The Teaching Academy administers an impact survey every 3-5 years that asks questions about the university and our own leading indicators. To avoid repetition, it is not listed below; however, the survey results are a leading indicator for all actions.

|  |
| --- |
| University Goal 1: Enhance Student Success & Social Mobility University Leading Indicators: Student learning, grades, and persistence |
| TA Goal(s) | Objectives | Actions | Timeline\* | Leading Indicators |
| Supporting Teachers & Improving Learning | Provide robust professional development and resources to graduate assistants, faculty, and staff to improve student learning | Coordinate and lead workshops, short courses, and institutes on teaching and active learning | Ongoing | - Coordinate and lead a foundational series of workshops- Coordinate a team-based learning (TBL) program- Co-sponsor one Writing Across the Curriculum (WAC) short course per year- Coordinate and lead programming targeted at STEM educators- Analyze qualitative participant evaluations |
| Coordinate and lead scheduling and pedagogical support for the Technology-Enhanced Active Learning (TEAL) classroom | Ongoing | - Maintain 90% use per year between 9am-4pm M-TH- Train 100% of active TEAL instructors in pedagogy and room technology |
| Maintain rubrics and evaluations for student, instructor, and peer review of teaching | Ongoing | - Integrate feedback and update once per year- Provide one event per year incorporating and disseminating these rubrics/evaluations |
| Provide opportunities for deeper participant engagement and reflection to allow participants to better integrate evidence-based teaching approaches | Establish a workshop preparation protocol to ensure quality for participants and leaders  | By 2020 | - Analyze facilitator and staff reflections of workshops- Analyze qualitative participant evaluations |
| Integrate activities into events to hold participants accountable to implement and reflect on new approaches | Pilot By 2021Established By 2023 | - Provide two events per year incorporating accountability activities- Analyze qualitative participant evaluations |
| Offer follow-up consultations with workshop participants to deepen understanding and promote implementation | By 2022 | - Provide at least four studios (group consultations) as follow up to workshops per year- Analyze qualitative participant evaluations |
| Develop a robust consultation program | Pilot By 2021Established By 2022 | - Provide a variety of consultation types- Provide 20 total individual consultations in the trial year- Analyze qualitative participant evaluations |
| Partner with the Association of College and University Educators (ACUE) to facilitate the Effective Teaching Practices course | Dependent on funding[2021] | - Enroll 30 faculty in the first year’s cohort- Certify 80% of the first cohort (if enrollment is voluntary) |
| Enhance the assessment of programming in order to engage in continuous improvement | Experiment with qualitative and electronic event evaluations | By 2021 | - Achieve complete conversion to new qualitative evaluations- Analyze qualitative, electronic participant evaluations compared to previous system |
| Partner with ACUE and Institutional Analysis to conduct a study of the Effective Teaching Practices course | Dependent on funding[2022] | - Analyze faculty surveys and interviews |
|

|  |
| --- |
| University Goal 2: Elevate Research & Creativity University Leading Indicators: Number of publications and grants |
| TA Goal(s) | Objectives | Actions | Timeline\* | Leading Indicators |
| Advancing Scholarship | Elevate research and creativity through providing robust professional development to graduate students, faculty, and staff | Coordinate and lead workshops and short courses on research and creativity | Ongoing | - Provide three events per year aimed at scholarly writing |
| - Partner with Research Administrative Services and Corporate Foundation Relations to provide four co-sponsored events per year aimed at research and creativity |
|  |  |  |  |

 |
|  |
| University Goal 4: Build a Robust University University Leading Indicators: Employee satisfaction, productivity, retention, and excellence; leadership development |
| TA Goal(s) | Objectives | Actions | Timeline\* | Leading Indicators |
| Enhancing Careers | Enhance the transparency of the Promotion and Tenure (P&T) process | Provide events and resources on the P&T process | Ongoing | - Provide three events per year focused on the P&T process- Maintain P&T portfolios in the Teaching Academy library from every college |
| Facilitate supportive networks to promote holistic careers | Provide career mentoring for graduate students and postdoctoral scholars  | Ongoing | - Provide one short course per year  |
| Provide career mentoring for faculty | Ongoing | - Maintain 40 engaged participants in the team and one-on-one mentoring programs combined |
| Cultivate faculty and staff professional career skills | Provide events that build leadership skills  | Ongoing, Dependent on Funding | - Provide one event on StrengthsFinder™- Provide one short course on conflict management |
| Build the organizational capacity of the Teaching Academy by supporting staff member development | Provide faculty developers the opportunity to teach NMSU students  | Ongoing | - Encourage staff to teach any semester out-of-load and/or once every three years in-load |
| Provide Associate Director with external professional development in diversity | By 2020 | - Achieve certification by Cultural Intelligence™ (culturalq.com) |
| Provide Educational Specialist with external professional development in STEM teaching  | By 2020 | - Participate in Professional and Organizational Development (POD) STEM Mastermind Group |
| Building Community | Cultivate a positive climate/morale | Coordinate a membership system that encourages and recognizes professional development  | Ongoing | - Award 300 memberships in partnership with Instructional Innovation and Quality (IIQ)- Host 100 participants at the end of the year Gala |
| Coordinate networking meals and mixers with cohorts and special guests | Ongoing | - Provide three events per year |
| Increase participation in the Teaching Academy  | Design efficient process for retrieving participant data | By 2020 | - Maintain robust reports that inform our work |
| Develop program to reach out to departments [sparkshops]  | By 2024 | - Present at four departmental meetings in trial year |
| Implement a new targeted marketing system [Mailchimp]  | Pilot By 2020 Established By 2021 | - Evaluation of new marketing system analytics |
| University Goals 1 & 4: Enhance Student Success & Social Mobility and Build a Robust University University Leading Indicators: Diversity, equity, and inclusion |
| TA Goal(s) | Objectives | Actions | Timeline\* | Leading Indicators |
| Fostering Diversity | Provide professional development to graduate assistants, faculty, and staff to create classroom environments that promote inclusion and recognize strength in diversity | Coordinate and lead workshops and short courses on diversity, equity, and inclusion | Ongoing | - Provide four events per year aimed at diversity, equity and inclusion- Analyze qualitative participant evaluations  |
| Incorporate principles of inclusive excellence throughout all events | By 2021 | - Analyze qualitative participant evaluations |
| Foster work environments that promote inclusion and recognize strength in diversity | Establish and train new diversity fellow (Rene Guillaume) in Cultural Intelligence™ | By 2021 | - Provide two Cultural Intelligence™ events in the trial year- Analyze qualitative participant evaluations |
| Develop and lead Cultural Intelligence™ program |

|  |
| --- |
| **Timeline of Strategic (New) Actions***The list below summarizes all of the strategic actions from the full table above.* |
| **2020** |  |
| June | Provide Associate Director with external professional development in diversity  |
| Establish and train new diversity fellow (Rene Guillaume) in Cultural Intelligence™ |
| December | Design efficient process for retrieving participant data |
|  | Pilot a new targeted marketing system [Mailchimp] |
|  | Establish a workshop preparation protocol to ensure quality for participants and leaders [objectives, active learning, and inclusive pedagogy] |
|  | **\***Provide Educational Specialist with external professional development in STEM teaching |
| **2021** |  |
| June | **\***Incorporate principles of inclusive excellence throughout all events |
| **\***Develop and lead Cultural Intelligence™ program [assessment, workshop, consultation]  |
| December | Pilot a robust consultation program [detailed request form, clearer expectations, many types of consultations] |
|  | Pilot integrating activities into events to hold participants accountable to implement and reflect on new approaches |
|  | **\***Implement a new targeted marketing system [Mailchimp] if pilot is successful |
| **\***Experiment with qualitative and electronic event evaluations |
| Dependent on funding | **\***Partner with the Association of College and University Educators (ACUE) to facilitate the Effective Teaching Practices course  |
| **2022** |  |
| December | **\***Offer follow-up consultations with workshop participants to deepen understanding and promote implementation |
| **\***Establish a robust consultation program [detailed request form, clearer expectations, many types of consultations] |
| Dependent on funding  | Partner with ACUE and Institutional Analysis to conduct a study of the Effective Teaching Practices course  |
| **2023** |  |
| December | **\***Integrate activities into events to hold participants accountable to implement and reflect on new approaches |
| **2024** |  |
| December | **\***Develop program to reach out to departments [“sparkshops”] |

**\***If successful, this activity will be repeated in subsequent years.