

PROMOTING INSTRUCTIONAL INNOVATION THROUGH A FACULTY INCENTIVE PROGRAM



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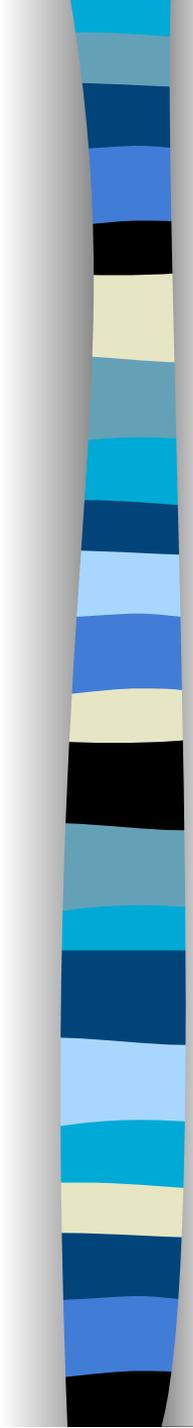
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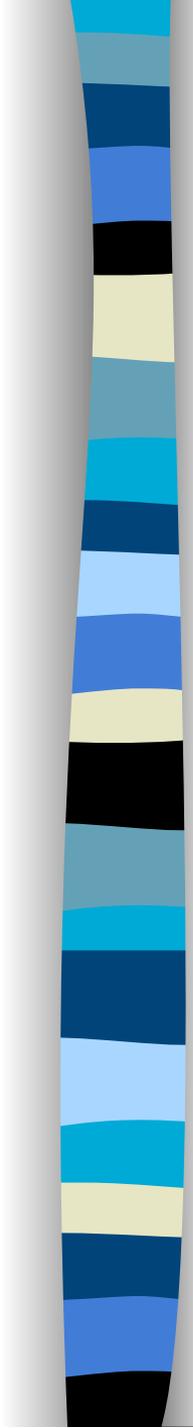
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CNI Spring Task Force Meeting,
April 2001



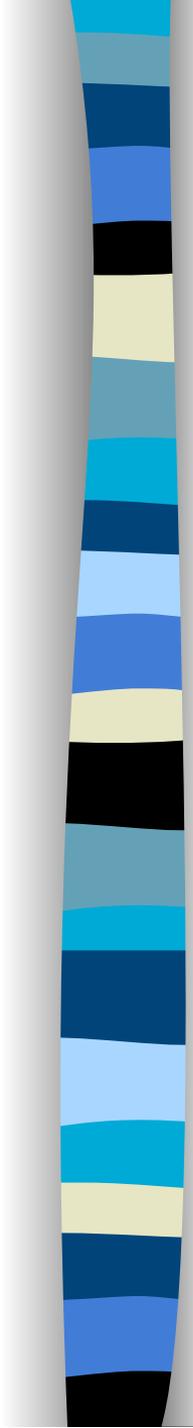
OVERVIEW

- Goals, challenges and approaches to a faculty incentives program
- New Learning Environments and Instructional Technology Grants Program (NLE/IT)
 - Addressing institutional needs
 - Call for participation
 - RFPs
 - Review process
 - Synoptic view of proposals, 1997-2001
- Observations
- Discussion & Comments



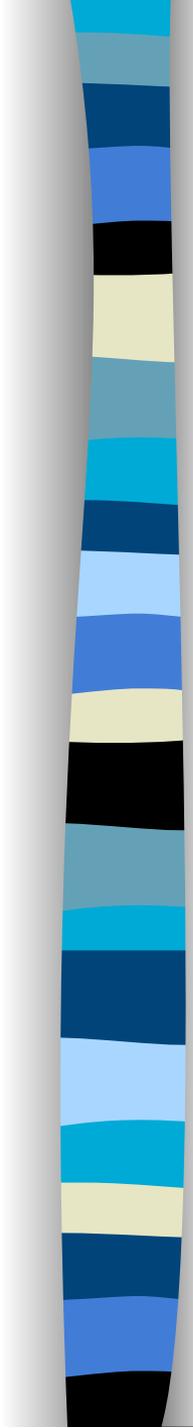
OVERARCHING GOAL

Articulate an academic rationale for expanding instructional technology and other technological innovations



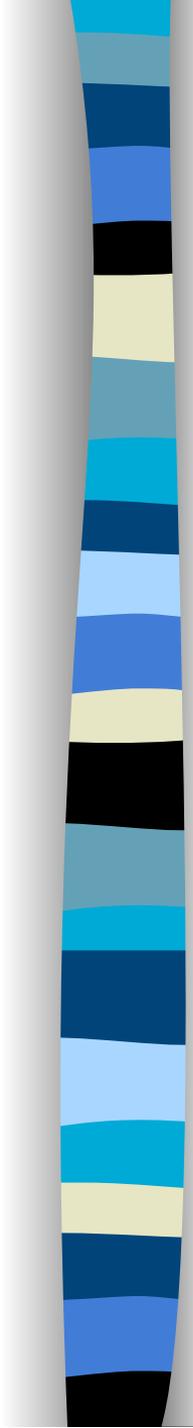
FACULTY REWARDS STRUCTURE

- Disciplinary emphasis
- Reputation built by research and scholarship in field of study
- Rank and promotion tied to research and scholarship



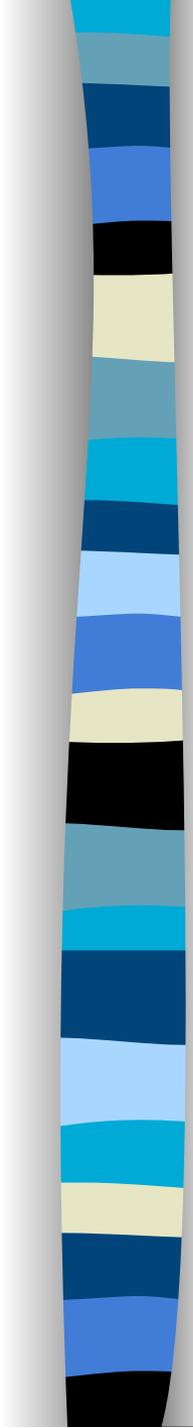
CHALLENGES

- Structuring a rewards program consistent with the institution's core values
- Re-structuring an incentives program that rewards people for doing what someone else wants them to do into a deliberative process that treats the issue of future directions as open for discussion
- Valuing innovation and teaching without sacrificing research and scholarship



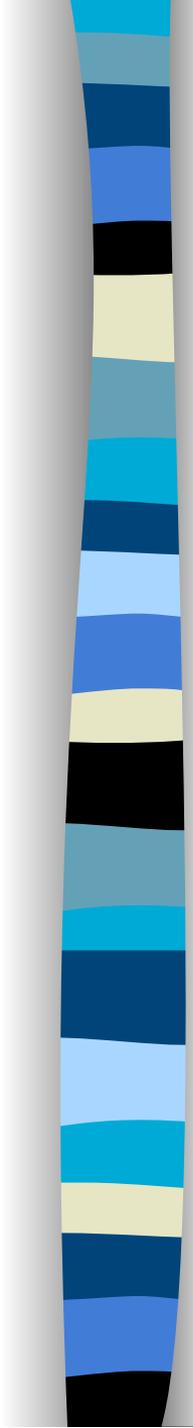
CHALLENGES

- Faculty feel under-rewarded for instructional innovation
- Faculty and administration remain skeptical of the value of investment in instructional innovation



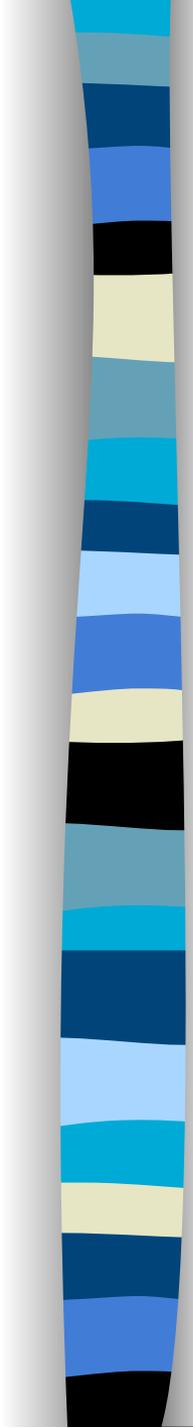
MEETING CHALLENGES

- **Challenge:** Faculty feel under-rewarded for instructional innovation
- **Contrasting solutions**
 - Creating rewards outside the peer evaluation process
 - damaging to long-term career goals
 - not very satisfactory to faculty
 - Use competitive process not only to support innovation but also to cultivate ability within faculty to recognize innovation
 - recruit new reviewers each year
 - invest time in discussing how to recognize worthwhile achievements in instruction



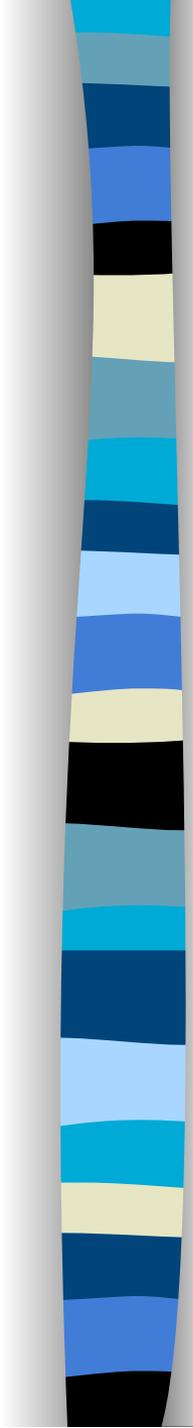
MEETING CHALLENGES

- **Challenge:** Faculty and administration remain skeptical of the value of investment in instructional innovation
- **Contrasting solutions:**
 - Persuade campus to invest in speculation (not likely, and probably the wrong choice for institutional resources)
 - Use a grant process to generate the data needed to make good decisions
 - require formal assessment as part of every innovation proposal
 - follow up with evaluative reports



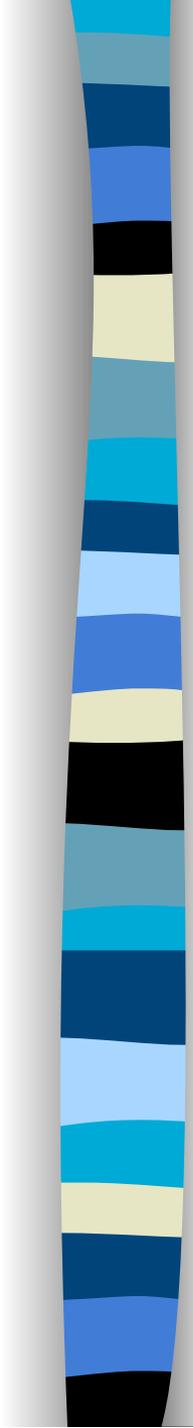
New Learning Environments and Instructional Technology Grants Program at the University of Arizona

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NLE/IT: BACKGROUND

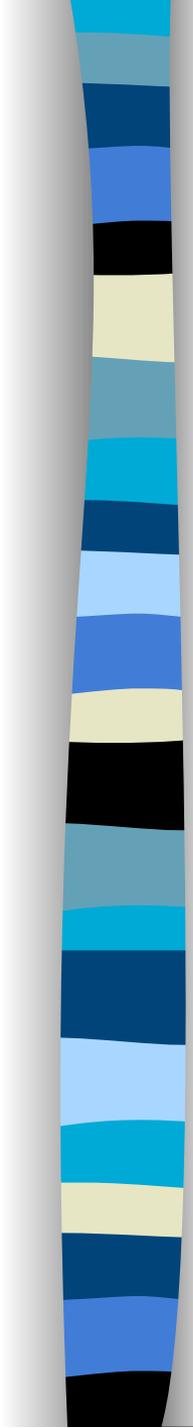
- In mid-1990s -- negotiated agreement between the University President and student government leaders for a tuition increase
- Generates \$700K annually
 - Faculty incentives program
 - Roll out the Web
 - Instructional tools
 - Fund sending faculty to EdTech conferences



NLE/IT GOAL: ADDRESS INSTITUTIONAL NEEDS

■ Instructional innovation:

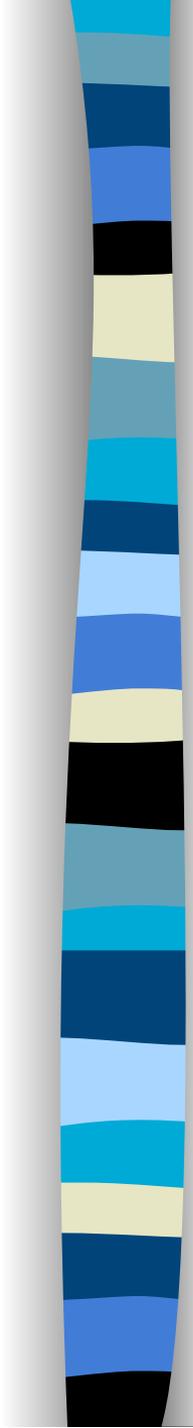
- Technology solutions to recurring instructional design problems
- New strategies for dealing with diversity of learner characteristics
- Contributions to faculty productivity and/or learner productivity



NLE/IT GOAL: ADDRESS INSTITUTIONAL NEEDS

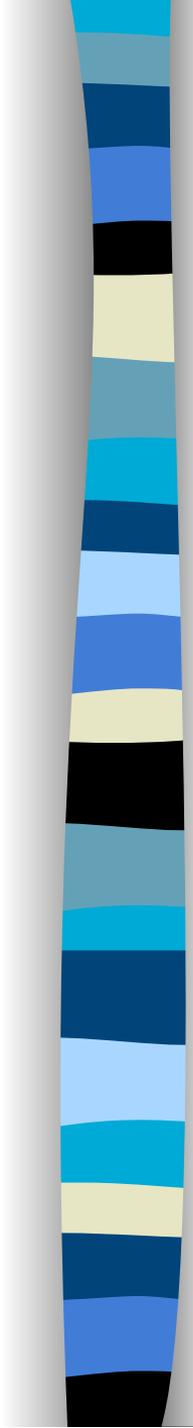
■ Faculty development:

- Dissemination of knowledge or tangible products of earlier innovation projects
- Preparation of faculty to teach in high technology environments
- Projects involving departmental, interdepartmental, and inter-institutional collectives



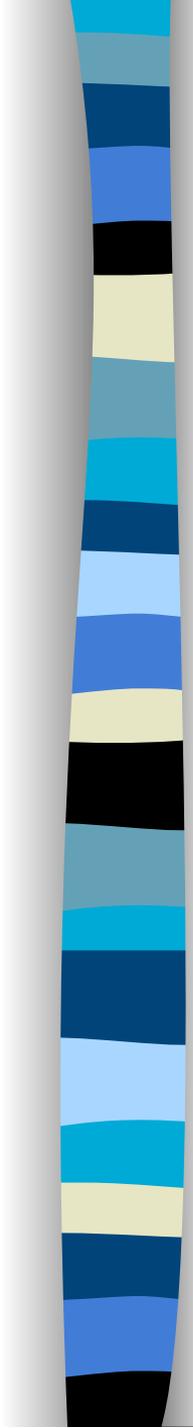
NLE/IT GOAL: ADDRESS INSTITUTIONAL NEEDS

- Effective utilization of existing resources:
 - Use of available technology resources and/or unique intellectual assets to increase return on investment, especially in such areas as distributed learning and distance delivery of instruction



NLE/IT GOAL: TARGETING SPECIFIC NEEDS

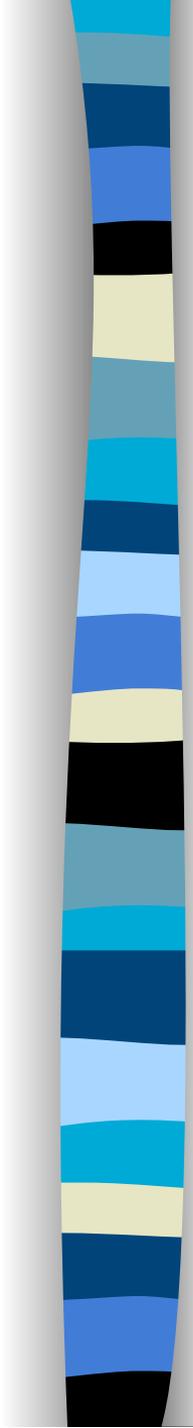
- Instructional laboratory refresh:
 - Updating and repair of existing instructional computing facilities on a cost-sharing basis with departments and colleges



NLE/IT GOAL: TARGETING SPECIFIC NEEDS

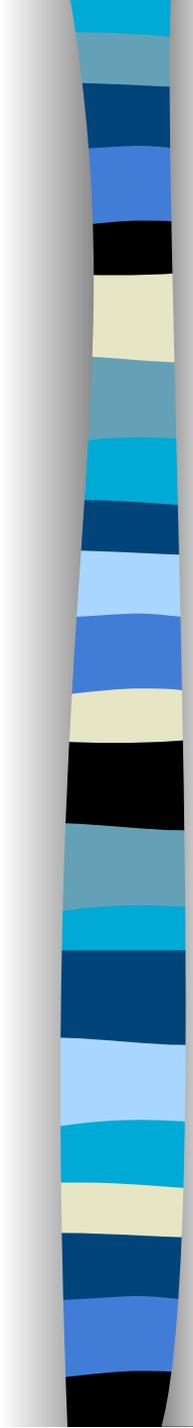
■ Online course development:

- To identify a new emphasis area
- To explore new uses of online instruction
- To meet broad enrollment management goals (e.g., recruitment, retention, enrollment flow within course sequences, regulation of time to graduation)



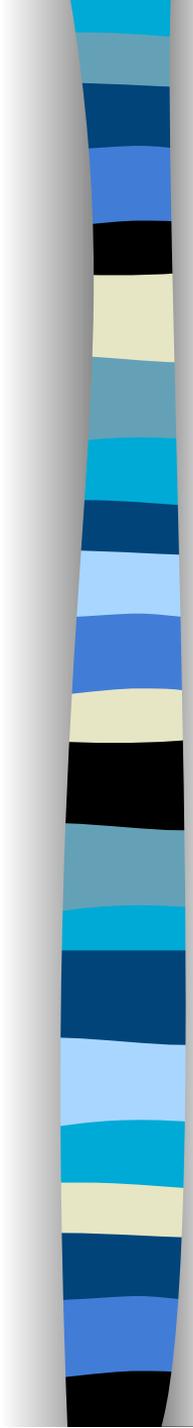
NLE/IT GOAL: TARGETING SPECIFIC NEEDS

- Southwest Project: a collaborative educational model that is cross-disciplinary, cross-institutional, and developmental that works to enrich students' educational experience
- Oracle: a site license for all Oracle database products enhances making learning materials available on the web



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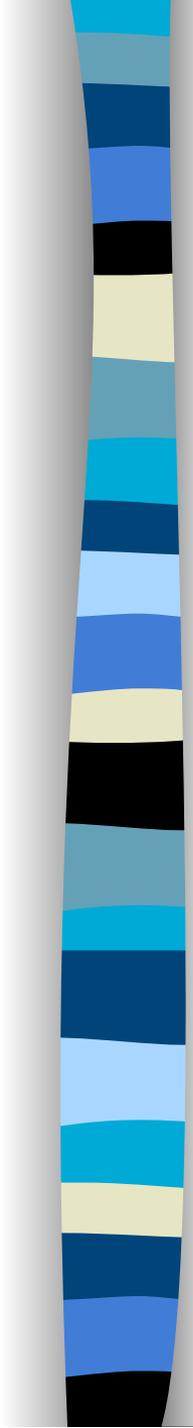
- Planning Grants for Tri-University Academic Programs
 - New UA-sponsored statewide initiative
 - Purpose: to stimulate statewide collaboration in technology-delivered education
 - Available for departments and colleges interested in forming statewide partnerships to develop new online and technology-delivered programs



NLE/IT: PROCESS OVERVIEW

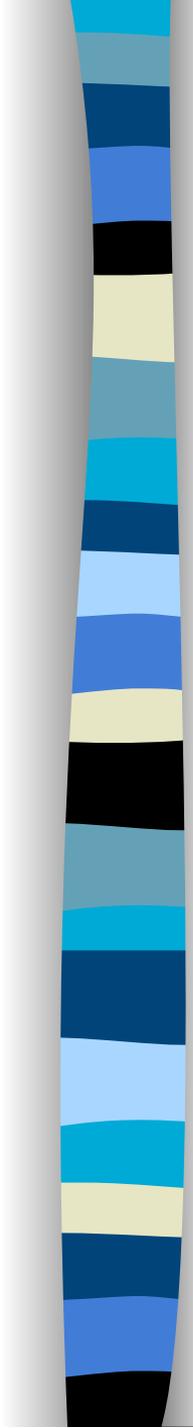
Using the grant competition as a yearly communication campaign and collaborative learning opportunity

- Solicit faculty input
- Develop priorities
- Distribute letter to faculty
- Hold workshops
- “Brief” reviewers
- Read and rate proposals
- Gather comments
- Make decisions
- Send feedback
- Publicize awards



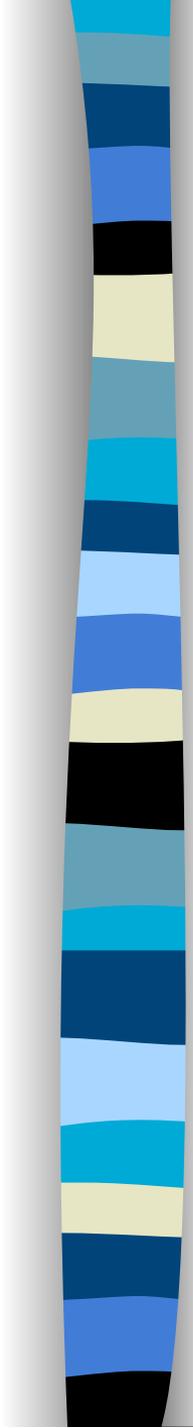
NLE/IT: THE RFP

- Call for proposals
 - Introduction describes program goals and parameters
 - Eligibility
 - Spending rules
 - Proposal development support
 - Proposal format
 - Proposal review and evaluation process
 - Submission information



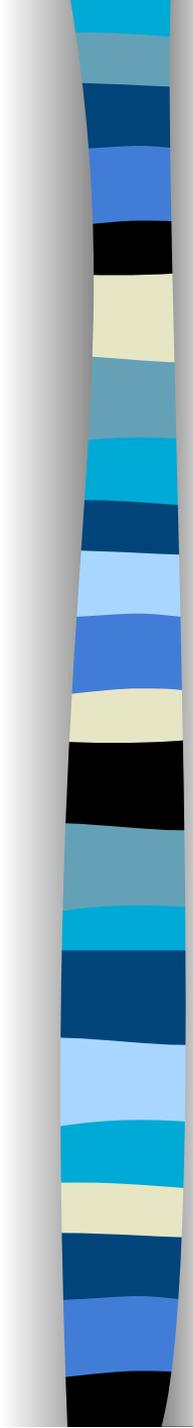
NLE/IT: EVALUATION PROCESS

- Reviewers: faculty, academic professionals and expert staff recruited from across campus
- Charge: to study the institutional context and examine proposed projects for their potential to push the University to the next level in instructional technology



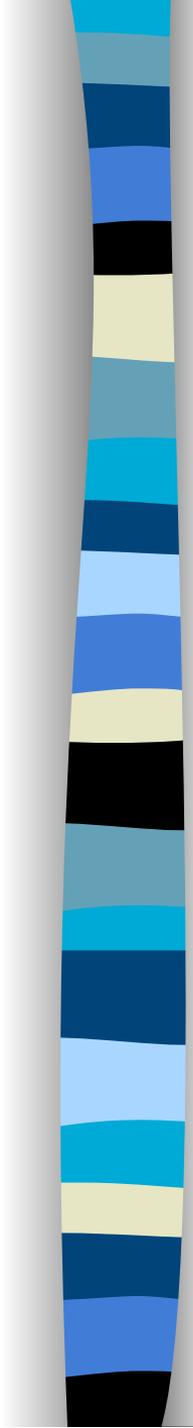
NLE/IT: EVALUATION PROCESS -- THE RETREAT

- 1-2 days, held off-campus
- Introduction of reviewers and facilitators
- Objectives
 - Make funding recommendations
 - Generate feedback to authors
 - Examine the grant program's implicit strategic direction
 - Identify important development directions
 - Evaluate the grant review process



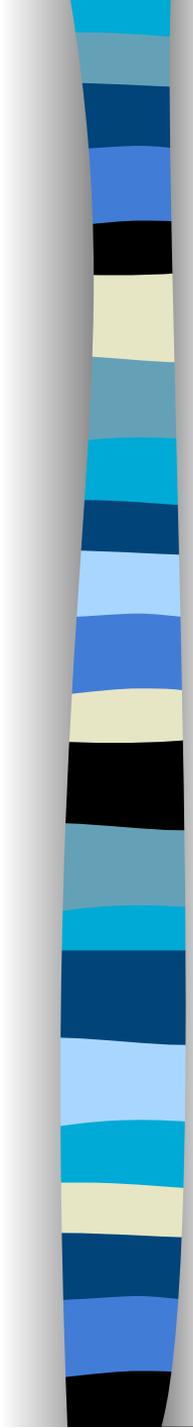
NLE/IT: EVALUATION PROCESS -- THE RETREAT

- Procedural: e.g., organized into teams; team responsibilities
- Substantive: e.g., overviews of current campus resources
- Discussion-intensive reviewing protocol
 - Critical discussion in place of rate-and-aggregate helps develop consensus on values
 - Panel advocacy for funding or not funding (or adjusting funding amount) helps refine ability to discriminate among routine and innovative uses of technology



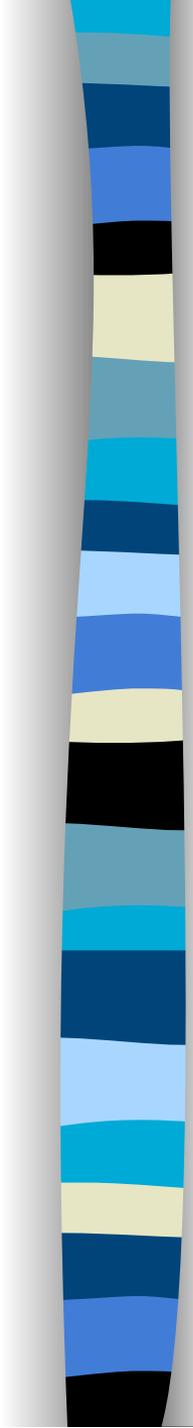
NLE/IT: REVIEW CRITERIA

- Institutional goals: scalable support for distributed learning; solutions for recurring problems in large enrollment courses (GEN ED); strategies for adapting to learner characteristics
- Value of proposed work: originality of idea; fit with on-going initiatives; general merit of idea
- Impact/Number served: number of students served in project; number of students potentially affected by results of project



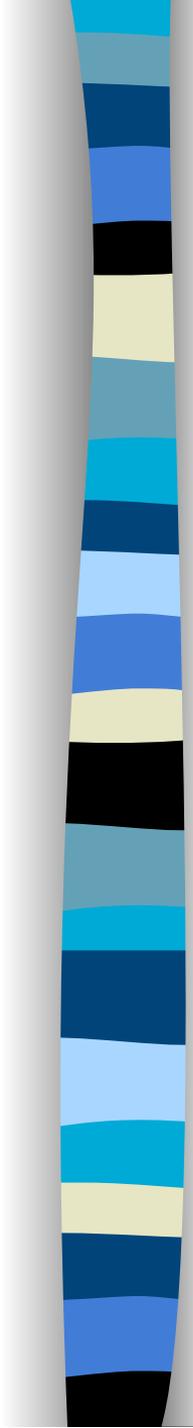
NLE/IT: REVIEW CRITERIA

- Impact/Learning: improvements in learning; solutions to teaching problems; creation of new learning environments; generalizability to other disciplines
- Financial contribution of unit: prior invested in instructional technology; on-going commitment to IC; support for current proposal; non-monetary contributions (e.g., space, faculty release time, consumables, staff support)



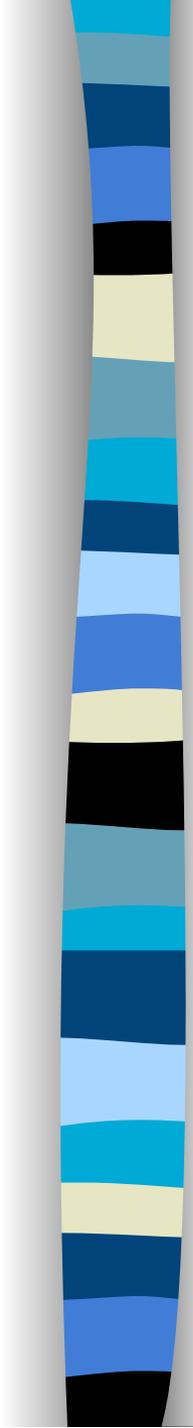
NLE/IT: REVIEW CRITERIA

- Feasibility: availability of appropriate space and infrastructure; appropriate plans for dissemination of materials
- Assessment plan: clear delineation of what it would mean for this project to succeed or fail; commitment to collection of evaluation data
- Collaboration: partnership across academic units; alignment with service units
- Overall proposal merit



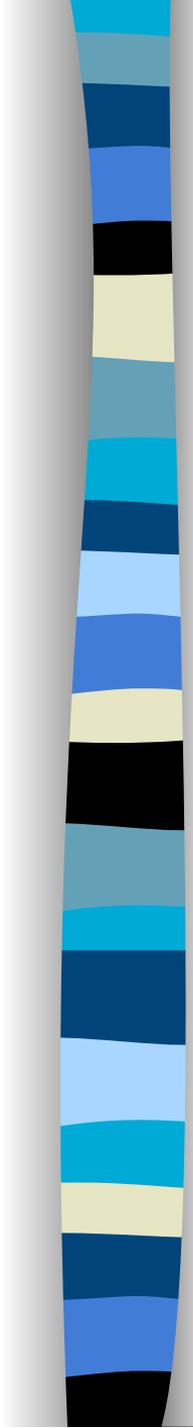
NLE/IT: 1997-98 SYNOPTIC VIEW

- Total recommended funding \$295,192 for 24 of 57 proposals
 - Agriculture: \$62,500
 - Architecture: \$15,000
 - Engineering & Mines: \$14,700
 - Fine Arts: \$76,400
 - Humanities: \$41,500
 - Science: \$59,000
 - Social & Behavioral Sciences: \$26,150



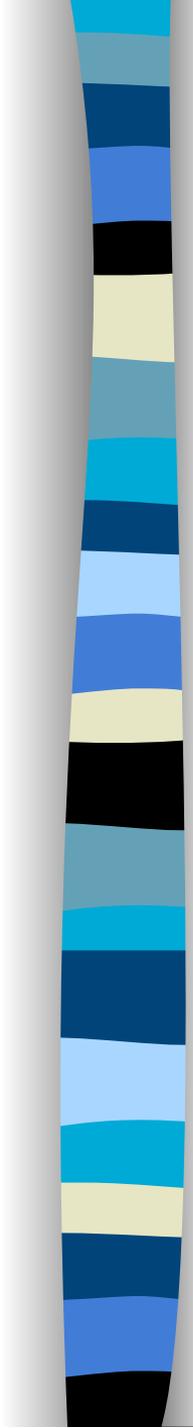
NLE/IT: 1997-98 SYNOPTIC VIEW OF PROPOSALS

- Technological Assessment of Microcomputer Skills In a Beginning Agriculture & Biosystems Engineering class
- Web-Based Teaching Modules for Visual Learning
- Student-Centered Learning Modules in Immunology
- Tohono O' odham Language Web-Based Dictionaries Project



NLE/IT: 1998-99 SYNOPTIC VIEW OF PROPOSALS

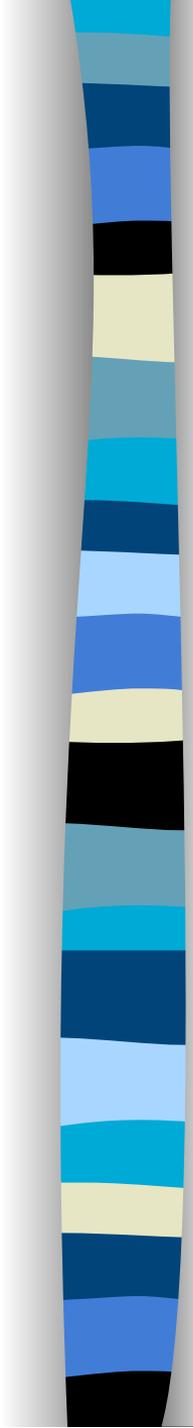
- Total recommended funding \$556,500 for 35 of 94 proposals
- College/unit: Science, Fine Arts, Social & Behavioral Sciences, Humanities, Engineering & Mines, Nursing, Agriculture, Medicine, Architecture, Education, Multimedia Lab, Library, CeDRR



NLE/IT: 1998-99 SYNOPTIC VIEW OF PROPOSALS

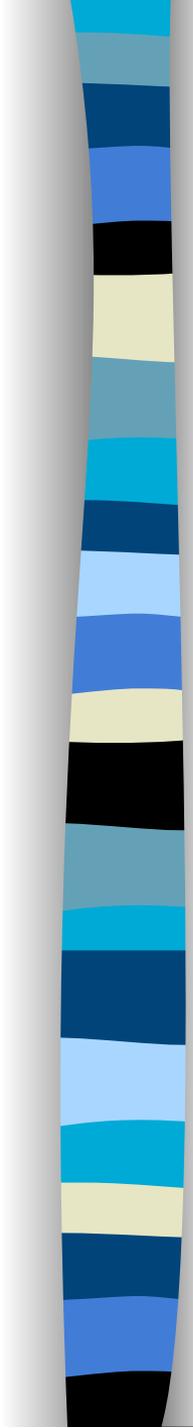
■ Spending by purpose

- Lab refresh (12 proposals) \$207,500
- Other equipment (9 proposals) \$100,000
- Content development (10 proposals)
\$175,000
- Other (4 proposals) \$74,000



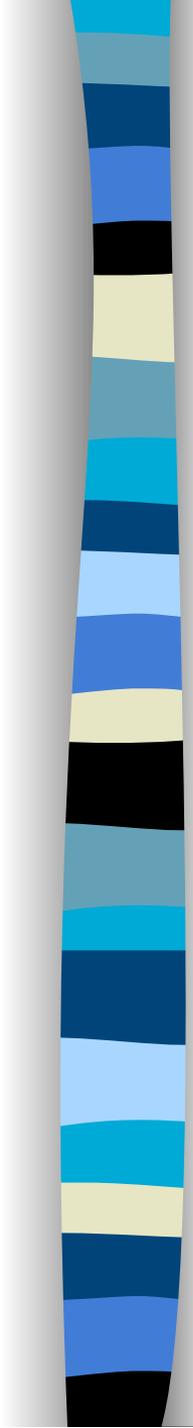
NLE/IT: 1999-00 SYNOPTIC VIEW OF PROPOSALS

- Recommended funding \$350,926 for 36 of 53 proposals (total requests ~\$800K)
- New departments receiving funding:
American Indian Studies, Arizona
International College, Pharmacy, Arizona
State Museum, Undergraduate Education



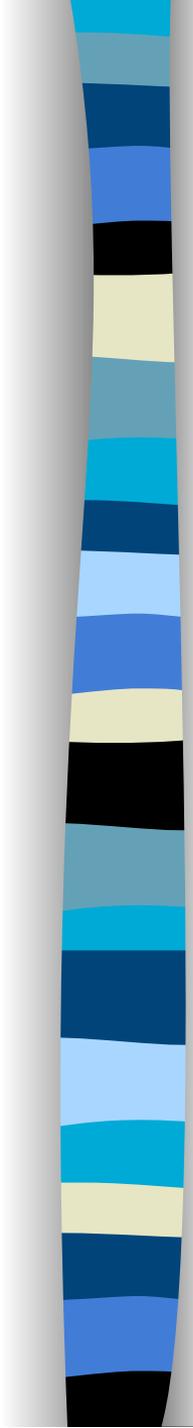
NLE/IT: 1999-00 SYNOPTIC VIEW OF PROPOSALS

- Integration of Oracle into GIS Education
- Curriculum Integration Through a Webcast Radio Station
- Interactive Multimedia Applications for Teaching the Principles of Animal Behavior
- Web-based Enrichment Module for Honors GENED Natural Sciences Course
- Remote Sensing Using Spectroscopy: Student Projects and Class Demonstrations



NLE/IT: 2000-01 SYNOPTIC VIEW OF PROPOSALS

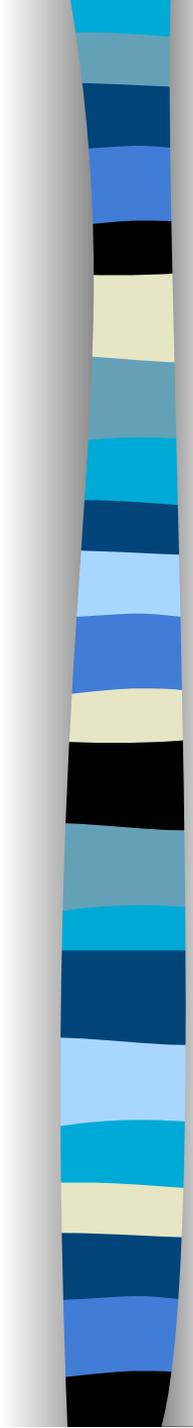
- Recommended funding \$477,865 for 24 of 34 proposals (total requests ~\$778K)
- Tri-University proposals
 - Empowering Rural and Home-Bound Students: A Certificate in Women's Studies Through Distance Learning (\$30,000)
 - Planning a Distance Learning Program in Semiconductor Manufacturing (\$30,000)
 - Post-Masters' Certification in Healthcare Informatics (\$30,000)



NLE/IT: 2000-01 SYNOPTIC VIEW OF PROPOSALS

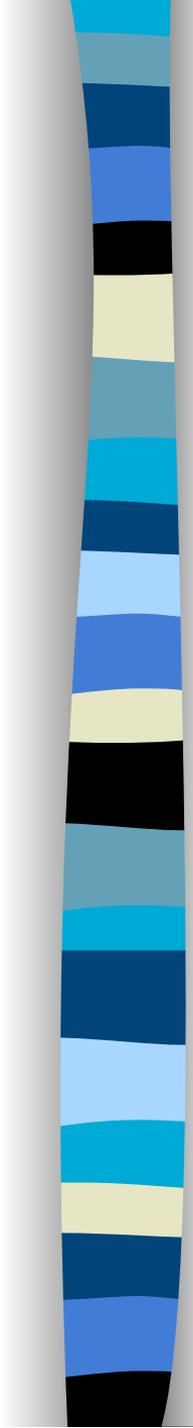
■ Instructional innovation proposals

- Developing and Implementing a Methodology for Laboratory Online Courses
- U of A Experimental Museum of Web Art
- Searchable Database of Useable MIDI files
- Creation of Computer Simulation Models for Genetics



NLE/IT: OBSERVATIONS

- Retreats are succeeding in the program's education and consensus building goal
- Fewer proposals that call for developing a project from scratch
- More thoughtful proposals
- Attracting new participants each year
- Campus Showcase a popular event



DISCUSSION & COMMENTS

■ Possible discussion points

- How is instructional innovative rewarded at your campus?
- How does your campus recognize instructional innovation in the Promotion & Tenure process?
- Can you share other means of integrating instructional innovation in the institution's core values?