Project Details

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<th>Title</th>
<th>Project ENGAGE</th>
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<td>Category</td>
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<td>Timeline</td>
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<td>02-26-2014</td>
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1: PROJECT SUMMARY

A: Project ENGAGE: Create and implement the LFGSM Faculty Academy beginning with three internal certification courses in the following areas:

- Communication and Engagement
- Best Practices in Active Engagement for Adult Learners
- Assessment

The key organizational areas affected by this action project are:

Faculty, students, Academic Management team (Academic Affairs), Academic Operations

The key organizational processes affected by this action project are:

- Faculty development
- Faculty satisfaction
- Faculty engagement
- Faculty slotting
- Student outcomes
- Student satisfaction
- Academic operations
- Course scheduling

2: PROJECT RATIONALE

A: Post-course evaluations have shown that course facilitation and course work requires improvement to increase student engagement in learning in both classroom and online delivery modes, and more effective instructor use of technology. Indirect measurement and self-reported student data indicates that while instructor evaluation scores are consistently high (4-4.5 out of maximum 5), course work scores are consistently below instructor scores. Disaggregation of post-course evaluation data by delivery method reveals that online course offerings in both Immersion MBA and Leadership MBA score consistently lower in all categories than face-to-face course offerings. This indicates a gap between successful course work instruction in face-to-face and online offerings.

Faculty evaluation data indicate that, while the Faculty Engagement overall score continued to increase over the last two academic years (from 4.4 to 4.58 out of maximum 5), the item “I am comfortable using technology to enhance the effectiveness of my classes” continues to score among the lowest three response statements from term to term.

These results, consistent over the last academic year, led to the creation of two of the Faculty Academy certificate topics, Communication and Engagement, and Best Practices in Active Engagement for Adult Learners. These two Faculty Academy certificates include focused content to increase instructor comfort and effectiveness with technology and promote active engagement with adult and online learners, whether in the face-to-face or online class environment. The School's commitment to use 100% adjunct Business Leader Faculty requires the provision of continuous faculty development opportunities to increase teaching skills in both the face-to-face and online learning environments. Additional technology training for instructors on the Learning Management System and other classroom technology tools is ongoing, but are not part of the Faculty Academy. The upcoming Faculty Academy certificate in Assessment will be designed to support faculty participation in the Direct Assessment initiative at the School.
3: PROJECT GOALS AND DELIVERABLES

A: The action project goal is to create and implement the LFGSM Faculty Academy beginning with three internal certification courses in the following areas:

- Communication and Engagement
- Best Practices in Active Engagement for Adult Learners
- Assessment

Milestone Goals:

- February 26, 2014: Steering Committee Meeting - Introduction [Completed]
- April 2, 2014: Steering Committee Meeting - Planning [Completed]
- May 21, 2014: Steering Committee Meeting - Status Review [Completed]
- October 1, 2014: Instructional Design - Communication and Engagement [Completed]
- October 15, 2014: Steering Committee Review - Communication and Engagement [Completed]
- December 2014: Faculty Enrollment - Communication and Engagement Pilot [Completed]
- January 2015: Pilot Course Facilitation - Communication and Engagement [Completed]
- March 2015: Instructional Design - Best Practices in Active Engagement for Adult Learners
- May 2015: Course Facilitation - Communication and Engagement
- June 2015: Steering Committee Review - Best Practices in Active Engagement for Adult Learners
- September 2015: Faculty Enrollment - Best Practices in Active Engagement for Adult Learners Pilot
- September 2015: Pilot Course Facilitation - Best Practices in Active Engagement for Adult Learners
- October 2015: Instructional Design - Assessment
- December 2015: Instructional Design - Best Practices in Active Engagement for Adult Learners Revisions
- December 2016: Steering Committee Review - Assessment
- January 2016: Faculty Enrollment - Assessment
- February 2016: Pilot Course Facilitation - Assessment
- March 2016: Instructional Design - Assessment Revisions
- April 2016: Full Certificate Cycle Ready

- July: Communication and Engagement
- September: Best Practices in Active Engagement for Adult Learners
- November: Assessment
- January: Communication and Engagement
- March: Best Practices in Active Engagement for Adult Learners
- May: Assessment

Progress Measures:

- All project tasks are completed on schedule and at or below budget
- Ten faculty members enroll in each of the three courses by April 30, 2016
- Faculty are slotted to teach 100% of the courses when needed
- 100% of faculty are aware of the Faculty Academy and its benefits
- Positive scores for Faculty Academy courses are received on Post-Certificate evaluations (summary scores = 4 and above)
- Faculty completing Faculty Academy certificates are recognized at the June Annual Faculty Meeting
- Subsequent analysis of course evaluation scores for instructors completing Faculty Academy certificates show improvement in course work scores above their historical levels and above the current trend scores

Formal Evaluations:

- The Project Leader (the Faculty and Academic Planning Manager) will publicize the project’s progress to the Vice President and Chief Academic Officer at regular meetings, to the Academic Management team at its meetings, and to Faculty at Bench and Certificate meetings and at the Annual Faculty Meeting. These communications will include project progress on milestones, budget review, and key project indicator performance.

4: INSTITUTIONAL INVOLVEMENT

A: Faculty are key to the action project in that they are the consumers of the Faculty Academy Certificate content. Faculty also participate in the Steering Committee that participates and oversees the project's activities. As more faculty complete the Faculty Academy
Certificates, word of mouth will help generate support and endorsement of the Certificate content and learning experiences. As data collection and analysis on post-course evaluation score improvement is done and shared with faculty, faculty will become aware of the positive change in evaluation scores, which are used to determine faculty awards and slotting for future teaching engagements. Faculty also will have the opportunity to become instructors for the Faculty Academy Certificate content areas, thus offering opportunities to share their expertise with their peers. This creates a sustainable, self-contained system, with little need for the use of outside expert resources.

The action project leader is most involved at the beginning build phase of the action project, but as Certificates are designed and implemented, the leader's role will lessen. When additional Certificate topics are identified, then the action project leader will again take charge of the design and implementation. The action project leader will be involved in the subsequent data analysis of post-course evaluation scores.

5: PROJECT CONTROL

A: The action project leader is responsible for regular updates to the Vice President and Chief Academic Officer. Regular updates will also be delivered by the action project leader to the Academic Management team and faculty. The Vice President and Chief Academic Officer is responsible for updates to the LFGSM Leadership Team, the President, and the Academic Affairs Board Committee.

Progress measures are listed in Question 3 above.

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: Project completion challenges include:

- Competing priorities and workload for the action project leader
- Lack of engagement by faculty
- Lack of available, able and willing instructors to deliver Faculty Academy content
- Budget availability for instructional design resources

7: ADDITIONAL INFORMATION

A: LFGSM is a very small institution that currently offers only one degree program -- the MBA. Our faculty is comprised wholly of adjunct Business Leader Faculty who are business practitioners.