Resources. Assistance for completing this form can be found here: equity.psu.edu/eopc

Q1. Program title

Advancing Teaching and Course Design

Q2. Please choose your campus location.

Penn State University Park ▼

Q3. Unit

College of Information Sciences and Technology

Q4. Office address

Q5. Primary program contact name

Q6. Penn State email

Q7. Phone number

Q8. Program category

○ Campus climate

○ Curriculum

○ Faculty and staff recruiting

○ Faculty and staff retention

◉ Leadership development

○ Student recruiting

○ Student retention and graduation

○ Organizational change

Q9. Funding period

◉ Summer 2020

○ Academic Year 2020-2021

Q10. Target number of participants

~6 to 12 for a pilot; expanding to all incoming faculty and current faculty through existing faculty development platforms

Q11. Abstract. Please provide a brief description of the program, addressing the rationale, purpose, and intended impact; these should attend to how the program promotes greater equity for historically underrepresented and underserved groups within the University and those groups that have been historical targets of discrimination. Please do not exceed 100 words.

The purpose of our project is to design, pilot, and assess a faculty workshop to develop skills and provide resources for inclusive pedagogical practices. To improve the learning outcomes and experiences of our increasingly diverse student population, we seek to intentionally build our faculty's capacity for creating inclusive learning environments. The impacts of the project include tools to help faculty create a more inclusive teaching philosophy, reflect on and adjust their pedagogical approaches, and make changes to their everyday practices to achieve a welcoming learning environment that will lead to broad student success.

Q12. Program description. Please describe your goals, participants, needs, actions, and strategic plan linkage. Provide answers to the following questions: What is the program to accomplish? Who will participate in the program? Why is the program necessary? How will you construct the program to accomplish the desired goals and outcomes? What activities will provide the opportunities for learning? How is your program aligned with the strategic plan and diversity goals? Please do not exceed 500 words.

Goal: Enhancing our faculty's ability to foster an equitable and inclusive learning environment for a diverse study body. Participants: College of Information Sciences and Technology faculty (~ 6 in the initial pilot), intentionally recruited based on their demonstrated commitment toward inclusive teaching practices. Needs: IST has grown in both the number (fall 2015 student body: 1091, fall 2019 study body: 1778) and diversity of student enrollments (quadrupled number of underrepresented minority (URM) students since 2015). This growth of overall student population, in particular URM, has necessitated a reimagination of inclusive teaching practices in our classroom environments. We look to be more intentional toward building capacity for an inclusive learning environment (measured through metrics such as faculty and student perception, course structure, and implementation, learning outcomes and persistence). Actions: Design and pilot a repeatable workshop for current and new faculty in IST to develop skills and uncover resources for inclusive pedagogical practices. Evaluate the impact of the workshop by discussing implementation as well as conducting formative and summative evaluation with faculty and student experience as key metrics. Finally, disseminate lessons learned and resources for implementing in other courses to IST faculty across the Commonwealth. Strategic Plan Linkage: Our proposed effort aligns with the "Transforming Education" and "Fostering and Embracing a Diverse World" portions of the strategic plan as we develop resources to refine best practices as relevant to the College of IST to support inclusive pedagogy.

Q13. Outcomes Assessment (measurable outcomes and methods used to gather them). List and define the impact the program should have on participants. For example, what are the specific skills, knowledge, or

behaviors participants should demonstrate as a result of participating? How will you assess or measure the extent to which the outcomes were accomplished?

Faculty will have tools to create a more inclusive teaching philosophy, reflect on and adjust their pedagogical approaches, and make changes to their everyday practices to achieve a welcoming learning environment that will lead to broad student success. Success will be captured and measured through a triangulation of artifacts: Artifacts for the workshop Faculty will develop demonstrable differences in the structural components of the course (i.e. syllabus, reference materials, assessments, practices for group work, etc.). Participants will collaboratively design and implement a mid-semester survey intended to recalibrate by capturing student voices and experiences. Participants will meet workshop instructors for monthly implementation checks allowing for discussion on learning experiences through implementation. Participants will share their SRTEs for at least one semester before and after the workshop as a pre- and post-workshop measure of impact on student perception. Students enrolled in the courses revised in the workshop will complete a survey asking them to reflect on the course structure and implementation, instructor encouragement, and perception of belonging with regard to the course, major, and field. We are reviewing established instruments that we can tailor to the needs of this project. Final Products A report will be produced and will include a quantitative and qualitative analysis of data and future recommendations. Based on the recommendations of the final report a repeatable version of the workshop will be developed for both in-residence and online faculty. The College of Information Sciences and Technology will also disseminate the outcomes of the workshop to all interested IST faculty across the Commonwealth through our bi-annual faculty meetings. Our long-term goal is to develop this workshop as a resource for future use in the College of IST, at other colleges across University Park, and across the Commonwealth.

Q14. Upload the assessment tool that you will be utilizing (if applicable).

Q15. Renewal?

- ○ Yes
- ◉ No

Q15a. What year is your renewal?

This question was not displayed to the respondent.

Q15b.
Provide a brief summary of the evidence collected around each outcome, discussing how/if the outcomes were accomplished, what was learned from the assessment, and how the assessment was used for program improvement. Please do not exceed 250 words.

This question was not displayed to the respondent.

Q16. Budget. Please upload the completed "EOPC Proposed Budget" form found here. Provide detailed itemization and cost line items for EOPC funds, Unit funds, and External funds .

For more information about funding guidelines visit: http://equity.psu.edu/eopc/overview

Q17. Timeline. How will you sequence the program administration? When will the program highlights or milestones be addressed? What is the timing of the major program components?

Spring 2020 - Recruit faculty participants for pilots development workshop materials Summer 2020 - Deliver workshop with a plans for faculty to implement in fall 2020 Fall 2020 - Faculty execute their updated courses and engage with workshop facilitators on a regular basis. Data collected for analysis. Fall 2020 - Spring 2021 - Data analysis and report development, video production for long-term use of developed program.

Q18. Endorsements. By typing the names and email addresses below, the proposal writer certifies that this proposal has been shared with and approved by the Unit Executive, Immediate Supervisor, and the Financial Officer:

	First name	Last name	Penn State email
Unit Executive			
Immediate Supervisor			
Financial Officer			

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Thank you. By clicking the arrow button you will complete your submission, and on the next screen you will be able to download a summary of your responses. Please keep the response summary for your records. All EOPC proposals are forwarded to a review team. EOPC proposal review teams are composed of student, staff, and faculty volunteers throughout the commonwealth.

The primary contact listed in this proposal will be provided a confirmation with additional information. Questions can be directed to Amy Salinas Westmoreland, asw182@psu.edu.