

Focus Carolina

Teaching and Learning Initiatives

Presented by:

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Overview of Initiatives

- 1. Recruitment**
- 2. Student Support**
- 3. Faculty Enhancement**
- 4. Innovation in Teaching**
- 5. Student Centered Learning**
- 6. Assessment**

1. RECRUITMENT

Recruit and retain a high quality and diverse student body.

- ▶ **We must continually improve the quality of the student body.**

- ▶ **This inevitably means admission standards must be raised.**

- o **Diversity**
- o **Access**
- o **Regional Campuses**

2. STUDENT SUPPORT

Enhance student academic and social support services beyond the classroom via centralized advising, small group mentoring, supplemental instruction programs, and support of distance education.

- ▶ **Broaden student support, both academic and social, to**
 - **Enhance student retention**
 - **Ensure student success**

- ▶ **Seek to improve timely graduation rates via:**
 - **Expanded support SI**
 - **Early intervention**
 - **Remedial Tutoring**
 - **Support for Writing Center**
 - **Creation of a Math Center**

- ▶ **Create a Sense of Belonging and Community for our students.**

3. FACULTY ENHANCEMENT

Elevate the importance of quality teaching and mentoring within the University by improving classroom conditions, valuing teaching in hiring and compensation decisions, and providing faculty with support to improve their teaching skills or to develop new courses.

- ▶ **This initiative is about improving the faculty.**

- ▶ **The question is,
how do we accomplish it ?**

▶ **Raise expectations.**

- ▶ **Faculty will have to get better at teaching.**

- ▶ **This means that we have to support faculty better.**

- ▶ **Teaching potential must be emphasized in hiring decisions.**

- ▶ **Award long-term contracts to non-tenure track faculty who excel in teaching.**

4. INNOVATION IN TEACHING

Foster innovation and inter-disciplinary collaboration in teaching (e.g., use of IT, enhancement of learning beyond the classroom, and co-taught and cross-listed courses) by providing necessary resources and support.

- ▶ **Broad initiative that addresses resource needs and institutional support to enable innovation in teaching.**
 - **More smart classrooms**
 - **More large classrooms**

- ▶ **Historically, universities are organized as silos; however, in the real world, problems are solved by collaborative teams with differing backgrounds and expertise.**

- ▶ **Our education must incorporate collaborative teaching and learning.**

- ▶ **Remove administrative barriers to facilitate:**
 - **Co-teaching and cross-listing of courses which will also promote interdisciplinary collaboration.**

5. STUDENT CENTERED LEARNING

Create a culture of student-centered learning/active learning.

- ▶ **Students today do not think and learn the same way as previous generations**
 - **Shorter attention spans**
 - **More active learners**

- ▶ **Education must evolve in its approach to teaching them.**

- ▶ **An example of “Active Learning” is to engage students in projects and activities, as a mechanism, to help them acquire knowledge.**

6. ASSESSMENT

Create and implement assessment systems for all programs that inform program improvement.

Our goal is to improve teaching.

How do we know we are succeeding?

Measure it.

But how do we “measure success” ?

One way is to develop “learning outcomes” that can be measured or assessed.

The assessment of the “learning outcomes” measures, how well the “Program Education Objectives”, are being met.

This is essential to evaluate both

- o “student learning” and**
- o “effectiveness of teaching”**

COMMITTEE MEMBERSHIP

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BACK – UP SLIDES

(1) RECRUITING

Recruit and retain a high quality and diverse student body.

(a) *Increase the number of McNair and/or Carolina Scholars*

(b) *Increase the undergraduate admission standards for the Columbia campus. Explore non-conventional metrics for assessing potential students, recognizing there is no single metric for quality.*

(c) *Provide support for programs specifically designed to recruit and retain US students from underrepresented populations.*

(d) *Invest resources in an Honors/Capstone specific recruiter.*

(e) *Facilitate targeted recruitment of academically talented international students.*

(2) STUDENT SUPPORT

Enhance student academic and social support services beyond the classroom via centralized advising, small group mentoring, supplemental instruction programs, and support of distance education.

*(a) Implement and support quality centralized **advising services** to help students develop a comprehensive educational plan that combines curricular planning with beyond the classroom experiences, experiential learning, leadership, and service.*

*(b) Establish faculty to individual **student or small group mentoring programs** across the curricula to facilitate opportunities beyond the classroom for students. Provide appropriate resources, incentives, and rewards for **faculty mentorship activities**.*

*(c) Expand **academic support services** including, but not limited to supplemental instruction, tutoring, early intervention, the Writing Center, and programs for special populations.*

*(d) Enhance support for **distance education***

(3) FACULTY ENHANCEMENT

Elevate the importance of quality teaching and mentoring within the University by improving classroom conditions, valuing teaching in hiring and compensation decisions, and providing faculty with support to improve their teaching skills or to develop new courses.

(a) Lower faculty-to-student ratios.

(b) Place more emphasis on teaching in hiring decisions, and incentivize quality teaching.

(c) Provide resource and financial support to faculty with a need or desire to improve their teaching skills or to develop new courses or innovative teaching strategies.

(4) INNOVATION IN TEACHING

Foster innovation and interdisciplinary collaboration in teaching (e.g. use of IT, enhancement of learning beyond the classroom, and co-taught and cross-listed courses) by providing necessary resources and support.

(a) Increase access to information technology both in the classroom and out, while developing more holistic methods of instruction, to insure effective teaching.

(b) Develop formal structures that encourage collaborative teaching between faculty at USC and other institutions. Create a course load structure to foster interdisciplinary and collaborative teaching that ensures such teaching is both valued and given full credit in tenure and promotion.

(c) Develop an administrative framework that promotes cross-listing of courses and encourages curricular innovation and improved use of resources. Devise accounting methods to incentivize departments and Colleges to participate in cross-listing.

(5) STUDENT CENTERED LEARNING

Create a culture of student centered learning.

(a) Sponsor faculty workshops on student centered learning.

(b) Showcase faculty who practice student centered learning on the USC website

(c) Revise the required Provost teacher evaluation questions to measure teaching behaviors that exemplify student centered learning.

(d) Give a teaching award for faculty who practice student centered learning.

(e) Add a presentation on student centered learning to new faculty orientation.

(f) Include a statement about student centered learning in the USC mission statement under teaching.

(6) ASSESSMENT

Create and implement assessment systems for all programs that inform program improvement.

(a) Initiate a study into the current status of assessment processes at the University

(b) Create a faculty committee to work with the Office of Assessment and Compliance (OAC) to establish a framework for a University-wide program assessment process

(c) Increase support for the Office of Assessment and Compliance as needed.

(d) Provide professional development for those responsible for providing leadership in relation to program assessment (Deans, Associate Deans, and Department Chairs).

(e) Integrate the use of assessment data to meet other primary needs