

Learner-Centered Education Program
Arizona Board of Regents
Attachment A
INSTITUTIONAL SUPPORT FORM

Transforming the Freshman Year: A University-Wide Program to Promote Pedagogies

Proposal Title: of Engagement

Office of VP for Undergraduate

Institution: NAU

Dept./Unit: Studies

Multi-Campus/University Projects

List other participating agencies: (check other campuses or universities participating)

ASU Main UA

ASU East UA South

ASU West X NAU

Briefly describe the program and the development plan.

Twenty faculty who teach freshman courses will be a part of a year-long professional development program leading to incorporation and learner-centered pedagogy in their classes. A "Focus on the Freshman Year" speaker and seminar series will involve cohort faculty in examining freshman learning, freshman year, and LCE principles. Students will be impacted through course and curricular innovations.

Funding Category

Indicate a primary (P) and, if applicable, secondary (S) funding category:

Professional Development P Program or Course Development/Modification S

LCE Research Improved Assessment of Learning Outcomes

Authorizations

Project Director

Signature:

Mailing Address: P.O. Box 4122

Name: Karen Pugliesi Title: Vice Provost for Undergraduate Studies

Phone: 523-1580 Fax: 523-2344 Email: karen.pugliesi@nau.edu

Department Chair / Unit Director / College Dean / Provost (may not be PD)

Name: Liz Grobsmith Title: Provost

Signature Official Authorized to Enter into Contractual Obligations

Signature Name: Title: Phone: Fax: Email:

Posted: April 30, 2004

Transforming the Freshman Year: A University-wide Program to Promote Pedagogies of Engagement

Proposal Narrative Part 1:

Abstract

Summary of goal: The Office of the Vice Provost for Undergraduate Studies, Faculty Development Program and the EPS 101 Faculty Coordinator will collaborate to organize a year-long university-wide program entitled “Transforming the Freshman Year.” The primary goal of this is to involve a cohort of twenty faculty who teach freshman courses in a sustained program of instructional development that will support substantive integration of learner-centered pedagogy into their courses. The secondary goals are to engage key university curriculum committees and approximately thirty faculty from previous LCE efforts in a campus-wide dialogue to support pedagogies of engagement. Aspects of the proposed “Transforming the Freshman Year” project will be open to the campus community, thus incorporating different levels of support for early, mid, and late adopters of the LCE pedagogical innovations.

Key objectives: A cohort of up to twenty faculty will work on projects that impact teaching and learning of freshmen through the course of the year; the objective is more systematic engagement of freshmen in their own learning. A deliberately planned year-long series of workshops and focused dialogue with national leaders, work sessions with campus leaders, and cohort-led discussions will be held; the objective is sustained support for learning about the intersection of LCE principles/practices and strengthened freshman learning. In addition to the programming for core faculty cohort, other faculty involved in design and oversight of the university’s general education program will be invited to key events, as will participants in previous LCE projects. The objective is to influence the curriculum planning process and to extend the network of faculty who are working with learner-centered education strategies.

Anticipated outcomes: The faculty cohort will be assembled through a competitive application process in which faculty will apply for support for strengthening the teaching/learning relationship in their freshman classes. As participants are engaged in the yearlong program, they will develop targeted projects. Projects may focus on comprehensive re-design of a freshman course, development of a set of learning activities/objects that are learner-centered for a single course or multiple courses, or a development of a pedagogical strategy or tool that can be employed across the curriculum. Faculty participating in the cohort will be awarded a small stipend (\$1,000). They will be selected by the principle investigators in consultation with the Provost. Cohort faculty will be expected to present the outcomes of their effort in a campus-wide symposium that will conclude the “Transforming the Freshman Year” project, and they will submit a brief report about their project that can be used to develop a “Focus on the Freshman Year” section on the Faculty Development website.

Part 2: Identification of Need

Brief description of project: Northern Arizona University, like most institutions, is particularly committed to the academic success of its undergraduate students. However, institutional statistics demonstrate that our highest rate of student departure occurs during the freshman year. While NAU's first-year retention rate, 70%, falls squarely within range of national averages (70%), it does not reflect NAU's commitment "strengthen undergraduate educational excellence" in this residential environment (NAU Strategic Plan, 2004). NAU freshmen enroll in two or fewer courses with large enrollments (over 100). The variation in freshman course sizes presents a challenge for developing pedagogical strategies for promoting learner engagement that are effective over a range of courses. The main objective of this project is to cultivate the deliberate and purposeful use of strategies that promote learning engagement thus facilitating the success of freshman learners.

This proposal addresses freshmen academic success through the use of LCE principles. This goal will principally be accomplished through the delivery of a yearlong, university-wide faculty development program entitled "Focus on the Freshman Year." This instructional development program will tie the unique needs of freshmen to LCE instructional delivery techniques that engage freshmen in student-focused teaching and learning environments, in campus educational services and resources that support student engagement and learning, and in the assessment techniques that address such learner-centered engagement.

Cohort Faculty A cohort of twenty faculty who teach freshmen will be selected to participate in a yearlong instructional development program and to simultaneously develop an LCE-related project. The program will be specifically designed to engage faculty in learning from and with national and local resource people on college freshmen, freshmen as learners and learner-centered pedagogy.

Retreat for Core Faculty Cohort A one-day, facilitated retreat will launch the core faculty cohort. The retreat will focus on research about freshmen as learners, findings of studies about freshmen at NAU, and learner-centered education principles. Faculty will consider their own work in relationship to project goals and the planned instructional development program. Dialogues with major speakers and focused workshop sessions will be planned in collaboration with the faculty cohort, beginning at this initial retreat.

- Speaker Series and Dialogues Five major speakers will be a part of a "Focus on the Freshman Year" series. In addition to a campus presentation, each speaker will lead a discussion seminar with cohort faculty to meet the need for interaction with leading thinkers in the field. Former LCE participants (approximately 30 who have received direct grants or who have participated in the tri-university LCE projects) will be specifically invited to the open presentations. There is an ongoing need to provide the LCE faculty with support for their work. The research on early, mid and late adopters of innovations speaks to the need for targeted attention if an innovation is to become institutionalized.

Possible speakers include Maryellen Weimer, author of *Learner-centered Teaching: Five Key Changes to Practice*, Associate Professor of Teaching and Learning at Berks-Leigh Valley College of the Pennsylvania State University; Mary Huba, author of *Learner-centered Assessment*; Diane Olbinger, Vice President of EDUCAUSE; Constance Staley, Freshman Seminar Director, University of Colorado, Colorado Springs; Richard Light, author of *Making the Most of College: Students Speak their Minds*, Professor of Graduate School, Harvard University; John Bean, author of *Engaging Ideas*, Professor of English, Seattle University.

Workshops/Work Sessions to Transform Freshman Courses Four facilitated topic sessions will be a part of the "Focus on the Freshman Year" series specifically for the faculty cohort. In these sessions, local resource leaders will be used to assist faculty in the reconsideration of their courses with pedagogies for engagement.

Workshop for Liberal Studies and Liberal Studies Review Committee A special workshop designed for faculty involved in designing, developing, implementing, and assessing the NAU general education program will be held. The need is for faculty looking at the structural elements of the entire program to be involved in curriculum innovation.

"Freshmen in Focus" Symposium Cohort faculty involved in this project will convene a symposium on their work for the faculty community. This series is intended to set the context for learning during the freshman year and lay the foundation for teacher-centered teaching and learning.

Learner-centered education focus: In *Learner-centered Teaching* author M. Weimer, (2002) poses the question, "What changes when teaching is learner-centered?" She responds that there are five areas that need attention: the balance of power, the function of content, the role of the teacher, the responsibility for learning, and the purpose and processes of evaluation. All aspects of the program will address these five foci.

Need for short-term funding: The multi-layered collaboration of this project involving different departments and offices on campus necessitates short-term funding to supplement what has been committed to this project by the Office of the Provost.

Innovative aspects of project: This project is innovative in its targeted engagement of a cohort of twenty faculty to develop, implement and assess their own teaching enhancement project. This is a large enough cohort to impact an instructional program. Faculty initiated projects will maximize opportunities to consider content knowledge and skill building while

integrating LCE principles. Working with faculty to create these projects will require an individualized approach necessitating in the collaboration of a wide cadre of individuals with expertise on the freshmen year and LCE principles both in- and outside the university. Involvement of the liberal studies review committee will impact program design discussions. Inclusion of LCE participants from previous projects will strengthen the existing LCE network on campus and reinforce the growing critical core of faculty engaged in new pedagogies.

Part 3: Technical Needs

This project has no specialized technical needs.

Part 4: Work Plan/Timelines

Dates Tasks*

April –May 2005 ♦ Formulate Announcement of Program and call for applications from faculty for the core faculty cohort.
♦ Refine list of speakers, develop schedule for Focus on the Freshman Year, and book speakers.

May –June 2005 ♦ Select Core Faculty Cohort

- ♦ Develop schedule and plans for workshops.
- ♦ Schedule facilities for speakers, retreat, workshops, dialogues and closing symposium.
- ♦ Develop plan and bibliography for Core Faculty Cohort Retreat.
- ♦ Send invitations to LCE network faculty.

August 2005 ♦ Hold Core Faculty Retreat

- ♦ Develop bibliographies for workshops/compile materials.
- ♦ Design publicity materials and plan for communication/promotion.

September 2005 -♦ Focus on Freshman Year Speakers & Workshops

March 2006 ♦ Develop evaluation survey.

April 2006 ♦ Closing Symposium

- ♦ Administer evaluation survey to cohort faculty
- ♦ Collect cohort faculty project reports *Personnel for all tasks will

be the project directors and support staff

Part 5: Key Personnel

Project Directors:

Rebecca Cole, Associate Professor, College of Education, EPS 101 Faculty Coordinator--
rebecca.cole@nau.edu; 928-523-8225

Karen Pugliesi, Vice Provost for Undergraduate Studies--Karen.pugliesi@nau.edu; 928-523-9208

Linda Shadiow, Professor, College of Education, Director, Faculty Development Program --
Linda.shadiow@nau.edu; 928-523-7121

Support Staff:

Patricia Muster, Administrative Associate, Office of the Vice Provost for Undergraduate Studies--
patricia.muster@nau.edu; 928-523-1580

Jeane Spada-Allgood, Program Coordinator, Faculty Development Program— jeane.spada-
allgood@nau.edu; 928-523-8883

Professors Shadiow and Cole will be the lead coordinators of the program. Drs. Shadiow and Cole will devote two weeks full-

time effort in Summer 2005 to selection of the core faculty cohort, development of detailed plans for workshops, and identification and recruitment of speakers with the assistance of Karen Pugliesi and NAU funded administrative support staff in the Office of the Vice Provost for Undergraduate Studies and the Faculty Development Program. During the 2005-06AY Professors Shadiow and Cole will continue to provide administrative and intellectual leadership for the program. Core faculty will be engaged more deeply in the program throughout the academic year as they work on a project identified at the time of application and refined over the course of the program. Core faculty will participate in the retreat, dialogue programs with "Focus on the Freshman Year" speakers, and other workshops. They will present the outcomes of their projects in a poster symposium at the end of the year, and will submit reports for the development of a "Focus on the Freshman Year" section of the Faculty Development Website. Core faculty will receive a stipend of \$1,000.

Part 6: Performance measures

Expected results:

- . Increase faculty knowledge about freshmen, learning and effective teaching strategies.
- . Increase the utilization of learner-centered education strategies that promote academic success in freshmen courses.
- . Impact design of freshmen level courses in major and general education programs.
- . Increase academic success and retention of freshmen.

Project Milestones:

- . Identification of Core Faculty Cohort
- . Cohort Retreat
- . Focus on Freshman Year Events
- . Workshops
- . Closing Symposium

Project Assessment:

- . Attendance/Participation at workshops and Focus on Freshman Year Events
- . Number of faculty in Core Cohort
- . Number of courses impacted by Core Faculty Cohort projects
- . Survey evaluation of program by Core Faculty
- . Cohort faculty project reports
- . Senate Liberal Studies Review Committee and Liberal Studies Committee actions and reports

Sustainability:

- . Program bibliographies, materials and project reports will be posted to Faculty Development Website
- . Program evaluation and outcomes will inform plans for future faculty development initiatives
- . Additional 20 faculty added to current group of approximately 30 faculty with direct experience in LCE work

Proposer: (University and Unit) _____

Transforming the Freshman Year Project Title: _____

Proposer Contact (name, title, e-mail and phone): _____

Karen Pugliesi, Vice Provost for Undergraduate Studies. karen.pugliesi@nau.edu, 928-523-1580

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LCE Research _____ Improved Assessment of Learning Outcomes _____

Authorizations
Project Director
Signature: [Signature]

Mailing Address: P.O. Box 4122

Name: Karen Pugliesi Title: Vice Provost for Undergraduate Studies

Phone: 523-1580 Fax: 523-2344 Email: karen.pugliesi@nau.edu

Department Chair / Unit Director / College Dean / Provost (may not be PD)

Name: Liz Crossmith Title: Provost

Signature: [Signature]

Official Authorized to Enter into Contractual Obligations

Signature: Wilma G. Ennenga 10/12/2004

Name: Wilma G. Ennenga Title: Director

Phone: 928-523-8319 Fax: 928-523-1075 Email: winnie.ennenga@nau.edu

**c/o Arizona Board of Regents
2020 N. Central Avenue, Suite 230
Phoenix, AZ 85004**

Posted: April 10 2004