

## IEAP Initiative Status Report

Fall 2022



**Mission Based Center:** Center for Integrative Studies [CIS]

**Lead:** Dan Reineman, Interim Faculty Director

**Date:** November 30, 2022

---

### OVERVIEW:

**Purpose:** The proposal from CIS seeks to address three specific, related sub-purposes, with widely varying levels of budgetary commitment. First, to support high impact teaching practices at CI (specifically, team-teaching) with a roughly 75% budget commitment; second, to collect and mobilize institutional data on the impact of such practices with a roughly 10% budget commitment; and third, to support integration of the CME Mural Project into faculty curriculum and student experiences with a roughly 15% budget commitment.

**Goals:** At a high-level, CIS seeks to both support and document the impacts of high-impact, integrative teaching practices. Specifically, through a collaboration with Institutional Research, CIS will collect data on the relationship between high-impact practices—specifically team teaching—and metrics of student success while simultaneously incentivizing faculty to team-teach through financial support for team-teaching. Relatedly, CIS seeks to support faculty involvement and curricular development surrounding the mural project proposed and being implemented by CME.

**Metrics/Data for Evaluation:** Feel free to connect with [Matt Zivot](#), Director of Institutional Research, for assistance in thinking through how to convert your project or initiative's goals into measurable outcomes.

- a. What metrics are you using to evaluate achievement of this initiative's goals?

- b. What data will be necessary for determining impact?
- c. How and when are these data being collected?

Collecting and analyzing data in support of the CIS proposal is, in fact, one of the three main elements of CIS's original proposal. CIS has met with Institutional Research (Dr. Matt Zivot, Director) and determined that the scope of our data request, as proposed, is substantial. We are therefore evolving our goals for this sub-component of our proposal (see below). In the meantime, we will assess less data-intensive metrics of our progress and success, including evidence of outreach and engagement with faculty, pre-post surveys, etc.

#### **STATUS:**

**Progress:** Progress for each of our three sub-components, (1) Mural Project Integration, (2) HIP Data Acquisition & Analysis, and (3) Team-Teaching Direct Support, is here reported separately and in order:

- Mural Project Integration. CIS originally proposed to further integrate the Mural Project into CI curriculum by supporting faculty fellowships for Alternative Spring Break (ASB) activities related to the mural. This proposal, being contingent on faculty interest and IRA support for ASBs, was not practically feasible. Instead, CIS has continued to collaborate with CME and other relevant personnel to recruit faculty, including in Art and Ethnic Studies, with both interest and vision for how to incorporate the mural project into their spring course programming. This group has met several times and we are finalizing a plan for mural integration to be decided by the end of the fall term. (See also the first paragraph on "Leveraged Funds" in the "Other" section, below.) In consultation with CME, HIPEE, and other campus partners in the mural project, we aim to redirect this \$3600 in such a way as to still meet the topline objectives for that section of proposal to facilitate curricular development and integration of the mural project into CI courses and student experiences. We are currently working with CME, HIPEE, and several relevant academic programs (Ethnic Studies, Art) on various student activities related to the mural project and will use these funds to support, incentivize, and honor student participation in these activities.
- HIP Data Acquisition & Analysis. CIS Director and AVP Guerrero met Dr. Matt Zivot of Institutional Research to discuss the proposed CIS data request. The outcome of that discussion is that CIS, HIPEE, and other entities will work with IR on wider data collection request, broadly inclusive of high-impact teaching practices. While a variety of questions and issues remain to be resolved, our current operational timeline is as follows: Fall - IR will recruit an analyst from their ranks with the capacity and interest to take on the project. HIPEE/Mission Center Directors will convene to discuss broader research interests; Spring - IR will identify team-taught courses and develop a list of potential outcomes of interest, as well as other HIPs; Summer - Analytical work (and perhaps data queries) will be conducted. Fall - Report preparation.
- Team-Teaching Direct Support. In September, a draft RFP for team-teaching AND co-teaching (per the award letter) was developed, reviewed, and approved by the CIS Faculty Advisory Committee (FAC); in October the [final RFP](#) was distributed to the

Division of Academic Affairs. CIS received two proposals, both for team-taught courses. Due to some issues with the Qualtrics survey platform, we thought we had received more applications than we actually did. After reviewing the applications, the CIS FAC voted to approve both. The applicants—and their program chairs—have accepted the funds and their team-taught courses will be offered this spring.

**Formative Assessment** - *Please note that substantive efforts to implement the initiatives proposed by CIS began in late August.*

**Initiative-focused prompt:** What problems have you encountered? What feedback would be useful to you at this point?

Challenges faced so far are two-fold. The first challenge is simply an issue of timing and contingencies related to timing. Several of the sub-components of the work proposed by CIS may have borne more nourishing fruit had they been initiated last spring as originally proposed. Other unforeseen structural changes (e.g., the Spring IRA proposal deadline was moved up) amplified the timing challenges for CIS. The second is of a “rubber meets road” variety—e.g., working with IR to generate and analyze data on team-teaching is, in Matt Zivot’s own words, a “large to very large project.”

**Institution-focused prompt:** From what you have experienced thus far, should this initiative be considered for permanent funding, if/when recurring funds were to become available? Why?

Based on ad hoc comments from faculty and colleagues, team-teaching has been underfunded in the past several years, and while our “data” do not support it (insofar as we only received two applications), I expect that a number of programs and faculty would be grateful to offer permanently supported team-taught courses, as was the historic practice at CI. Regarding co-taught courses, again, ad hoc comments suggest that additional incentives are necessary for faculty to invest the additional time and effort to coordinate co-taught courses.

**Evaluation:** We do not, as yet, have evaluative data upon which to base on any conclusive learning. The initiatives supported by the CIS proposal are still in nascent and significant progress in advancing them has been made in October and November; further reports will likely yield more substantive insights.

**Other:** Leveraged Funds. CIS intends to leverage our \$3600 in funds to support mural integration to— along with other mission centers—solicit CSUCI 20<sup>th</sup> Anniversary Funds to support programming and events related to the official “opening” of the finished mural on campus this spring.

Perhaps it is appropriate that CIS continues to play its “integrative” role on campus when we learned that our data request to IR (proposal sub-component 2) was, in actuality, of much larger scope than originally envisaged. Therefore, CIS also intends to leverage our \$2500 in funds to support data acquisition and analysis on team-teaching to gather and analyze data on high- impact practices more generally.