

LTAC Priorities / 2019-2020 Academic Year

<p>Goal #1: Develop a process for the pilot, evaluation, and implementation of new technology</p> <p>Northwestern IT, the Searle Center for the Advancement of Learning and Teaching, and the University Library have traditionally partnered with faculty in the pilot, evaluation and implementation of new technologies. These partnerships are important, as the technology and services should be informed through faculty-led projects with student input.</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Develop a process for the pilot, evaluation, and implementation of new technology that will raise awareness across the schools, ensure that faculty and students are engaged in the process, outline key factors to consider when attempting to implement a new technology, and specify how decisions are made. 2. Implement this process across the central units and schools. 	<p>Working Group: LMS / Learning Applications</p> <p>LTAC Lead/Owner: Michael Dice</p>
<p>Goal #2: Incentivize teaching and curricular innovation</p> <p>Northwestern University has traditionally provided funding to incentivize teaching and curricular innovation through the Provost's Fellowship for Digital Learning. During 2014-2018, the Fellowship supported 39 projects at a cost of \$759,916. The Fellowship was eliminated in 2018, and LTAC is suggesting it be reinstated and reframed to align with University priorities and faculty needs.</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Develop short- and long-term objectives to incentivize teaching and curricular innovation through faculty-led projects that align with University initiatives, e.g., inclusivity, accessibility, Universal Design for Learning, open educational resources, etc. 2. Explore potential sources of funding to support faculty-led projects. Once funding is secured, solicit proposals for review and prioritization. 3. Collect use cases and examples of projects faculty might propose. 4. Compare Northwestern programs against peer institutions: Academic Innovation Fund: University of Michigan Faculty Grants and Funding: Duke University 	<p>Working Group: Digital Learning</p> <p>LTAC Lead/Owner: Victoria Getis and Susie Calkins</p>
<p>Goal #3: Improve the quality of University learning spaces</p> <p>Northwestern will need to be more strategic in the design of its learning spaces with the goal of enhancing the students' learning experience. While the primary focus is on technology enhanced teaching and learning, the group will consider related amenities and improvements. The current demand for active learning classrooms that support small-group activities has outstripped supply.</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Establish standard operating procedures for assessing the overall quality and condition of Registrar-controlled classrooms, to include prioritizing necessary improvements and renovations. 2. Propose annual funding model for regular repair and maintenance, as well as a 7-year capital reinvestment strategy for necessary improvements in University learning spaces and auditoria. 	<p>Working Group: Learning Spaces</p> <p>LTAC Lead/Owner: Bennett Goldberg and Ken Panko</p>

<ol style="list-style-type: none"> 3. Create learning space design guidelines that promote flexibility in how classrooms are utilized and foster best practice in supporting accessibility, inclusivity, active learning, and distance learning. The guidelines should focus on ensuring reasonable consistency in the quality of experience, as well as promote excellence in teaching and learning. 4. Distribute design guidelines for broad-based adoption by Facilities, IT and the schools. 	
<p>Goal #4: Develop resources and programming to support faculty teaching in multiple course delivery modalities</p> <p>Effective course design is fundamental to the students' learning experience. Regardless of the delivery model (fully online, hybrid, and in-person), all instructors should design and employ the best practices regarding learning outcomes, informing student expectations, etc. There is a gulf, though, between these ideals and current practice at the university; this working group should map the current landscape, identify gaps, and make recommendations to address them.</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Conduct an environmental scan to identify faculty development resources that exist across higher education and Northwestern's schools in supporting faculty design and teach fully online, hybrid and in-person courses. 2. Produce a report that summarizes existing developmental resources, while identifying any gaps and recommending future improvements. 3. Identify whether existing or new material should be included in the Provost's Faculty Development and Leadership Programs, as it relates to effective course design for teaching in multiple course-delivery modalities. 	<p>Working Group: Digital Learning</p> <p>LTAC Lead/Owner: Reba-Anna Lee and Matthew Goldrick</p>
<p>Goal #5: Build out a centrally-managed, collaborative learning classroom to support face-to-face courses taught across multiple locations</p> <p>There are significant opportunities for greater engagement across Northwestern's three campuses—Evanston, Chicago and Doha. The distance between these campuses—and related outlays of time and money required to bring students, faculty and researchers together—is the number one barrier to cross-campus engagement. Investments in, and socialization of, new collaborative tools have the potential to dramatically increase cross-campus engagement of all kinds.</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Assess the need for a centrally-managed classroom that can support collaborative learning for face-to-face courses taught across multiple locations. <ol style="list-style-type: none"> a. Consult with faculty and staff who have expressed an interest in teaching active learning courses across multiple locations. b. Determine use cases and/or models for teaching synchronously across multiple sites. 2. Evaluate existing classrooms in professional schools (Kellogg, Law, etc.) and identify essential attributes (furniture, technology, etc.). <ol style="list-style-type: none"> a. Identify scheduling policies within the schools. 3. If there is sufficient interest and demand, develop a proposal to build-out a centrally-managed collaborative learning classroom to support face-to-face courses taught across multiple locations. 	<p>Working Group: Learning Spaces</p> <p>LTAC Lead/Owner: Richard Gordon and Ken Panko</p>