



Open Pathway

Quality Initiative Institutional Proposal Template

The enclosed Quality Initiative proposal represents the work that the institution will undertake to fulfill the Improvement Process of the Open Pathway.

Jerry Farley

Signature of Institution's President or Chancellor

10/9/13

Date

Dr. Jerry Farley, President

Printed/Typed Name and Title

Washburn University

Name of Institution

Topeka, Kansas

City and State

The institution completes the Quality Initiative proposal by responding to the questions in each category of the template. The institution may choose to include a brief implementation plan that addresses many of the questions below and replaces portions of the outline. Proposals should be no more than 4,500 words.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.
3. Explain the intended impact of the initiative on the institution and its academic quality.

Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.
5. Describe how the institution will evaluate progress, make adjustments, and determine what has been accomplished.

Evidence of Commitment to and Capacity for Accomplishing the Initiative

6. Describe the level of support for the initiative by internal or external stakeholders.

7. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.
8. List the human, financial, technological and other resources that the institution has committed to this initiative.

Appropriateness of the Timeline for the Initiative (The institution may include a brief implementation or action plan.)

9. Describe the primary activities of the initiative and timeline for implementing them.

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

Dr. Randall Pembroke, Vice President for Academic Affairs, Washburn University

Name and Title

(785) 670-2546

Phone

randy.pembroke@washburn.edu

Email

Washburn University

Institution



Overview:

Title of Project: Center for Teaching Excellence and Learning (C-TEL)

Brief Description of Project: Washburn University and Washburn Tech faculty and staff come from all walks of life. Practicing allied health technicians are hired to teach courses at the School of Applied Studies. Doctoral Research Assistants fresh from newly completed PhD programs in the Sciences are hired as Assistant Professors in the College of Arts and Sciences. Active artists teach courses while maintaining careers in areas such as photography, painting and graphic design. Business executives seeking a second career contribute as professors in the School of Business. Career nurses decide to join our School of Nursing faculty and teach at both the undergraduate and graduate program levels. Practicing lawyers are recruited as part of our School of Law. Diesel mechanics share their expertise as instructors at Washburn Tech. Experienced Washburn University and Washburn Tech faculty members encounter a world where changing technologies in education and in their fields present challenges for timely, cutting edge instruction. Staff members at Washburn University and Washburn Tech in Student Life and Financial Aid assume greater responsibilities for educating students regarding financial obligations pertaining to student loans. Librarians become more involved in freshmen courses introducing students to college life and information literacy needs. Part-time instructors strive to reflect Washburn standards and practices while balancing adjunct duties with other components of their busy lives. Peer tutors take on an ever increasing role in helping students with inadequate preparation succeed in gateway courses. How do we pair the knowledge sets of these individuals with pedagogical tools to create outstanding teachers who are excellent in all forms of pedagogy? Outstanding teaching is based on foundational **PILLARS**. Students in the Twenty-first Century need instructors prepared to use technology efficiently, create dynamic learning environments, consider multiple perspectives of a diverse body of students, and create learning models which engage students through high impact practices (HIPs) in the classroom and in our community? Further, our instructors must know how to design and implement assessment processes to validate these teaching methodologies. The Center for Teaching Excellence and Learning (C-TEL) Initiative will address that challenge by supporting various pedagogical elements and embracing learning assessment practices to document student achievement and propel the curricular innovation process. With Washburn University and Washburn Tech's ever-widening heterogeneous student body which consists of high school students, traditional and non-traditional undergraduate college students as well as graduate students at the Masters and Doctoral levels, this initiative is imperative. The Center will focus on various teaching methodologies while incorporating best practices from the literature regarding student readiness issues (e.g., reading skills, learning styles, etc.). C-TEL is a new initiative at Washburn University and Washburn Tech. It would begin in the Spring, 2014 semester if approved by HLC. Support for the project from the General Fund will occur over a three-year period. Long-term support for the Center from General Funding will be provided assuming the initial 3-year period demonstrates positive outcomes beneficial to Washburn University and Washburn Tech students, faculty and staff. Key milestones (see page 3 of this proposal) will all occur during the three-year period in which this initiative is under review (2013-2014 through 2015-2016). However, the ongoing work of the Teaching Center is seen as open ended with continuous improvement of teaching on our campuses extending into the distant future.

Sufficiency:

Significance/Relevance at this time – Why is it important to develop C-TEL at this particular point in time?

Several elements recently have combined to underscore the importance of teaching/learning at Washburn. Research in preparation for our 150th anniversary celebration has reminded us of Washburn University's historic role as a teaching-focused institution with outstanding instructors. The Vision 2022 strategic planning process embraced teaching as the central mission of the institution. A recent futurist conference (2012) indicated the importance of diversity for higher education in Kansas in the next three decades. The current three-year Bonner Initiative (2012-2015) places Washburn at the center of a vital national dialogue on student engagement and its importance in teaching pedagogy. The development of specific Student Learning Outcomes (SLOs) as part of Washburn's General Education model has implied broader and more comprehensive understandings of the role of assessment in curricular modifications. Recent conversations have indicated the need for staff/personnel in Enrollment Management and Student Life to be an important part of teaching initiatives relating to student financial awareness and wellness. The expansion of our adjunct faculty workforce requires new ways of educating part-time employees regarding the standards and practices for teaching at Washburn University and Washburn Tech. Increased tutoring activities have placed students in a more prominent position as peer tutors. In 2012, an incredibly generous endowment gift of \$6 million was pledged, by a donor with fond memories of Washburn faculty, to support faculty excellence at Washburn in the future. In short, it has become clear that we have been an outstanding teaching institution but with all of the changes occurring in our learning environments and inclusion of more individuals in the learning process, we feel it is imperative to take steps to ensure that quality teaching is being provided by faculty, staff, and peer instructors for our students at Washburn University and Washburn Tech. This QI project attempts to incorporate these elements into a powerful teaching excellence initiative.

Potential for significant impact – The nearly 280 full time and part-time faculty, 300 adjunct instructors, as well as staff members, and student tutors at Washburn University and Washburn Tech work with over 8400 students including traditional college students, non-traditional students, and concurrent enrollment high school students at Washburn and Washburn Tech. All of these teachers have tremendous opportunities to create optimal learning environments. However, for many, while their expertise in particular disciplines is strong, instructional training regarding pedagogical techniques has not been prominent. The creation of a Center for Teaching Excellence will provide an opportunity for growth in this all important area. Washburn's primary mission is to function as a teaching institution of the highest magnitude. While current instruction is strong, we aspire, as outlined in our Vision statement to be *the* premier Midwest institution with a superior student-centered, teaching-focused experience preparing graduates for success.

Alignment with mission/vision – Our Strategic Planning document for the next decade addresses our top priorities including (a) providing support for Washburn's faculty as superior teachers and mentors, (b) providing teachers with the tools to succeed, and (c) modeling education combining the best of face-to-face, flipped classroom experiences incorporating digital materials, and on-line practices to flexibly meet student learning needs of all our students. At Washburn, High Impact Community Engagement Practices (HICEPs) and Washburn Transformational Experiences (WTEs) in settings with optimal teacher/student ratios connect theory and practice; classroom and application. Washburn University's and Washburn Tech's unique revenue streams, including a county sales tax and direct funding for local high school students to receive technical education at no personal cost, underscore the importance of involving students in generating community solutions as well as

preparing a work force to fully realize Topeka's future. As Kansas changes demographically, our programs and educational processes need to adjust to meet those expectations.

Connection with planning process – The concept of a teaching center has been a focal point in our strategic planning in general and our QI planning specifically. Calls for ideas on how to improve teaching led to the submission of 20 “QI proposals” by faculty. Designated faculty members were involved through a committee in the QI Proposal review process and evaluated these proposals. If HLC approves this proposal, 2013-2014 conversations will lead to further refinement of the original idea of a center built to address key pedagogical **PILLARS** including assessment, multiple perspectives (e.g., diversity and global awareness), HICEPs, and infusion of technology by using regional and national experts as well as local expertise through workshops, pilot projects, mentoring, and other development activities.

Purpose:

Purpose Statement - Significantly improve faculty, staff, and student peer *teaching* and student *learning* at Washburn University and Washburn Tech.

Goals

1. Define Best Teaching/Learning Practices in Higher Education and at Washburn, particularly with regard to key, designated areas (i.e., pillars)
2. Determine Ways of Measuring Progress Regarding Improvement of Instruction and Student Learning
3. Enrich the Teaching/Learning environment through the use of national experts functioning as campus speakers on best practices
4. Create pilot courses for experimentation with new teaching techniques involving the Center's pillars
5. Create faculty incentives for developing and applying new skills relating to the Center's pillars
6. Create student incentives for individuals and groups to embrace the Center's pillars (e.g., HICEPS, transformational experiences)
7. Support recurring workshops for faculty and staff to discuss, amend, and augment the Center's pillars
8. Provide materials, supplies, and equipment to encourage quality teaching.
9. Connect Best Teaching Practices directly to Student Learning Outcomes (SLOs) including Quantitative/Scientific Reasoning, Communication, Critical/Creative Thinking, Information Literacy, and Global Awareness/Ethics/Diversity
10. Increase Communication Between Faculty, Staff, and Students regarding Teaching /Learning issues through vehicles such as newsletters, websites, and mentoring activities

Milestones

1. Create an Advisory Board
2. Hire a Director
3. Hire a Part-time Staff Member
4. Approve a Specific Budget
5. Create Space for the Center
6. Review Goals (See previous section)
7. Develop, Approve and Implement a Three-year plan Regarding the Goals
8. Review Assessment Measures Pertaining to the Goals (See next section)

9. Implement Changes to Improve the Services Provided

Evaluating Progress Utilizing Key Assessment Tools

Washburn is currently using or planning to use many assessment instruments to determine student learning and effective practices to support that learning. The tools include:

1. Pre/Post NSSE survey (2011/2014/2017) with particular attention to teaching and learning elements
2. Pre/Post Washburn University Diversity Climate Survey (2010/2013/2016) with particular attention to questions regarding Washburn/Tech curriculum and teaching practices addressing the diversity of perspectives
3. University Diversity Report
4. Teaching Evaluations (based on Student Input and Administrative Input)
5. Student Learning Outcome Data
6. Major Field Test Scores
7. Civic Engagement Survey
8. HERI Survey
9. Financial Module Success (SALT)
10. Annual Reports on the Use and Effectiveness of Student Labs
11. Employment Patterns of Graduates
12. Employer Surveys
13. Acceptance Rates into Graduate Programs
14. Retention/Graduation Data
15. Advisory Board Input
16. Bonner Initiative Report
17. Student Participation Rates in Selected Areas (e.g., High Impact Courses)
18. Annual Review by the Center Director

Results from these instruments will be crucial to the Center and consolidated into an annual report with action steps emanating from group discussions at annual faculty/staff/student dinners and conversations at our annual Assessment Day seminar.

Commitment:

Senior Leadership – Senior Leadership has been committed to this idea from its inception. The possibility of focusing the QI proposal on the concept of Teaching Excellence was endorsed by Washburn University's Executive Staff in Summer, 2012 and subsequent funding for the proposal has been approved by President Farley, pending HLC approval, beginning with the 2013-2014 budget. The call for proposals to improve Teaching Excellence at Washburn was announced to the campus in Fall, 2012 and coordinated by the Assistant Dean for Academic Outreach as were the subsequent reviews of the proposals. Academic Deans have reviewed, modified and endorsed the present proposal. The current model assumes the Director of the Teaching Center will report directly to the Vice President for Academic Affairs with additional supervision by the Associate Vice President for Academic Affairs. The Director of the Center will also interact directly with the Academic Deans and at least four other Directors.

Key groups – Several faculty/staff groups have been involved in the development of this proposal. Twenty individuals/groups originally submitted ideas for the Teaching Excellence initiative. A faculty committee was established to review those proposals. From those proposals, key “pillars” were identified relating to teaching excellence. Assuming approval of the QI proposal by HLC, several existing Washburn University and Washburn Tech groups with specific discipline knowledge (see “Integration” section for specifics) will provide representatives to create a C-TEL Advisory Board.

Dedicated Resources

1. Human – Director, Part-time Staff Member, Advisory Board, WU and Tech Faculty Mentors (in general and at workshops), Guest Speakers, Administrators (VPAA, AVPAA, Deans, Directors)
2. Financial - \$100K initial annual budget from the President’s Office, \$34K from the VPAA Office (including internally funded grants) with a \$6M endowment committed for increasing faculty excellence in the future
3. Technology – Dedicated Server, Computer, I-Pad and Smart Phone for the Center Director, Computer for the Center Staff Member, Website Space, and Electronic Newsletter Support from ITS
4. Other – Office Space, Office Equipment

While larger budgets are often sought for most areas in higher education, it is thought that this initial investment will represent a significant step forward in improving teaching at Washburn University and Washburn Tech. The use of general operating funds as well as designating funding support in the Office of the Vice President for Academic Affairs to leverage Center projects also underscores the possibility that support will be sufficient to launch this three-year initiative.

Integration - Several currently existing key advisory groups are expected to help broaden “buy-in”/integration while providing subject matter expertise. These groups include the Faculty Development Steering Committee (N=13, Faculty and Administrators), Diversity Initiatives Committee (Volunteer Organization of Faculty and Staff with Varying Participation from Year to Year [around N=20]), High Impact Bonner Working Group (N = 9, Faculty, Staff, Students, and Community Members), Technology Steering Committee (N= 13, Faculty, Staff, and Administrators), Assessment Steering Committee (N = 16, Faculty, Staff and Administrators), Washburn University Student Life Directors (N=9, Administrators), Staff Council (N= 18, Administrators and Staff), Faculty Senate (N=39, Faculty), Center of Student Success (N= 11, Faculty and Staff), and Washburn Tech Faculty/Dean Committee (N=6, Faculty and Administrators). The current plan is to have each group designate one individual to serve on the Teaching Excellence Center Advisory Committee thus creating a board of N= 10 representing a total of nearly 154 individuals cumulatively on each of the specific boards. Reports of progress by the Center will be communicated to the Executive Staff through the VPAA. It is believed that the newsletter, website, and unfolding visibility of the Center through workshops, grant support, and initiatives (e.g., HICEPS Hunger Project) will contribute to the ongoing integration of the Center into the fabric of Washburn University and Washburn Tech.

Sustaining the initial efforts - One of the exciting elements of this proposal is its alignment with a recent donation to support future academic excellence at Washburn through faculty development. A prominent focus on learning assessment outcomes through the HLC Quality Assurance process as well as annual reviews of teaching will provide ongoing catalysts for improving teaching. Also, by connecting C-TEL to existing processes (e.g., New Faculty Orientation, Third Year Tenure Review, Annual Post-tenure Review, Peer Tutoring Workshops,

New Student Orientation), the Center can function as an important resource for helping faculty, staff and student tutors enhance skills in areas identified for improvement. Having said that, the initial and long-term success of the Center will depend on two things. First, the leadership capabilities of the Director, most likely a faculty member currently on staff, will be crucial. Though this person likely will not be an expert in EVERY aspect of teaching, he or she will need to be an outstanding teacher, a good politician and administrator, an inspirational and driving force for the Center and a leader who can bring resources (e.g., experts, technologies) to Washburn and Washburn Tech to enhance teaching in the classroom. Secondly, the Center will depend on the creativity and willingness of our faculty (both fulltime and part-time), staff and students in generating transformational ideas and participating in the implementation of those ideas. We believe that the incentives built into the Center's budget (e.g., travel opportunities, support for course modifications, etc.) will attract interest and motivate change. In short, the Center needs to be perceived as a place where faculty, staff, and students can find solutions rather than representing yet one more "thing" busy individuals are *expected to do*.

Potential obstacles (and potential adjustments) The strength of using pillars as the foundation for defining teaching excellence is that these key themes (e.g., concepts such as assessment, diversity, high impact practices, and technology), by their association with the teaching process, will have heightened value and meaning through that association (i.e., student learning) rather than being perceived as isolated elements existing at a point in time depending on trends in the field (e.g., technology). In short, we embrace technology as a tool in teaching and not for technology's sake on its own. However, by using an approach which focuses on process (TEACHING EXCELLENCE) and outcomes (STUDENT LEARNING), will parts of the university normally NOT considered central to the actual *teaching process* (e.g., student life staff; financial aid) feel included or excluded in shaping the activities of the teaching center? In short, how will all parts of the institution see themselves as part of the teaching environment? Again, it is believed that by reaching out through workshops and presentations for all constituencies and acknowledging the involvement of many people at the University and the Technical Institute, all should feel a part of this QI initiative.

In defining diversity within this initiative as the nurturing of respect for multiple perspectives, will other elements traditional to multicultural centers (e.g., recruiting plans to increase student diversity) be lost? We believe our approach will actually underscore elements such as faculty and student recruiting as essential components in creating a diverse learning environment.

Will traditional communication devices such as roundtable discussions, electronic newsletters and websites be sufficient in communicating adequately to faculty, staff, and students to create buy-in and involvement around C-TEL? Will busy individuals be able to find time to participate in the Center's activities or will reassigned time need to be devoted on a large scale to involve faculty, staff and students who can't find room for one more initiative? Will the recognition, reward, and honors currently being considered as part of the Center to properly recognize faculty, staff, and student improvement/achievement function as viable motivators for change? Will the designation of a Director at a Center create the sense that improving teaching excellence is a single person's job or broaden the sense that it is an individual responsibility of everyone teaching on the Washburn University and Washburn Tech campuses? In short, how will the Center convince faculty, staff, and student peer tutors that they need to be better teachers (i.e., that they can and should continuously improve)? We believe the inclusion of faculty, staff, and student incentives in the Center budget will address this motivation issue. It is also thought that the presence of nationally distinguished scholars in the field of teaching excellence and dynamic pilot projects and workshops will further invigorate learning environments at Washburn and Washburn Tech and invite broad participation.

Finally, particularly in the initial stages, will a “general Teaching Center budget” support all pillars or will some type of stratification need to occur to ensure that each pillar is being addressed and improved? Current conversations suggest that designated budgeting will help the Center generate significant activities across all the pillars.

Appropriateness of the Timeline for the Initiative

Consistency with our purposes and goals as well as other institutional priorities: The first section of the strategic planning document begins with an emphasis on Academic Excellence as one of Washburn’s key themes. Therefore, references to building on traditions of teaching excellence and providing a superior educational experience including excellent instruction, current pedagogies, and state-of-the-science learning environments align well with this QI proposal. Other strategic concepts such as integrated health training and strong support for our liberal arts foundation would appear to benefit from a Teaching Center where new ideas regarding teaching effectiveness can be discussed and used in the classroom. Because a vibrant learning environment is also a student-centered environment, it would be logical to assume that C-TEL would support other important Washburn/Tech initiatives discussed in our strategic planning documents such as enrollment growth, increased retention and heightened graduation rates.

Timeline: Previous steps in developing the QI proposal have included discussions with E-staff (Summer, 2012), a call for QI proposals (August, 2012), review of initial proposals (N=20; November, 2012), a call for consolidated proposals which brought authors with similar ideas regarding topics such as diversity, faculty development or community involvement together (February, 2012), a review of consolidated proposals (N=9, April, 2012), meeting with writers of the three “finalist” proposals which emerged in the review process (N=3, August, 2013), and meeting with Academic Deans regarding the QI proposal (August, 2013).

Ensuing year 1 steps, assuming HLC approval of the Teaching Center concept, will include formative discussions with faculty (Fall, 2013 semester), identification of the Center’s location (October, 2013), identification of the Center’s Director (October, 2013), review and approval of the Center’s Year 1 goals, budget and staffing (November, 2013), faculty/staff/student dinner (November, 2013), official launching with a celebratory event (January, 2014), rollout of the 2014-2015 call for pilot courses (February, 2014), C-TEL Faculty Development workshops (February – May, 2014), definition for Teaching Excellence (April, 2014), and definitions for High Impact Practices (Spring, 2014).

For more details regarding year 1 goals/timelines and goals for Years 2 and 3, see Appendix A.

Appendix A

Specific Budget/Action Steps Scenario for QI/Center:

Focus: Technology Implementation, Learning Assessment, High Impact Practices, Multiple Student Perspectives (i.e., diversity, learning styles, life experiences) as well as "General Pedagogy" relating to areas such as course goals, lesson plans, preparation of syllabi, on-line grading procedures, and so forth.

Goals and Activities for Year 1

- A. Create a sense of "place" for the Center by establishing a Center office
- B. Hire a dynamic leader/director for the Center
- C. Hire a part-time staff member for the Center
- D. Create the C-TEL Advisory Committee
- E. Begin Important Foundational Work (e.g., Create definitions for teaching excellence, multiple student perspectives, and high impact practices, define measurable outcomes, create guidelines for pilot course proposals, student organization incentives, and faculty development grants in 2014-15)
- F. Create a Communication Plan (on-line newsletter, website)
- G. Host an Annual Faculty Dinner to discuss the Center's mission, vision, goals, assessments, and projects
- H. Invite nationally recognized pedagogues to campus in Fall, 2014
- I. Visit other Centers for Teaching Excellence
- J. Host monthly faculty development workshops related to the improvement of pedagogy
- K. Review proposals for Course Pilot Projects and Faculty Development Grants in 2014/15
- L. Support an initial High Impact activity
- M. Investigate installing a server specifically for C-TEL information.

Budget for Year 1 (January, 2013 through June, 2013 costs)

Half-time to Three-quarter time Director (2-3 course release)	\$10,000 (plus benefits of \$2,500)
Unit Support for Director Release Time	\$ 3,300
.5 staff person	\$7,000 (plus benefits of \$1,750)
Guest Speakers	
Visiting Pedagogues (3 per year at \$3K)	\$9,000
Travel	
Visiting other Centers, Conferences; Guests	\$10,000
Monthly workshops	\$5,000
Materials	
Office Equipment/Electronic Devices	\$9,000
Supplies	\$12,500
Faculty Dinner	\$ 1,000
Total:	\$71,050 (\$100,000 budgeted)

Goals and Activities for Year 2

- A. Continue Important Foundational Work (assemble best practices documents, identify best practice institutions, identify current best practices at WU, connect the role of the Center to Student Learning Outcomes, identify assessment indicators of success, determine Awards Criteria and Processes)
- B. Regarding General Pedagogy: Increase awareness around ADA, student peer teaching/learning, cooperative learning
- C. Regarding HIPS/HICEPS: Generate and Evaluate a Campus-wide High Impact Practices Activity , Develop a HICEPS/HIPS/"Community" Co-curricular advising process
- D. Regarding Student Focused Cultural Competence: Conduct assessment surveys and focus groups regarding diversity studies workshops
- E. Regarding Technology: Expand the use of class materials through on-line/hybrid teaching techniques
- F. Conduct an Annual Survey of Teaching Challenges/Solutions involving faculty, chairs and deans
- G. Host an Annual Faculty Dinner to discuss NSSE, Diversity Climate Survey, HERI and Alumni Survey Data Pertaining to Teaching Excellence
- H. Oversee the Invitations, Activities and Evaluations of Guest Speakers
- I. Oversee the Approval, Implementation, and Evaluation of Pilot Course Projects
- J. Oversee the Approval, Implementation, and Evaluation of Development Workshops
- K. Review and Approve Requests for Supplies and Equipment
- L. Expand and Upgrade the C-TEL Newsletter and Website
- M. Create a Process for Determining Award Nominations/Winners
- N. Oversee the Implementation and Evaluation of Student Organization Proposals for Participation in Center Activities
- O. Generate Grant Proposals Related to the Ongoing Operations of the Center
- P. Continue Visits to Other Centers for Best Practices Ideas

Budget for Year 2

Director	\$20,000 (plus benefits of \$5,000)
Unit Support for Director Release Time	\$ 6,600
.5 staff person	\$14,000 (plus benefits of \$3,500)
Guest Speakers	
Visiting Pedagogues (6 per year at \$3K)	\$18,000
Pilot Courses/Projects	
Technology, Diversity, High Impact incentives 9@\$1500	\$13,500
Faculty/Staff Stipends and Awards	
N=10 Incentive Stipends @\$1500	\$15,000
Faculty Diversity Award	\$1,000 (cash or budget line)
Faculty HICEPS Award	\$1,000 (cash or budget line)
Faculty Technology Award	\$1,000 (cash or budget line)
Faculty Assessment Award	\$1,000 (cash or budget line)
Student Organization Awards	
N=10 Stipends @\$500	\$5,000
Travel	
Visiting other Centers, Conferences, Guests	\$10,000
Monthly workshops	\$5,000
Materials	
Supplies/Equipment	\$12,500
Faculty Dinner	\$ 1,000
Total: \$133,100*	

*\$33,100 will come from the Office of the VPAA and grant funding

Goals and Activities for Year 3

- A. Complete Important Foundational Work
- B. Regarding General Pedagogy: Focus on Collaborative Teaching , Encourage Faculty Participation at the Center as part of the Faculty Development Process Leading to Promotion and Tenure
- C. Regarding HIPS/HICEPS: Generate and Evaluate a Campus-wide High Impact Practices Activity, Review the HICEPS/HIPS/"Community" Co-curricular advising process for efficacy
- D. Regarding Student Focused Cultural Competence: Disseminate Best Practices for Pilot Courses
- E. Regarding General Pedagogy: Focus workshops on elements of Course Design, assessment tools, and assignment construction
- F. Regarding Technology: Expand and export on-line materials to I-Pads, mobile phones
- G. Continue to Refine C-TEL Communication Devices (on-line newsletter, website)
- H. Distribute Results of Previous Annual Survey of Teaching Challenges/Solutions and Repeat the Data Gathering Process
- I. Host an Annual Faculty Dinner to discuss Vision 2022, KBOR Performance Goals, Retention and Graduation Rate and their Relationship to C-TEL
- J. Present at a National Conference Regarding the Impact of C-TEL at Washburn
- K. Continue Process of Reviewing Applications for Guest Speakers, Pilot Courses, Awards, Student Incentives, and Travel.
- L. Review the Annual Budget for Potential Adjustments across Categories
- M. Generate Grant Proposals Related to the Ongoing Operations of the Center.
- N. Oversee the Invitations, Activities and Evaluations of Guest Speakers
- O. Oversee the Approval, Implementation, and Evaluation of Pilot Course Projects
- P. Oversee the Approval, Implementation, and Evaluation of Development Workshops
- Q. Oversee Student Organization Proposals

Budget for Year 3

Director \$20,000 (plus benefits of \$5,000)

Unit Support for Director Release Time \$ 3,300

.5 staff person \$14,000 (plus benefits of \$3,500)

Guest Speakers

Visiting Pedagogues (6 per year at \$3K) \$18,000

Pilot Courses/Projects

Technology, Diversity, High Impact incentives 9@\$1500 \$13,500

Faculty/Staff Awards

N=10 Incentive Stipends @\$1500 \$15,000

Faculty Diversity Award \$1,000

Faculty HICEPS Award \$1,000

Faculty Technology Award \$1,000

Faculty Assessment Award \$1,000

Student Organization Awards

N=10 Stipends @\$500 \$5,000

Travel

Visiting other Centers, Conferences, Guests \$10,000

Monthly workshops \$5,000

Materials

Supplies/Equipment \$12,500

Faculty Dinner \$ 1,000

Total: \$133,100*

*\$33,100 will come from the Office of the VPAA and grant support