

Background

Data indicates that students from low-income backgrounds and students of color have the most to gain by completing a college degree. Students from low-income backgrounds and students of color are more likely to earn a D, F, or W in gateway courses required for progression toward their degrees. According to data analytics firm EAB, 1% of courses are responsible for over 30% of all DFWs, and 5% of all courses are responsible for 85% of all course retakes. These courses are likely to be large with multiple sections. Most institutions and the sector at large do not have clear solutions to addressing high DFW rates and improving equitable course progression. In order to improve course outcomes on first attempts, specifically focusing on STEM gateway courses and reducing equity gaps for underrepresented students, a landscape analysis will be completed. It is vital that engaged faculty be included in this discussion as they are in the best position to know both the current classroom climate and have the most relevant thoughts on improving student success in these areas.

Goals

The goal of this project is to identify and document existing learning interventions and facilitate adoption of the best-fit intervention across additional campuses. This goal will be supported by:

- Expanding inclusive pedagogy
- Enhancing student support
- Improving data-driven teaching and learning

Faculty Fellow Role

It is important that faculty are directly involved in the landscape analysis steps in addition to the implementation steps. Faculty will be asked to participate in 1 virtual meeting in each March and May to begin discussions as a group about current learning innovations in their field and at their institutions. Faculty will then attend the UIA Convening in July to:

- Share challenges and opportunities in key courses
- Discuss what admins/faculty fellows are learning about what does and doesn't work
- Present on selected learning innovations from landscape analysis

- Identify next steps to redesign a course on your campus

Finally, faculty will participate in a virtual community of practice, with events held twice in the fall and twice in the spring. From these events next steps will be identified for a larger scale implementation of successful innovations.

Faculty Fellow Support

Up to \$10,000 will be provided to each faculty fellow to support time and costs associated with course redesign. These funds will be provided as flexible stipends that may be used at the faculty member's discretion to support needs such as course release time for redesign work, teaching/graduate assistant support, and other costs (e.g. technology integration) associated with course redesign. Accommodation at the July Convening will be covered by the UIA separate from the stipend.

Timeline

March 2024	Virtual Faculty Fellows Community of Practice Event
May 2024	Virtual Faculty Fellows Community of Practice Event
July 22-24 2024	UIA Convening – Chicago, IL
September 2024	Virtual Faculty Fellows Community of Practice Event
November 2024	Virtual Faculty Fellows Community of Practice Event
January 2025	Virtual Faculty Fellows Community of Practice Event
March 2025	Virtual Faculty Fellows Community of Practice Event
May 2025	Virtual Faculty Fellows Community of Practice Event