

TO: Brian Reed, Associate Provost for Teaching and Learning
FROM: Kailee Brickner-McDonald, Director, Leadership Learning Community
Jason C. Garvey, Faculty Associate, Leadership Learning Community
RE: Engaged Practices Innovation (EPI) grant proposal: *Learning Communities Faculty Associates Institute*
DATE: November 16, 2017
CC: David Rosowsky, Provost and Senior Vice President
Rafael Rodriguez, Director, Residential Life

Thank you for approving funding for the *Learning Communities Faculty Associates Institute* with the Engaged Practices Innovation Grant. We appreciate the opportunity to have revised and resubmitted our proposal and firmly believe that the initiative is stronger because of feedback from the Spring 2017 review. As requested, we have provide explanations or clarifications below for several areas.

1. *Appendix C: Define what constitutes a “program” in the context of Faculty Associates’ responsibilities.*

Learning Community Program Directors and Faculty Directors will work collaboratively with Faculty Associates to determine appropriate structures for programs. Broadly, we expect Faculty Associates to present 60-90 minute programs of various formats, including workshops, lectures, brown bag sessions, or fireside chats. The focus of the programs will be to illuminate the Learning Community theme through the professional expertise of Faculty Associates to benefit student engagement, success, and retention.

2. *Explain how proposed programs will be reviewed and approved (i.e. quality control).*

Faculty Associates will submit a program proposal form to Learning Community Program Director and Faculty Director at least two months in advance to ensure sufficient time for quality control and marketing. Program proposals must include program format, learning outcomes or objectives, logistical details (materials, proposed date and time, location), an overview of the activities or engagements, and assessments/evaluations. Residential Life will create a template for program proposals that will be share with Faculty Associates at the *Learning Communities Faculty Associates Institute*.

3. *Describe processes for holding the faculty associates accountable in carrying out their projects.*

As suggested, Faculty Associates will sign an MOU during the *Learning Communities Faculty Associates Institute* that lists the expectations regarding processes and outcomes as outlined in Appendix C of the grant proposal. We will seek out examples of MOUs from the Center for Teaching and Learning. Fall and Spring semester Faculty Associates meetings will serve as a check-in for progress with and reflections about programs and other ongoing commitments.

4. *Clarify how the amount of the faculty associate stipends (\$1K) was determined. The CBA rate for work done while “off-contract” during summer months is \$250/day. Therefore, at face value, it seems the stipend for the 2-day Institute should be \$500 for each faculty associate. Is the intent to provide an additional \$500 as an implementation grant?*

We plan to compensate Faculty Associates \$250/day for participating in the *Learning Communities Faculty Associates Institute* (\$500 total for each Faculty Associate). We will designate an additional \$500 as an implementation grant for Faculty Associates to complete their commitment responsibilities. We determined these rates based on the CBA rate for off-contract faculty work.

5. *Explain how the Institute will be sustained in future years after the term of the grant has expired. Although some trained Faculty Associates may continue in future years, it seems likely there will be some turn-over. The new Faculty Associates will need training/indoctrination. How will this be managed?*

Residential Life Learning Communities is experiencing great growth and as such, there is potential to develop new sustainable structures and initiatives for training within the next 1-3 years. An example of this could be tapping into a portion of the student credit hour revenue generated by Learning Community students' enrollment in the required seminar. We plan to continue offering the *Learning Communities Faculty Associates Institute* every spring semester to on-board new Faculty Associates. Residential Life staff will explore future options for more integrated training opportunities for Learning Communities faculty and staff and may restructure future on-boarding procedures to align with newer departmental priorities.

6. *We applaud the intention to track longitudinally LC students' academic performance. This can be one component of the assessment of long-term impact. However, it seems likely that such analyses of institutional data will require assistance from the Office of Institutional Research. Please consult with Alex Yin, Director of the Office of Institutional Research to ensure support as needed for the assessment plan.*

Haley Clayton, Assistant Director for Assessment and Strategic Initiatives, will work collaboratively with Alex Yin, Director of the Office of Institutional Research, and Steve Szopinski, Senior Assessment and Technology Specialist for the Division of Student Affairs, to execute the Learning Communities assessment plan. Such collaborations are already underway with the Residential Life Assessment Working Group, coordinated by Haley.