

Strategic Initiatives to Enhance Faculty Success in the Classroom

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OBJECTIVE

To develop a college-wide plan for faculty success in the classroom that includes evidence-based practices for instruction and assessment, alignment and coordination of instructional practices across the professional program, and transparency and accountability for students and instructors.

Rationale

Development
2022 - 2024

Academic Success Plan

Faculty Role

Initiatives needed to assist faculty in the classroom and balance workload in the implementation of the ASP

Commitment to Student Success

- Address financial, social, and psychological impact of course failure
- Support struggling students with early intervention and customized remediation
- Encourage on time graduation rates and decrease withdrawals

FACULTY AND STUDENT ENGAGEMENT

Tasks

- Analyzed literature for evidenced-based instructional and assessment practices
- Reviewed ACPE Draft Standards
- Reviewed curricula at top colleges/schools
- Commented on drafts of Academic Success Plan

Faculty Retreats and Email Requests for Faculty Input

Academic Standards, Curriculum, and Assessment Committees

Evidence-Based Instructional and Assessment Practices

Remediation, Artificial Intelligence, and Student Success Task Forces

Office of Student Services

KEY FINDINGS

Address differences between student and faculty expectations

- Develop a list of expectations for faculty to use
- Craft a syllabus template to create consistency
- Outline expectations on the first day of class
- Enact consistent messaging regarding student expectations across college units
- Enlist student representatives to communicate to both students and faculty regarding classroom expectations and concerns

Identify curricular bloat and develop content and activities at a generalist level

- Focus course content on most commonly encounter medications in practice
- Review generalist resources, such as RxPrep and NAPLEX Central
- Create collaborative processes for content review that includes generalists and peer school benchmarking
- Move specialist knowledge to elective courses
- Consult with the literature, peer institutions and external stakeholders

Provide opportunities for students to practice that allows faculty to assess student performance

- Develop distinct learning units/modules
- Write SMART learning goals to align instruction and assessments
- Employ at least one active learning strategy per class session
- Provide regular assessments and timely feedback
- Provide computer-generated feedback on student assessments
- Utilize technology and college/university resources

Develop an early alert system that is responsive to student needs and manageable for faculty workload

- Teaching assistants to monitor student attendance, participation, and performance every 2 weeks
- Academic advisors to develop action plan with students
- Academic success coaches support students content deficiencies
- Communication coordinator between course coordinator, teaching assistants, academic advisors, and academic success coaches

NEXT STEPS

The College is committed to strategic initiatives that enhance faculty success in the classroom. Turning a plan into policy is critical in holding all stakeholders (faculty, staff and students) accountable to the level of commitment needed to achieve success in the classroom.

- Continued refinement of the Academic Success Plan is planned for the upcoming academic year
 - Identifying *generalist* content
- Identification of resources to help faculty enhance their classroom success and manage workload
 - Utilization of polling software and artificial intelligence
- Analysis of student performance (e.g., time to graduation, performance-based assessments)
- Development of centralized training program for teaching assistants to maximize their assistance
- Creation of seminars and mechanisms to share challenges and successes across faculty, staff, administrators