# Mars Hill University - Center for Engaged Teaching and Learning Strategic Plan, Spring 2020

# CETL Mission/Vision Statements and Goals

**Mission:**

The Center for Engaged Teaching and Learning fosters excellence in teaching and learning at Mars Hill University by providing resources, enrichment opportunities, faculty development, and strategies that support quality and innovative instruction.

**Vision:**

The CETL will support MHU faculty members as they continue to strive for teaching excellence, innovation in pedagogy, and meaningful engagement in the best practices of teaching and learning.

The CETL mission statement contains three embedded goals:

1. Advocacy for Teaching and Learning
2. Support and Promotion of Faculty Expertise
3. Development of Individual Faculty

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| **Goal I** | Support MHU faculty and instructors as they improve the quality and effectiveness of teaching and learning face-to-face and online.  |
| **Goal II** | Support and promote faculty expertise by providing professional development at all career stages. |
| **Goal III** | Improve accessibility of all curricula and learning environments by providing faculty development for all MHU faculty. |

The mission and goals of CETL align with MHU’s Mission Statement: Mars Hill University, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, spiritual, and personal growth through an education that is: Grounded, Connected, and Committed. The embedded goals of the CETL will help ensure that faculty are prepared, supported, and encouraged to create learning environments that are Grounded, Connected, and Committed to the intellectual, spiritual, and personal growth of our students.

The following action items are rated: 1 - high priority, 2 - medium priority, and 3 - low priority:

## Assistance in the Onboarding of New Faculty/Adjuncts - 2

MHU is likely to hire new instructors / faculty in the next few years as senior faculty retire given the recent early retirement offerings and as programs are changed or added. New faculty at MHU come with ample content area expertise but little teaching or pedagogical experience as it relates to the students at MHU. The CETL will take an active role in onboarding new faculty members by working with the Faculty Chair and Human Resources to connect new faculty to a campus-wide community of practice.

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| **I** | **II** | **III** | Create New Faculty Onboarding Plan |

## Assistance in the Re-Design of the Mentorship Program - 2

Based on interviews and experience, the current mentorship program can be enhanced by providing mentors and mentees with a more purposeful and structured experience. The re-design process will be in collaboration with the Provost’s Office, Faculty Chair, input from current faculty, and consultation with other CTLs.

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| **I** | **II** | **III** | New Faculty Mentorship Program |

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## Training for Tenure and Promotion - 3

The CETL is intended to help new and existing faculty improve their teaching practice, course design, and assessment and evaluation strategies, as well as career development skills related to faculty mentoring, program development, and the promotion and tenure process. As part of this process the center will work with the Provost’s Office and the Faculty Personnel Committee to develop training on the tenure and promotion process

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| **I** | **II** | **III** | Training for Tenure and Promotion Process |

## MHU CETL Website Development - 1

The CETL requires a virtual presence to ensure that faculty can access the Faculty Development schedule, resources, surveys, and other tools supported through the center. In collaboration with experts on campus the design of web-based center content is a priority in this plan.

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| **I** | **II** | **III** | MHU CETL Websit*e.* |

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## Teaching & Learning Faculty Development (FD) - 3

Each semester the CTEL will offer faculty development on pedagogy, teaching, and learning. New faculty members are strongly encouraged to participate during their first year at MHU. Experienced faculty are also asked to help facilitate the discussions, creating opportunities for peer mentorship across programs.

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|  | **II** | **III** | Teaching and Learning Development Program |

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## Continuous Instructor/Faculty User Support - 1

CETL will offer pedagogical support for faculty and staff in face-to-face and on-line/remote instruction at MHU. This includes working in tandem with Marty Gilbert as he continues to advance our Moodle online learning platform~~;~~ as well as other software and web services. The center will support online and face-to-face classroom instructional design; curriculum development; video and audio recording; content accessibility; and other faculty and student support as needed.

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| **I** |  | **III** | Direct Instructor/Faculty Support  |

## Central Role in Campus-wide Accessibility Compliance - 2

According to the US Department of Education Office of Civil Rights, “*‘accessible’ means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use*.” In recent years the NC Community College System settled a disability discrimination complaint with several students, and reached an agreement with the Department of Education Office of Civil Rights to implement accessibility solutions within five years. Other campuses in the NC University System have been given accrediting recommendations to improve the accessibility of online content. MHU will increasingly need to contend with accessibility compliance in a systematic way. In working with Center for Disabilities Services the CETL would be the natural fit for institutionalizing accessibility compliance.

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|  |  | **III** | Accessibility Compliance |

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## Office Space for CETL - 1

The CETL will need an appropriate office location with a dedicated space to host meetings, conduc~~t~~ training sessions with faculty and other users, and meet individually with faculty, as well as include space for media recording and technology demonstration.

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| **I** | **II** | **III** | CETL Office Space |

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# Develop Assessment System for CETL Activities - 3

The CETL needs a detailed assessment system that will enable the center to track MHU faulty/instructor usage ~~use~~, establish baseline measures to track progress of our strategic goals, as well as ensure that the center is in alignment with MHU’s SLOs and mission statement~~s~~ objectives. It will be relatively easy to track professional development attendance and support interactions. It will be more difficult to track meaningful changes in faculty teaching practice due to the MHU CETL’s initiatives, or subsequent improvement in student outcomes. To assist in assessing our effectiveness in improving teaching and learning practices at MHU we will work with the Assessment Committee and others with expertise in this area.

The ACUE model suggests that meaningful change in faculty practice follows six levels:

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| ***Level 1*** | **Faculty Engagement**Do faculty find our faculty development offerings relevant? |  |
| ***Level 2*** | **Faculty Learning**Do faculty learn new teaching practices? |
| ***Level 3*** | **Faculty Implementation**Do faculty implement new teaching practices? |
| ***Level 4*** | **Student Engagement**Are students more motivated and engaged? |  |
| ***Level 5*** | **Student Outcomes**Are students completing more courses and earning better grades? |
| ***Level 6*** | **Institutional outcomes**Are retention and completion rates improved? |

 *Adapted from MacCormack, Snow, Gyurko & Sekel, 2018. Connecting the Dots: A Proposed Accountability
Method for Evaluating the Efficacy of Faculty Development and Its Impact on Student Outcomes, ACUE*

MacCormack, Snow, Gyurko and Sekel (2018) suggest the first three input measures be measured by CETL using self-reported survey data from faculty. This can help determine which evidence-based professional development offerings faculty are finding useful and if they are implementing any changes in practice based on what is being offered.

The last three output measures can be measured by gathering institutional student course evaluations, academic achievement statistics, and retention and completion rates over time. Institutional retention and completion outcomes are influenced by a huge number of variables, and it can be difficult to see what initiatives and policies are having the most effect. ACUE’s research, however, strongly suggests that faculty learning and implementation of effective teaching practices are positively correlated with institutional student outcomes.

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\*Adapted / modified with permission from OTLE