# Project Charter

## Version 1.0

**Project Title:** Leading-Edge Pedagogy

**Sponsor:** Martin Schimpf  
**Project Leader:** Melissa Lavitt

## Project Description

This project will focus on the how and where of learning. The “how” of learning depends very much on the pedagogy used by the instructor, while the “where” of learning pertains to the environment in which learning takes place.

### What is the Challenge?  
Describe the problem that needs solving, why it is a problem, the reasons this project is necessary.

- The challenge is to enable academic departments to transform pedagogy and learning environments throughout an entire academic program.
- What is the problem? Adoption of innovative teaching strategies typically occurs incrementally on an individual basis, faculty by faculty, course by course. The impact of the innovation is rarely experienced at a program level.
- Why is this necessary? In order to incorporate best practices in college teaching & learning, the institution is committed to finding ways to transform learning at a programmatic level. Furthermore, newer pedagogical strategies will require future revisions to classroom facilities.

### What is the observable change that will occur as a result of this project?  
Describe the specific achievements of the project. This bullet should also describe the benefits that will justify the cost of the project.

- We will identify a group of inaugural “pedagogy fellows” who will lead the transformation of selected programs across campus. They will, in turn, serve as a resource for sustainable & future transformative efforts.
- We will articulate “ideal state” for current and future classroom revisions to support innovative pedagogical strategies.
- We recommend the creation of a standing Teaching Excellence committee as part of Faculty Senate to institutionalize and sustain curricular transformation.
- Benefits that will justify the cost of the project: Faculty “pedagogy experts” will be embedded within a department to assist and facilitate adoption of new pedagogies at a pace and within a context that respects departmental culture and practices. The model of “leading in place” provides a sustainable and potentially transformative strategy. If effective, student learning outcomes and faculty professional development are both enhanced.

### What activities will the project involve?  
What actions will we take to achieve our desired outcome?

- Initial discussions and a campus-wide “showcase” event will help interested academic departments to understand and explore potential pedagogies that might be adopted.
- Proposals will be solicited from departments who are interested in further exploring and adopting innovative pedagogies at the program level.
- The work will be supported by the Center for Teaching and Learning, and Academic Technologies.
  - RFP (see attached): A competitive process to solicit department participation will be developed that includes: solicitation of representative “pedagogy fellows” from volunteer departments; identification of research-based pedagogies to be implemented; development of a “leading in place” workplan to help colleagues revise syllabi and lesson plans; a reporting back strategy to showcase results across campus via a poster session, website, or other options.
  - Teaching Excellence Senate Committee: A representative group of faculty will be charged with creation of a teaching committee to ensure that teaching is part of shared governance deliberation.
would oversee the RFP award process.

- A set of guidelines will be developed for classroom construction, furnishings, and technology that facilitate learning through modern pedagogies.

- **Who will need to be involved?** <What perspectives should be included in the project team? What subject matter experts will likely need to be consulted?>
  
  - Perspective included in project team: Academic leadership (deans), provost’s office, faculty, CTL, and Academic Technology
  - Subject matter experts that will need to be consulted: CTL (Susan Shadle), AT (Dale Pike)
  - Stakeholders: provide opportunities for those who are impacted by the work and/or results of the project to be engaged and to know what is going on. Proposed RFP will be vetted by faculty and department chairs. Classroom suggestions will be shared with Space Committee and other facilities experts.

- **How Will We Know the Project is Over?** <Will a report be submitted? Will a decision be made? Will a new structure or process be created? Will there be a “hand-off” to another group?>
  
  - The RFP will be handed over to a new senate committee, with a budget that can indeed support programmatic transformation.
  - A suggested list of classroom modifications will be developed and shared.

- **How will we know if the project has been successful?** <What measures can be used to determine success of our project? If applicable, what targets do we hope our project will achieve?>
  
  - Changes in the “how and where” of teaching will occur at the program level.
  - There will be a “gold standard” articulated for the “innovative classroom.” This will serve as a guideline to current and future changes in classroom facilities.
  - There will be a senate teaching excellence committee charged with overseeing on-going pedagogical innovation.

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**Project Scope** <Provide an initial definition of the boundaries of the project so that it is clear to all involved what key elements will be included in the project and what elements will not be included, and therefore where we will and we will not spend our time and energy. Use the table (as applicable and as helpful) to address specific categories of scope.>

**Broad description of what is and what is not in the scope of the project:**

<table>
<thead>
<tr>
<th>Categories</th>
<th>In Scope</th>
<th>Out of Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processes</td>
<td>Create RFP for program transformation</td>
<td>Oversee its implementation</td>
</tr>
<tr>
<td>Tools &amp; Technology</td>
<td>Identify “ideal state” for classroom</td>
<td>Develop workplan for classroom improvements.</td>
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<tr>
<td>Divisions/Units</td>
<td>All academic units &amp; CTL</td>
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<td>Programs &amp; Services</td>
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<td>On-Going Support</td>
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<td>Structure</td>
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<tr>
<td>Other</td>
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**Key Documents to be Created**<to provide a record of our activities>

- **Standard Documents**<important to produce for every project>
  - Project Charter
• Project Work Plan
• Communication Plan
• Retrospective

Additional Documents <List any documents that you expect produce that are specific to the project you are working on>
• RFP for Programmatic Transformation
• Ideal state for innovative classrooms

Estimated Project Start Date: 9/14/2012 Implementation of this project will begin Spring ’13 with a CTL “Showcase” event and announcement of the RFP for program transformation.

Estimated Project resources necessary <Based on your work plan, what is your high-level estimate for resources necessary for FY13? What ongoing costs do you anticipate in FY14 and beyond to sustain the outcomes of the project? >

<table>
<thead>
<tr>
<th></th>
<th>Non-personnel $$</th>
<th>New FTE and cost</th>
<th>Existing FTE</th>
<th>Backfill $$ for existing FTE</th>
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<tbody>
<tr>
<td>FY13: Costs will extend beyond AY’13.</td>
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<td>Summer stipend and course release for several faculty in selected program. Estimate: $600K total</td>
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<td>Ongoing Costs (FY14 and beyond):</td>
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Potential Project Funding Source(s):

Will non-team personnel be required? Y / N
If Yes, what resources will be required and for what purpose?

Approved To Proceed

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<tr>
<th></th>
<th>Date</th>
<th>Method (verbal, email, other)</th>
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Revised 9/05/12