> <li>• The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>• The Center will revise, if necessary, the evidence-based guidelines for active teaching and learning strategies, learner-centered and evidence-based course development methods, and assessment strategies (PO-1, 2, 3)</li> <li>• The Center will continue to work with administration, if necessary, to finalize a physical location as well as its layout and associated resources (PO-All)</li> </ul>

Academic Year	Semester	Center Activities
		<ul style="list-style-type: none"> <li>• The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>• The Center will implement a series of faculty development programs for the spring. These programs will include at least the following:               <ul style="list-style-type: none"> <li>○ A half-day faculty development event for January (PO-All)</li> <li>○ At least 2 Faculty Interest Groups (FIGs) on Active Teaching &amp; Learning Strategies and/or other goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> </ul> </li> <li>• The Center will continue developing data management and task tracking systems to help with assessments, annual reporting, and project management (PO-All)</li> <li>• The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)</li> <li>• The Center will implement a teaching award</li> <li>• The Center will continue to develop the Certificate and Orientation programs (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will begin developing a half-day faculty development event for the summer (PO-All)</li> <li>• The Center will begin to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)</li> </ul>
	Summer 2017	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>• The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)</li> <li>• The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>• The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>• The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)</li> <li>• The Center will finalize its development of the Certificate and Orientation programs and begin preparing for their implementation in the fall (PO-All)</li> <li>• The Center will implement a half-day faculty development event for the summer (PO-All)</li> <li>• The Center will finalize the data management and task tracking systems to help with assessments, annual reporting, and project management (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will begin planning and developing or coordinating a series of faculty development programs for the fall. These programs will include at least the following:               <ul style="list-style-type: none"> <li>○ A half-day faculty development event for August (PO-All)</li> </ul> </li> </ul>

Academic Year	Semester	Center Activities
		<ul style="list-style-type: none"> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>○ Certificate Program on Teaching &amp; Learning</li> <li>○ New Instructor Orientation Program on Teaching &amp; Learning</li> <li>● The Center will write an annual report on the progress of the Center in relation to its objectives and suggestions may be made for revising its offerings for the coming year (PO-4)</li> </ul>
2017-18	Fall 2017	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>● The Center will implement a series of faculty development programs for the fall. These programs will include at least the following:               <ul style="list-style-type: none"> <li>○ A half-day faculty development event for August (PO-All)</li> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>○ Certificate Program on Teaching &amp; Learning</li> <li>○ New Instructor Orientation Program on Teaching &amp; Learning</li> </ul> </li> <li>● The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)</li> <li>● The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>● The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>● The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will begin planning and developing or coordinating a series of faculty development programs for the spring. These programs will include at least the following:               <ul style="list-style-type: none"> <li>○ A half-day faculty development event for January (PO-All)</li> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>○ New Instructor Orientation Program on Teaching &amp; Learning</li> </ul> </li> <li>● The Center will begin planning for the spring teaching award</li> </ul>
	Spring 2018	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>● The Center will implement a series of faculty development programs for the spring. These programs will include at least the following:</li> </ul>

Academic Year	Semester	Center Activities
		<ul style="list-style-type: none"> <li>○ A half-day faculty development event for January (PO-All)</li> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>○ New Instructor Orientation Program on Teaching &amp; Learning</li> <li>● The Center will give a spring teaching award</li> <li>● The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)</li> <li>● The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>● The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>● The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will begin developing a half-day faculty development event for the summer (PO-All)</li> <li>● The Center will begin preparing for a summer Certificate program</li> </ul>
	Summer 2018	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>● The Center will implement a half-day faculty development event for the summer (PO-All)</li> <li>● The Center will offer a summer Certificate program</li> <li>● The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)</li> <li>● The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>● The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>● The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)</li> <li>● The Center will finalize its development of the Certificate and Orientation programs and begin preparing for their implementation in the fall (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will begin planning and developing or coordinating a series of faculty development programs for the fall. These programs will include at least the following: <ul style="list-style-type: none"> <li>○ A half-day faculty development event for August (PO-All)</li> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> </ul> </li> </ul>

<b>Academic Year</b>	<b>Semester</b>	<b>Center Activities</b>
		<ul style="list-style-type: none"> <li>○ Certificate Program on Teaching &amp; Learning</li> <li>○ New Instructor Orientation Program on Teaching &amp; Learning</li> <li>● The Center will write an annual report on the progress of the Center in relation to its objectives and suggestions may be made for revising its offerings for the coming year (PO-4)</li> </ul>
2018-19	Fall 2018	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>● The Center will implement a series of faculty development programs for the fall. These programs will include at least the following: <ul style="list-style-type: none"> <li>○ A half-day faculty development event for August (PO-All)</li> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>○ Certificate Program on Teaching &amp; Learning</li> <li>○ New Instructor Orientation Program on Teaching &amp; Learning</li> </ul> </li> <li>● The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)</li> <li>● The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>● The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>● The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will begin planning and developing or coordinating a series of faculty development programs for the spring. These programs will include at least the following: <ul style="list-style-type: none"> <li>○ A half-day faculty development event for January (PO-All)</li> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>○ New Instructor Orientation Program on Teaching &amp; Learning</li> </ul> </li> <li>● The Center will begin planning for the spring teaching award</li> </ul>
	Spring 2019	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>● The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>● The Center will implement a series of faculty development programs for the spring. These programs will include at least the following: <ul style="list-style-type: none"> <li>○ A half-day faculty development event for January (PO-All)</li> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> </ul> </li> </ul>

Academic Year	Semester	Center Activities
		<ul style="list-style-type: none"> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>○ New Instructor Orientation Program on Teaching &amp; Learning</li> <li>• The Center will give a spring teaching award</li> <li>• The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)</li> <li>• The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>• The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>• The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will begin developing a half-day faculty development event for the summer (PO-All)</li> <li>• The Center will begin preparing for a summer Certificate program</li> <li>• The Center will begin preparing to revise this strategic plan in the summer</li> </ul>
	Summer 2019	<p>Continuing Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> <li>• The Center will implement a half-day faculty development event for the summer (PO-All)</li> <li>• The Center will offer a summer Certificate program</li> <li>• The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)</li> <li>• The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)</li> <li>• The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)</li> <li>• The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)</li> <li>• The Center will finalize its development of the Certificate and Orientation programs and begin preparing for their implementation in the fall (PO-All)</li> </ul> <p>New Tasks:</p> <ul style="list-style-type: none"> <li>• The Center will begin planning and developing or coordinating a series of faculty development programs for the fall. These programs will include at least the following: <ul style="list-style-type: none"> <li>○ A half-day faculty development event for August (PO-All)</li> <li>○ At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>○ 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>○ Certificate Program on Teaching &amp; Learning</li> </ul> </li> </ul>

<b>Academic Year</b>	<b>Semester</b>	<b>Center Activities</b>
		<ul style="list-style-type: none"><li>○ New Instructor Orientation Program on Teaching &amp; Learning</li><li>● The Center will write an annual report on the progress of the Center in relation to its objectives and suggestions may be made for revising its offerings for the coming year (PO-4)</li><li>● The Center will revise this strategic plan</li></ul>



## Appendix K - Task List for the Center's Staff

Based upon the tasks and timeline from the previous sections, the following is a list the estimated time that it will take to complete each task for each semester. These tasks have been categorized according to the three current Center staff positions: two instructional designers and the director. The purpose of this table is to help to determine whether or not the Center will have adequate staffing to fulfill these tasks. At the end of the table is a summary of the total number hours that each staff person will work along with an overall average number of hours per week.

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
Summer 2016	· The Center will continue with its course development consultations and support but will also begin the transition to supporting Master course builds only (PO-All)	12	210	210	Course design support (35 hours/week/designer); Individual consultations (4 hr/consult, 2/month)
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist		18	18	3 hr/week
	· The Center will create and disseminate an initial version of evidence-based guidelines for active teaching and learning strategies, learner-centered and evidence-based course development methods, and assessment strategies (PO-1, 2, 3)	56	1	1	Estimated time left to develop these: research (16 hr); compile/org (8 hr); guideline/process dev (32 hr);
	· The Center will work with administration to finalize a physical location as well as its layout and associated resources (PO-All)	8	1	1	Determining layout; ordering resources; setting up space
	· The Center will begin developing a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	16	1	1	Site setup and revisions
	· The Center will begin planning and developing or coordinating a series of faculty development programs for the fall. These programs will include at least the following:				
	o A half-day faculty development event for August (PO-All)	16	4	4	Full design, logistics, evaluations, etc.
	o One Faculty Interest Group (FIG) on Active Teaching & Learning Strategies (PO-1)	2			Support of the group
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	32			Full development or working with facilitator (6 hr/session); development of MyMeth site (2 hr/session)

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	· The Center will begin developing data management and task tracking systems to help with assessments, annual reporting, and project management (PO-All)	48			Learning the software platforms (8 hr/each); setting up each for the Center (16 hr/each);
	· The Center will begin forming a mentoring system by gathering the names of instructors who have expertise in one or more of the various areas outlined by the Center's goals above (PO-All)	4			
	· The Center will develop a budget for the coming fiscal year, which will include financial support for participants' pursuit of excellence in teaching, research, and service (PO-4)	8			
	· Adjunct and new faculty orientations and training	24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Meetings, committees, task forces, etc.	60	24	24	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>286</b>	<b>259</b>	<b>259</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>48</b>	<b>43</b>	<b>43</b>	<b>6</b>
Fall 2016	Continuing Tasks:				
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	76	665	665	Course design support (35 hours/week/designer); Individual consultations (4 hr/consult, 2/month); beginning development of tutorials for instructors (40 hr)
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist		57	57	3 hr/week
	· The Center will revise, if necessary, the evidence-based guidelines for active teaching and learning strategies, learner-centered and evidence-based course development methods, and assessment strategies (PO-1, 2, 3)	8			

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	· The Center will continue to work with administration, if necessary, to finalize a physical location as well as its layout and associated resources (PO-All)	4			
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	16			
	· The Center will implement a series of faculty development programs for the fall. These programs will include at least the following:				
	o A half-day faculty development event for August (PO-All)	14	1	1	Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)
	o One Faculty Interest Group (FIG) on Active Teaching & Learning Strategies (PO-1)	4			Support of the group
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	24			Delivery (2 hr/each) and Evaluation (4 hr/each)
	· The Center will continue developing data management and task tracking systems to help with assessments, annual reporting, and project management (PO-All)	20			Continue setting up and revising
	· The Center will continue to form a mentoring system by disseminating the names of instructors who have expertise in one or more of the various areas outlined by the Center's goals above and encouraging instructors to identify a mentor to work with them (PO-All)	20			Meeting with instructors; advertising, etc.
	New Tasks:				
	· The Center will begin work on creating an initial version of evidence-based guidelines for educator, scholar, and leader competencies (PO-4)	80			Researching resources (40 hr); compiling/org info (8 hr); guideline/process dev (32 hr)

		# Hours to complete task (estimated)			
Semester	Center Activities	Eric	Jackie	New ID	Notes/Estimates:
	· The Center will use some of the faculty development programs, which will specifically focus on the topics outlined by the Center's goals above, to begin to develop the Certificate and Orientation programs (PO-All)	80			Beginning Organization of modules and building of these 2 MyMeth sites (80 hr/program)
	· The Center will begin planning for a teaching award that will be given out in the spring	30			Developing the criteria (4 hr), processes (4 hr), forms (8 hr), advertising (4 hr), and MyMeth/SharePoint Site (10 hr)
	· The Center will begin planning and developing or coordinating a series of faculty development programs for the spring. These programs will include at least the following:				
	o A half-day faculty development event for January (PO-All)	40			Full design, logistics, evaluations, etc.
	o At least 2 Faculty Interest Groups (FIGs) on Active Teaching & Learning Strategies and other goal-related topics (PO-1)	16			Finding facilitator for the new FIG (8 hr); Providing support for both (8 hr)
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	32			Full development or working with facilitator (6 hr/session); development of MyMeth site (2 hr/session)
	· Adjunct and new faculty orientations and training	24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Meetings, committees, task forces, etc.	190	76	76	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>678</b>	<b>799</b>	<b>799</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>36</b>	<b>42</b>	<b>42</b>	<b>19</b>
Spring 2017	Continuing Tasks:				
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist		57	57	3 hr/week
	· The Center will finalize and disseminate evidence-based guidelines for educator, scholar, and leader competencies (PO-4)	20			Review, Revise, Disseminate

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	76	570	570	Course design support (30 hours/week/designer); Individual consultations (4 hr/consult, 2/month); beginning development of tutorials for instructors (40 hr)
	· The Center will revise, if necessary, the evidence-based guidelines for active teaching and learning strategies, learner-centered and evidence-based course development methods, and assessment strategies (PO-1, 2, 3)	20			Review, Revise, Disseminate
	· The Center will continue to work with administration, if necessary, to finalize a physical location as well as its layout and associated resources (PO-All)	4			
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	80	20	20	Searching/developing resources, revising, uploading, advertising, etc.
	· The Center will implement a series of faculty development programs for the spring. These programs will include at least the following:				
	o A half-day faculty development event for January (PO-All)	14			Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)
	o At least 2 Faculty Interest Groups (FIGs) on Active Teaching & Learning Strategies and/or other goal-related topics (PO-1)	8			Support for the groups (4 hr/group)
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	24			Delivery (2 hr/each) and Evaluation (4 hr/each)
	· The Center will continue developing data management and task tracking systems to help with assessments, annual reporting, and project management (PO-All)	20			Continue setting up and revising

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	· The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)	40			Setting up (2 hr/course), conducting (6 hr/course), providing feedback (2 hr/course) on peer assessments; 1 course/month
	· The Center will implement a teaching award	25			Collecting (2 hr), Reviewing (4 hr/applicant), Deciding with Board (3 hr); 5 applicants expected
	· The Center will continue to develop the Certificate and Orientation programs (PO-All)	160			Continued organization of modules and building of these 2 MyMeth sites (80 hr/program)
	New Tasks:				
	· The Center will begin developing a half-day faculty development event for the summer (PO-All)	40			Full design, logistics, evaluations, etc.
	· The Center will begin to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)	8			Collecting (2 hr), Reviewing (0.5 hr/applicant), Deciding with Board (1 hr); 10 applicants expected
	· Adjunct and new faculty orientations and training	24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Attending conference on T&L	20	20	20	Ongoing PD
	· Meetings, committees, task forces, etc.	190	76	76	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>773</b>	<b>743</b>	<b>743</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>41</b>	<b>39</b>	<b>39</b>	<b>19</b>
Summer 2017	Continuing Tasks:				
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist		42	42	3 hr/week

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	· The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)	8			Collecting (2 hr), Reviewing (0.5 hr/applicant), Deciding with Board (1 hr); 10 applicants expected
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	76	350	350	Course design support (25 hours/week/designer); Individual consultations (4 hr/consult, 2/month); beginning development of tutorials for instructors (40 hr)
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	80	20	20	Searching/developing resources, revising, uploading, advertising, etc.
	· The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)	20	10	10	Setting up (2 hr/course), conducting (6 hr/course), providing feedback (2 hr/course) on peer assessments; 1 course/month
	· The Center will finalize its development of the Certificate and Orientation programs and begin preparing for their implementation in the fall (PO-All)	120	40	40	Continued organization of modules and building of these 2 MyMeth sites (80 hr/program); Advertising, Recruiting, Logistics (20 hr/program)
	· The Center will implement a half-day faculty development event for the summer (PO-All)	14			Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)
	· The Center will finalize the data management and task tracking systems to help with assessments, annual reporting, and project management (PO-All)	20			Continue setting up and revising
	New Tasks:				
	· The Center will begin planning and developing or coordinating a series of faculty development programs for the fall. These programs will include at least the following:				
	o A half-day faculty development event for August (PO-All)	40			Full design, logistics, evaluations, etc.



		# Hours to complete task (estimated)			
Semester	Center Activities	Eric	Jackie	New ID	Notes/Estimates:
	o At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)	32			Finding facilitator for the new FIG (8 hr); Providing support (8 hr/each)
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	32			Full development or working with facilitator (6 hr/session); development of MyMeth site (2 hr/session)
	o Certificate Program on Teaching & Learning (see above for time estimates)				
	o New Instructor Orientation Program on Teaching & Learning (see above for time estimates)				
	· The Center will write an annual report on the progress of the Center in relation to its objectives and suggestions may be made for revising its offerings for the coming year (PO-4)	20	10	10	Data gathering (8 hr), analysis (16 hr), report writing (16)
	· Adjunct and new faculty orientations and training	12	6	6	Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Meetings, committees, task forces, etc.	140	56	56	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>614</b>	<b>534</b>	<b>534</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>44</b>	<b>38</b>	<b>38</b>	<b>14</b>
Fall 2017	Continuing Tasks:				
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist	57	57	57	3 hr/week
	· The Center will implement a series of faculty development programs for the fall. These programs will include at least the following:				
	o A half-day faculty development event for August (PO-All)	14			Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)
	o At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)	12			Support for the groups (4 hr/group)

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	24			Delivery (2 hr/each) and Evaluation (4 hr/each)
	o Certificate Program on Teaching & Learning	40	8	8	7 Modules: Prep (2 hr/each), Delivery (4 hr/each), and Evaluation (2 hr/each)
	o New Instructor Orientation Program on Teaching & Learning	10			Half Day: Prep (2 hr), Delivery (6 hr), and Evaluation (2 hr)
	· The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)	8			Collecting (2 hr), Reviewing (0.5 hr/applicant), Deciding with Board (1 hr); 10 applicants expected
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	88	475	475	Course design support (25 hours/week/designer); Individual consultations (4 hr/consult, 3/month); beginning development of tutorials for instructors (40 hr)
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	80	80	80	Searching/developing resources, revising, uploading, advertising, etc.
	· The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)	60	30	30	Setting up (2 hr/course), conducting (6 hr/course), providing feedback (2 hr/course) on peer assessments; 3 courses/month
	New Tasks:				
	· The Center will begin planning and developing or coordinating a series of faculty development programs for the spring. These programs will include at least the following:				
	o A half-day faculty development event for January (PO-All)	40			Full design, logistics, evaluations, etc.
	o At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)	12			Support for the groups (4 hr/group)

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	24			Delivery (2 hr/each) and Evaluation (4 hr/each)
	o New Instructor Orientation Program on Teaching & Learning	5			Advertising (1 hr); Prep (4hr)
	· The Center will begin planning for the spring teaching award	2			Advertising (1 hr); Collecting Applications (1 hr)
	· Adjunct and new faculty orientations and training	24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Attending conference on T&L	20	20	20	Ongoing PD
	· Meetings, committees, task forces, etc.	190	76	76	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>710</b>	<b>746</b>	<b>746</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>37</b>	<b>39</b>	<b>39</b>	<b>19</b>
Spring 2018	Continuing Tasks:				
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist	57	57	57	3 hr/week
	· The Center will implement a series of faculty development programs for the spring. These programs will include at least the following:				
	o A half-day faculty development event for January (PO-All)	14			Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)
	o At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)	12			Support for the groups (4 hr/group)
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	24			Delivery (2 hr/each) and Evaluation (4 hr/each)

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	o New Instructor Orientation Program on Teaching & Learning	10			Half Day: Prep (2 hr), Delivery (6 hr), and Evaluation (2 hr)
	· The Center will give a spring teaching award	25			Collecting (2 hr), Reviewing (4 hr/applicant), Deciding with Board (3 hr); 5 applicants expected
	· The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)	8			Collecting (2 hr), Reviewing (0.5 hr/applicant), Deciding with Board (1 hr); 10 applicants expected
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	88	475	475	Course design support (25 hours/week/designer); Individual consultations (4 hr/consult, 3/month); beginning development of tutorials for instructors (40 hr)
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	80	80	80	Searching/developing resources, revising, uploading, advertising, etc.
	· The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)	60	30	30	Setting up (2 hr/course), conducting (6 hr/course), providing feedback (2 hr/course) on peer assessments; 3 courses/month
	New Tasks:				
	· The Center will begin developing a half-day faculty development event for the summer (PO-All)	40			Full design, logistics, evaluations, etc.
	· The Center will begin preparing for a summer Certificate program	10			Advertising, tracking applicants, logistics, etc.
	· Adjunct and new faculty orientations and training	24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Attending conference on T&L	20	20	20	Ongoing PD
	· Meetings, committees, task forces, etc.	190	76	76	Noted avg. of ~4 meeting/week/designer; 10/week

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
					director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>662</b>	<b>738</b>	<b>738</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>35</b>	<b>39</b>	<b>39</b>	<b>19</b>
Summer 2018	Continuing Tasks:				
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist	42	42	42	3 hr/week
	· The Center will implement a half-day faculty development event for the summer (PO-All)	14			Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)
	· The Center will offer a summer Certificate program	40	8	8	7 Modules: Prep (2 hr/each), Delivery (4 hr/each), and Evaluation (2 hr/each)
	· The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)	8			Collecting (2 hr), Reviewing (0.5 hr/applicant), Deciding with Board (1 hr); 10 applicants expected
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	76	350	350	Course design support (25 hours/week/designer); Individual consultations (4 hr/consult, 3/month); beginning development of tutorials for instructors (40 hr)
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	80	80	80	Searching/developing resources, revising, uploading, advertising, etc.
	· The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)	20	20	20	Setting up (2 hr/course), conducting (6 hr/course), providing feedback (2 hr/course) on peer assessments; 2 courses/month
	· The Center will begin preparing for a fall Certificate program (PO-All)	10			Advertising, tracking applicants, logistics, etc.
	New Tasks:				

		# Hours to complete task (estimated)			
Semester	Center Activities	Eric	Jackie	New ID	Notes/Estimates:
	<ul style="list-style-type: none"> <li>The Center will begin planning and developing or coordinating a series of faculty development programs for the fall. These programs will include at least the following: <ul style="list-style-type: none"> <li>A half-day faculty development event for August (PO-All)</li> <li>At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)</li> <li>4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)</li> <li>Certificate Program on Teaching &amp; Learning</li> <li>New Instructor Orientation Program on Teaching &amp; Learning</li> </ul> </li> <li>The Center will write an annual report on the progress of the Center in relation to its objectives and suggestions may be made for revising its offerings for the coming year (PO-4)</li> <li>Adjunct and new faculty orientations and training</li> <li>Meetings, committees, task forces, etc.</li> </ul>				
		40			Full design, logistics, evaluations, etc.
		32			Finding facilitator for the new FIG (8 hr); Providing support (8 hr/each)
		32			Full development or working with facilitator (6 hr/session); development of MyMeth site (2 hr/session)
		5			Advertising (1 hr); Prep (4hr)
		5			Advertising (1 hr); Prep (4hr)
		20	10	10	Data gathering (8 hr), analysis (16 hr), report writing (16)
		24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
		140	56	56	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>588</b>	<b>566</b>	<b>566</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>42</b>	<b>40</b>	<b>40</b>	<b>14</b>
Fall 2018	Continuing Tasks:				
	<ul style="list-style-type: none"> <li>The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist</li> </ul>	57	57	57	3 hr/week
	<ul style="list-style-type: none"> <li>The Center will implement a series of faculty development programs for the fall. These programs will include at least the following:</li> </ul>				

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	o A half-day faculty development event for August (PO-All)	14			Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)
	o At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)	12			Support for the groups (4 hr/group)
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	24			Delivery (2 hr/each) and Evaluation (4 hr/each)
	o Certificate Program on Teaching & Learning	40	8	8	7 Modules: Prep (2 hr/each), Delivery (4 hr/each), and Evaluation (2 hr/each)
	o New Instructor Orientation Program on Teaching & Learning	10			Half Day: Prep (2 hr), Delivery (6 hr), and Evaluation (2 hr)
	· The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)	8			Collecting (2 hr), Reviewing (0.5 hr/applicant), Deciding with Board (1 hr); 10 applicants expected
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	88	475	475	Course design support (25 hours/week/designer); Individual consultations (4 hr/consult, 3/month); beginning development of tutorials for instructors (40 hr)
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	80	80	80	Searching/developing resources, revising, uploading, advertising, etc.
	· The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)	60	30	30	Setting up (2 hr/course), conducting (6 hr/course), providing feedback (2 hr/course) on peer assessments; 3 courses/month
	New Tasks:				



Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	· The Center will begin planning and developing or coordinating a series of faculty development programs for the spring. These programs will include at least the following:				
	o A half-day faculty development event for January (PO-All)	40			Full design, logistics, evaluations, etc.
	o At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)	12			Support for the groups (4 hr/group)
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	24			Delivery (2 hr/each) and Evaluation (4 hr/each)
	o New Instructor Orientation Program on Teaching & Learning	5			Advertising (1 hr); Prep (4hr)
	· The Center will begin planning for the spring teaching award	2			Advertising (1 hr); Collecting Applications (1 hr)
	· Adjunct and new faculty orientations and training	24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Attending conference on T&L	20	20	20	Ongoing PD
	· Meetings, committees, task forces, etc.	190	76	76	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>710</b>	<b>746</b>	<b>746</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>37</b>	<b>39</b>	<b>39</b>	<b>19</b>
Spring 2019	Continuing Tasks:				
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist	57	57	57	3 hr/week
	· The Center will implement a series of faculty development programs for the spring. These programs will include at least the following:				
	o A half-day faculty development event for January (PO-All)	14			Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	o At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)	12			Support for the groups (4 hr/group)
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	24			Delivery (2 hr/each) and Evaluation (4 hr/each)
	o New Instructor Orientation Program on Teaching & Learning	10			Half Day: Prep (2 hr), Delivery (6 hr), and Evaluation (2 hr)
	· The Center will give a spring teaching award	25			Collecting (2 hr), Reviewing (4 hr/applicant), Deciding with Board (3 hr); 5 applicants expected
	· The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)	8			Collecting (2 hr), Reviewing (0.5 hr/applicant), Deciding with Board (1 hr); 10 applicants expected
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	88	475	475	Course design support (25 hours/week/designer); Individual consultations (4 hr/consult, 3/month); beginning development of tutorials for instructors (40 hr)
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	80	80	80	Searching/developing resources, revising, uploading, advertising, etc.
	· The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)	60	30	30	Setting up (2 hr/course), conducting (6 hr/course), providing feedback (2 hr/course) on peer assessments; 3 courses/month
	New Tasks:				
	· The Center will begin developing a half-day faculty development event for the summer (PO-All)	40			Full design, logistics, evaluations, etc.

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	· The Center will begin preparing for a summer Certificate program	10			Advertising, tracking applicants, logistics, etc.
	· The Center will begin preparing to revise this strategic plan in the summer	40			Data gathering (8 hr), analysis (16 hr), beginning report writing (16)
	· Adjunct and new faculty orientations and training	24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Attending conference on T&L	20	20	20	Ongoing PD
	· Meetings, committees, task forces, etc.	190	76	76	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)
-	<b>Totals:</b>	<b>702</b>	<b>738</b>	<b>738</b>	<b>Number of Weeks:</b>
-	<b>Average Hours/Week:</b>	<b>37</b>	<b>39</b>	<b>39</b>	<b>19</b>
Summer 2019	Continuing Tasks:				
	· The Center will continue with its support of NMC Help Desk and tickets related to courses in MyMethodist	42	42	42	3 hr/week
	· The Center will implement a half-day faculty development event for the summer (PO-All)	14			Delivery (6 hr), Evaluation (4 hr), MyMeth site development (4 hr)
	· The Center will offer a summer Certificate program	40	8	8	7 Modules: Prep (2 hr/each), Delivery (4 hr/each), and Evaluation (2 hr/each)
	· The Center will continue to offer mini-grants that support participants' pursuit of excellence in teaching, research, and service (PO-4)	8			Collecting (2 hr), Reviewing (0.5 hr/applicant), Deciding with Board (1 hr); 10 applicants expected
	· The Center will continue with its course development consultations and support as well as with the transition to only supporting Master course builds (PO-All)	76	350	350	Course design support (25 hours/week/designer); Individual consultations (4 hr/consult, 3/month); beginning development of tutorials for instructors (40 hr)
	· The Center will continue to develop a MyMethodist site to house resources, online learning modules, links to external site, etc. (PO-All)	80	80	80	Searching/developing resources, revising, uploading, advertising, etc.

Semester	Center Activities	# Hours to complete task (estimated)			Notes/Estimates:
		Eric	Jackie	New ID	
	· The Center will continue to form a mentoring system by offering and coordinating peer feedback on courses as well as AIR preparations (PO-All)	20	20	20	Setting up (2 hr/course), conducting (6 hr/course), providing feedback (2 hr/course) on peer assessments; 2 courses/month
	· The Center will begin preparing for a fall Certificate program (PO-All)	10			Advertising, tracking applicants, logistics, etc.
	New Tasks:				
	· The Center will begin planning and developing or coordinating a series of faculty development programs for the fall. These programs will include at least the following:				
	o A half-day faculty development event for August (PO-All)	40			Full design, logistics, evaluations, etc.
	o At least 3 Faculty Interest Groups (FIGs) on goal-related topics (PO-1)	32			Finding facilitator for the new FIG (8 hr); Providing support (8 hr/each)
	o 4 on-ground targeted sessions focusing on topics that are chosen by faculty but come from those outlined by the goals above. These will also be developed into online modules. (PO-All)	32			Full development or working with facilitator (6 hr/session); development of MyMeth site (2 hr/session)
	o Certificate Program on Teaching & Learning	5			Advertising (1 hr); Prep (4hr)
	o New Instructor Orientation Program on Teaching & Learning	5			Advertising (1 hr); Prep (4hr)
	· The Center will write an annual report on the progress of the Center in relation to its objectives and suggestions may be made for revising its offerings for the coming year (PO-4)	20	10	10	Data gathering (8 hr), analysis (16 hr), report writing (16)
	· The Center will revise this strategic plan	40			Data gathering (8 hr), analysis (16 hr), beginning report writing (16)
	· Adjunct and new faculty orientations and training	24			Prep, delivery, post-eval (6 hr/session); 1 orientation and training each = 4 total
	· Meetings, committees, task forces, etc.	140	56	56	Noted avg. of ~4 meeting/week/designer; 10/week director (does not include tasks associated with these meetings)

		# Hours to complete task (estimated)			
Semester	Center Activities	Eric	Jackie	New ID	Notes/Estimates:
-	<b><u>Totals:</u></b>	<b><u>628</u></b>	<b><u>566</u></b>	<b><u>566</u></b>	<b><u>Number of Weeks:</u></b>
-	<b><u>Average Hours/Week:</u></b>	<b><u>45</u></b>	<b><u>40</u></b>	<b><u>40</u></b>	<b><u>14</u></b>
	<b><u>Overall Totals:</u></b>	<b><u>6351</u></b>	<b><u>6435</u></b>	<b><u>6435</u></b>	<b><u>Total Number of Weeks:</u></b>
	<b><u>Overall Average Hours/Week*:</u></b>	<b><u>39</u></b>	<b><u>40</u></b>	<b><u>40</u></b>	<b><u>162</u></b>
		* - Overall averages do not include committee work			

## Appendix L – The CREATE Space – Layout & Resources

The following are details for what the Center's physical space may need in order to support its mission and the many activities outlined in this strategic plan.

### Tasks that the Center's space might be used for:

- Sessions on various teaching and learning topics and demonstrating different teaching strategies
- Training sessions on specific educational technologies, such as:
  - MyMethodist
  - Camtashia
  - Yuja lecture capture software
  - Turnitin
  - Google app's
  - Mobile devices and app's
  - Smartboards, interactive touchscreens
  - Third party software: Powtoon, Socrative, Poll Everywhere, etc., etc., etc.
  - Etc.
- Meeting with Center staff for consultations, peer reviews, etc.
- Drop-in times for instructors, staff, and students to stop-by for help with course development, teaching & learning issues, technical problems, etc.
- Participants experimenting with different teaching strategies, activities, emerging technologies, etc. in a safe space with a group of supportive peers/participants
- Participants to record videos, create specialized eLearning modules, etc. for their classes using specialized software available in the Center
- Participants working on collaborative projects together such as SoTL (Scholarship of Teaching & Learning) projects, peer assessments, meeting with mentors, etc.
- Possible mini-library of physical teaching and learning resources, a place where participants can share resources with one another, etc.
- Hosting Center-specific meetings with participants, the advisory board, etc.

### Resources that the Center's space might need:

- The expected number of participants for these tasks is 20 persons or less, with an average of about 10 for lunch and learns and 3-4 people for trainings offered at other times
- Computers for constituents to participate in training sessions
- Computers for participants to work on their courses using specialized software packages (e.g., Camtashia, etc.)
- Ready and reliable access to the educational technologies that will be demonstrated
- Wi-Fi access with ample bandwidth for mobile ed tech (e.g., laptops, tablets, phones) usage
- Flexible and reconfigurable room arrangements to allow for different teaching strategies
- Materials that are similar to what is currently available in/for NMC classrooms such as:
  - Chairs
  - Tables
  - Cameras
  - Whiteboards
  - Touchscreen
  - Smartboards
  - Mediascapes
  - Podium

- Projectors
- Etc.
- Possible additional storage space for Center materials
- Space and resources for making recordings: cameras, backgrounds, headphones, microphones, etc.
- Space and resources for creating specialized eLearning modules, course materials, etc.
- Bookshelves for shared resources

**Questions:**

- How much of the above needs to be housed in the Center's space and how much of it can be addressed by already existing spaces (e.g., classrooms, conference rooms, etc.)?

**The following are layouts of other Teaching & Learning Centers:****Dordt College's Teaching Resource Center:****Michigan Tech's Center for Teaching & Learning:****LeHigh U's Center for Innovation in Teaching and Learning Classroom & Commons:**



Xavier U's Center for Teaching Excellence:



Eric also visited Clarkson's Center for Teaching Excellence to see how their space is laid out.

### **Proposed location for the Center:**

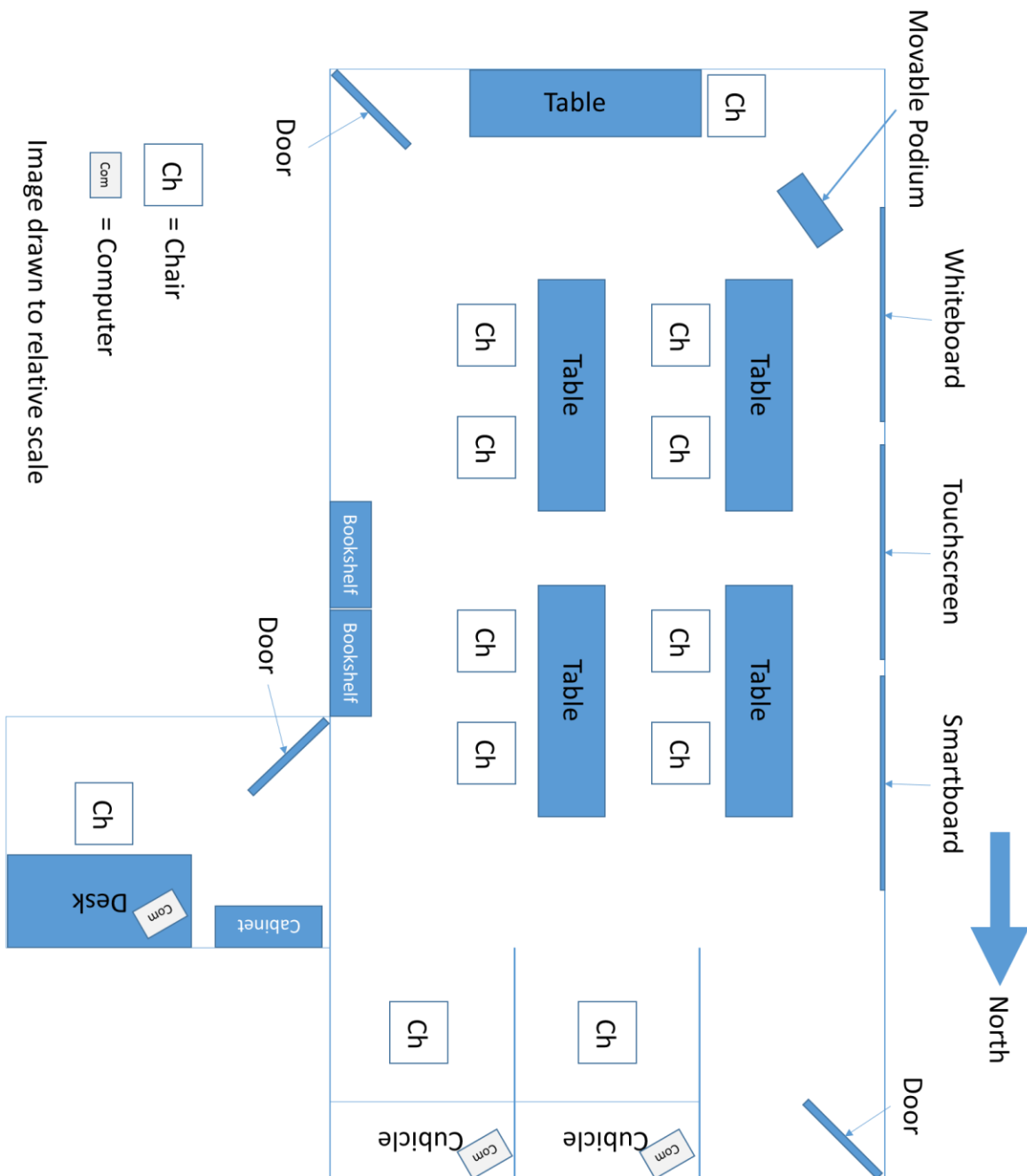
There are two proposed locations for the Center: Leinhart 2001 and the Clark 2240 (Testing Center). Given the information above, the Testing Center would seem to be the more ideal space for the Center's needs for the following reasons:

- Larger than Leinhart 2001
- Attached space/closet that can be readily converted to a recording studio
- Close to current Center staff offices
- Close to other classrooms so that staff and participants can transition to those spaces if needed

One concern for this location, however, is where the current Testing Center will be relocated to. Student service staff report that ADA students regularly use this space for testing and we would not want to be responsible for their "dislocation."

### **Proposed Layout for the Center:**

Given this space, the following is a proposed layout for the room:



**Resources to Accompany this Layout:**

With this design, the following equipment will be needed:

- Three to four (3-4) desktop computers with specialized software installed (e.g., Camtashia, etc.)
- Five or more (5+) laptops with specialized software installed for training and consulting purposes
- One (1) camera for video recording
- One (1) microphone for audio recording
- Egg shell lining to cover three (3) walls of the recording room
- Touchscreen monitor
- Smartboard
- Standard classroom whiteboard
- Portable podium
- Connections for touchscreen and Smartboard
- Five (5) 7' X 2.5' standard classroom tables
- One (1) 6' X 3' desk for the recording room
- Twelve (12) standard classroom chairs
- Two (2) standard cubicles with tables
- Two (2) standard 6.5'-7' tall bookshelves
- One (1) standard 6.5'-7' tall cabinet

From the list above, the following resources are already present in the Testing Center, but may be used by the Testing Center if it is moved:

- Three (3) desktop computers
- One (1) 6' X 3' desk for the recording room
- Two (2) standard cubicles with tables
- One (1) standard 6.5'-7' tall bookshelf
- One (1) standard 6.5'-7' tall cabinet

This means that the following items will still need to be obtained:

- 3-4 desktop computers with specialized software to be installed (e.g., Camtashia, etc.)
- Five or more (5+) laptops with specialized software installed for training and consulting purposes
- One (1) camera for video recording
- One (1) microphone for audio recording
- Egg shell lining to cover three (3) walls of the recording room
- Touchscreen monitor
- Smartboard
- Standard classroom whiteboard
- Portable podium
- Connections for touchscreen and Smartboard
- Five (5) 7' X 2.5' standard classroom tables
- Twelve (12) standard classroom chairs
- One (1) standard 6.5'-7' tall bookshelf

**Appendix M – Proposed Budget**

The following table provides details for the proposed budget for 2017. This budget is for the 2017 calendar year and therefore includes not only the spring of 2017 but also the summer and fall of 2017. Please note that this budget is still being reviewed and will go through the college's and the health system's budget approval processes. As a result, the following budget items and estimated costs are tentative.

**Overall Total = \$31,427**

<b>Teaching &amp; Learning Development Events</b>		<b>Subtotal =</b>	<b>\$3,500</b>
<i>Food</i>	\$25 treats/session * 4 sessions/semester * 2 semesters		\$200
<i>Lyceum</i>	Food, estimated costs base on previous years		\$100
<i>Stipend for Guest Speaker(s)</i>	\$100 for a 1-hour session * 2 sessions		\$200
<i>Stipends for CREATE! Certificate Program</i>	\$200/participant * 15 participants/program * 1 program		\$3,000

<b>CREATE! Staff Professional Development</b>		<b>Subtotal =</b>	<b>\$5,800</b>
<i>Conferences</i>	\$1500/conference * 1 conference/year/staff * 3 staff		\$4,500
<i>Quality Matters (QM) Applying Rubric Course</i>	\$300/person * 2 people		\$600
<i>QM Peer Reviewer Course</i>	\$350/person * 2 people		\$700

<b>Technologies</b>		<b>Subtotal =</b>	<b>\$9,788</b>
<i>Write Project Management s/w</i>	\$588/year for upto 5 users		\$588
<i>5 Laptops for the CREATE! Space</i>	\$1200/laptop		\$6,000
<i>4 Desktops for the CREATE! Space</i>	\$800/laptop		\$3,200
<i>4 noise cancelling headsets for audio recordings</i>	\$30/headset		\$120

<b>Mini-grants</b>		<b>Subtotal =</b>	<b>\$7,500</b>
<i>Conferences</i>	\$1500/conference * 2 conferences/semester * 2 semesters		\$6,000
<i>SoTL Projects</i>	\$500/project * 1 project/semester * 3 semesters		\$1,500

<b>Teaching Awards</b>		<b>Subtotal =</b>	<b>\$1,840</b>
<i>Peer recognition award</i>	\$400/award * 2 awards + \$60/plaque * 2 plaques		\$920
<i>CREATE! Excellence in Course Development Award</i>	\$400/award * 2 awards/year + \$60/plaque * 2 plaques		\$920

<b>Faculty -Interest Groups (FIGs)</b>		<b>Subtotal =</b>	<b>\$2,100</b>
<i>Stipends</i>	\$500/FIG * 3 FIGs		\$1,500
<i>Resources</i>	\$200/FIG * 3 FIGs		\$600

<b>Subscriptions</b>		<b>Subtotal =</b>	<b>\$599</b>
<i>Magna Morning Mentor</i>	\$599/year		\$599

<b>Miscellaneous Administrative Costs</b>		<b>Subtotal =</b>	<b>\$300</b>
<i>Special paper, office supplies, copies, binding, etc.</i>			\$100
<i>5 CREATE! Space Room Decals</i>	Avg. \$40/decal		\$200