TILT Strategic Planning Framework

Educational and academic developers, managers, staff, and administrators use the TILT Strategic Planning Framework to develop and communicate plans transparently among participants and stakeholders. The blank Framework on this worksheet is followed by several examples.

SUMMARY: The purpose is to **(PURPOSE)** _____ by **(TASKS)** _____ and it will be achieved when **(CRITERIA)** _____ .

CONTEXT	PURPOSE	TASKS			CRITERIA
	Goals	Work (and Due Dates)	Who does it? Partners,Stakeholders	Resources	Measures of Success
	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ●	Halfway measures ● ● ● Final measures

2017
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TILT Strategic Planning Worksheet

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EXAMPLE: Enhance Student Development of Essential Skills in Required/Gateway Courses

SUMMARY: The purpose is to **(PURPOSE)** _improve student success rates in gateway courses_ by **(TASKS)** _highlighting the essential skills using the TILT framework in required gateway courses_ and it will be achieved when **(CRITERIA)** _success (pass)_ _rates have increased by at least 20%, the achievement gap for underserved students is reduced by 75%, and student surveys_ _indicate transparency of skills in gateway courses and gains in student belonging, confidence, and metacognition._

CONTEXT	PURPOSE	TASKS			CRITERIA
	Goals	Work (and Due Dates)	Who does it? Partners, Stakeholders	Resources	Measures of Success
• Gateway courses • Academic Support services	• Use TILT framework to identify essential skills in gateway courses: ENG, MATH, BIO • Educate/train academic advisors, tutors, and full- time instructors/faculty on TILT framework. • Measure impact	• Introduction of project to administration for support (by end of Spring term) • Introduce and train Assistant Deans (ADs) and Teaching & Learning Center (TLC) Director on purpose, task, and criteria of project (by August). • ADs & TLC Director will support instructors and student support staff to TILT essential skills in gateway courses (English, Math, Biology) • Faculty/staff communities of practice focus on TILTing skills (Spring) • Measure success	• Administration • Gateway Course Faculty • Students • Teaching and Learning Center, Director & staff • Distance Learning • Instructional Designers • Workforce development • Advisory Boards • Community Partners • Institutional data • IRB • Who else to involve?	• Instructional Designers • TLC Director • Associate Deans • Grant funding • Peer Tutors • Community Partners • TILT	• Gateway courses show at least a 20% increase in success rate (passing grades) • 75% reduction of achievement gap • Gateway courses and Academic Support services adopt evidence-based TILT practices • Transparency of skills within courses indicated by student surveys. • Student confidence, belonging, metacognition show gains on student pre/post surveys.

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EXAMPLE: Develop Students' Communication Skills through Co-curriculars

SUMMARY: The purpose is **(PURPOSE)** *to develop students' communication skills* by **(TASKS)** *training advisors & coaches to enhance students' awareness of communication skills in co-curriculars* and it will be achieved when **(CRITERIA)** *students meet proficient levels on the NACE Career Competencies evaluation survey, and employer surveys indicate at least a 50% increase in communication skills*.

CONTEXT	PURPOSE	TASKS			CRITERIA
	Goals	Work (and Due Dates)	Who does it? Partners,Stakeholders	Resources	Measures of Success
Co- curriculars led by advisors	• Advisors identify the communication skills and evaluate proficiency • Students articulate and document applicable NACE Career Competencies during interviews and on their resumes	• Career Development and Student Activities team members host two fall workshops for Advisors (September) • Advisors and coaches will target corresponding communications skills in co-curriculars (by end of September) • Career Development will provide resources to advisors, coaches	• Career Development • Advisors • Student Activities • Advisors • Coaches	• NACE Career Competencies resources • Resume resources • Staff and advisors time and space to meet	Halfway measures: • resumes and work samples demonstrate communication skills • +50% communication skills on NACE Survey • work and resumes show communication skills Final measures • +50% internships • +50% employed grads

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EXAMPLE: A community of practice implements TILT and measures the impact

SUMMARY: The purpose is to **(PURPOSE:)** *explore the impact of transparent instruction on students, teachers, and staff* by **(TASKS):** *incorporating transparent learning & teaching practices* and it will be achieved when **(CRITERIA:)** *student success measures and teacher/staff satisfaction measures show improvement*.

CONTEXT	PURPOSE Goals	TASKS			CRITERIA Measures of Success
		Work (and Due Dates)	**Who does it? Partners & Stakeholders**	**Resources**	

teachers and student support personnel using evidence-based practices to improve student success	• Apply TILT to gateway courses to improve student success and teacher satisfaction
	• Instructors of gateway courses incorporate TILT into 2 assignments
	• Measure and analyze impact on:
	  ○ Student success
	  ○ Teacher/staff satisfaction
		• Provide TILT training for instructors and student support personnel
		• Gateway courses incorporate TILT into 2 assignments
		• Community of practice meets 3x
		• Gather data (performance, persistence, surveys, etc.)
		• Measure and analyze impact on:
		  ○ Students
		  ○ Teachers
		  ○ Staff
			• Academic developers train faculty, staff
			• Teachers and staff apply TILT with students
			• Community of practice participants and facilitators meet
			• Researchers design, administer surveys and gather/analyze performance data
			• Students and teachers respond to surveys
			• Institutional Research office approves research plan, tools
				• Academic developers
				• Teachers, staff
				• Meeting facilities
				• Researchers
				• Institutional data access
				  ○ Course pass and completion rates
				  ○ Grades
				  ○ Persistence
				• Data analysts
				• Secure data storage space
				• Institutional Research staff
				• Existing survey data benchmarks on student confidence
				• Survey software
					Improvements visible in:
					
					STUDENT institutional data:
					• course pass rates
					• degree completion rates
					• continue in field rates
					• persistence in school rates
					STUDENT survey data
					• reflective learning processes
					• confidence
					• belonging
					• time management
					• mental health
					TEACHERS & STAFF
					• nature of feedback
					• self-efficacy

TILT Strategic Planning Worksheet

EXAMPLE: Establish Faculty Development Support at a Research University

SUMMARY: The purpose is to **(PURPOSE:)** *establish permanent support for faculty development* by **(TASKS:)** *coordinating stakeholders, reducing workloads, running pilot programs and gathering data to demonstrate how faculty development directly advances UNLV's Top Tier aims*. The goal will be achieved when **(CRITERIA:)** *faculty development support has an annually recurring budget allocation from the university, with incentives for in kind contributions from the university's 14 schools.*

CONTEXT	PURPOSE Goals	TASKS			CRITERIA Measures of Success
		Work (and Due Dates)	**Who does it? Partners & Stakeholders**	**Resources**	
The university lacks a faculty development support center, and existing faculty development support is scattered and incomplete.	Run, assess, and establish permanent budget-line support for faculty development services at the university, with incentives for additional support and involvement from the 14 schools.	Events in a pilot faculty develop-ment curriculum: • Fall orientations for faculty, grad and undergrad teaching assistants • Winter/summer institutes • Best Teaching Practices Expo Ongoing services/ programs: • faculty mentoring • teaching communities • online ed support • teaching awards	• Provost • President • Deans • Department Leaders • Faculty affairs • Undergrad ed. • Advising • Assessment • Library • Info technology • 1st-year program • Diversity intersection • Service Learning • Academic Success • Student Life, recreation • Writing Center	• Deans' nominations of Faculty Fellows • Provost's honorific appointments • Cross-unit financial support • Website • Survey software • Coordinated calendar of events • Hourly pay for grad student workers • Monthly email • Research funds • External grant funds	Improvements visible in: **Student success**: • Retention years 1-2 • Persistence & grad rates • student ratings of confidence, belonging, skill development • student engagement **Structural support for faculty development** • Campus space • Annually renewing budget-line funding • Grant application help **Faculty satisfaction / outcomes** • Faculty retention • Satisfaction surveys: national, internal • Teaching portfolios, • Self-reflection evaluations