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Implementing a College-Wide Requirement for Teaching Scholarship

Many institutions encourage their faculty to engage in teaching scholarship, but few require it. In 2003, Florida Community College's faculty and administration approved a new contractual requirement for full-time faculty to complete an annual Learning Outcomes Enhancement Plan (LOEP), an evidence-based investigation of student learning at the classroom level. This session will present tools and models developed to support faculty and administrators as they implemented this new requirement, including professional development materials, policy statements, and other resources.

In this session, participants will:

- Consider the organizational and cultural challenges and benefits to requiring evidence of engagement in teaching scholarship
- Discuss approaches to providing professional development and support for faculty and administrators implementing such a requirement
- Review materials and models developed to facilitate implementation in a large (50,000+ students) diverse, urban community college

Session participants will be engaged in discussion around the above issues, participate in a sample professional development activity, and have an opportunity to provide feedback on current and planned strategies to evaluate the impact of the LOEP process. Participants will learn about the process that was followed to implement the LOEP, including:

- Clarifying the required elements of an LOEP and the criteria for evaluation, using an inductive, dialogic process with small groups of faculty and administrators
- Providing professional development materials and activities for both faculty and administrators on how to create, implement, and evaluate an LOEP
- Creating opportunities for faculty to collaborate and share their strategies and results

At least partly due to the activities described above, and to our administrators' support of faculty throughout the past three years, faculty concerns regarding the LOEP have diminished substantially. Overall, we are finding that even faculty who were initially strongly opposed to the requirement and apprehensive about how it would affect their evaluations are now finding the process extremely useful to them, noting that they would never have put so much effort into investigating student outcomes had they not been required to do so.

Participants will receive a complete copy of our LOEP implementation packet, including templates, administrator guidelines, review criteria, FAQs, and our website URL that contains all faculty and administrator professional development materials and other useful links.