

### Sample 3-Year Plan for TF-Led Course Transformation

This is intended to be a set of general guidelines for the Teaching Fellow's (TF) work on course transformation in the department.

Desired Outcome(s) of Program in Department:

1. 4-5 Transformed Courses, each with at least 2 iterations for full implementation
2. Revised course is "broadly accepted"- broad agreement on course learning goals and all instructors of course are using the transformed materials.
3. Collection of student learning data from each course, to evaluate efficacy of course revisions.
4. TF has presented evidence at professional meetings, and/or prepared or submitted manuscripts for publication.

Year/Semester	Course Transformation	Tracking and Data Collection	TF Professional Development
By end of <b>First Semester</b> , TF has:-  <i>Goal = Plan and Get to Know Your Department</i>	<ul style="list-style-type: none"> <li>• Developed a 3-year plan for work, starting with department proposal</li> <li>• Planned redesigned components for at least one course, piloted or implemented some components (if possible)</li> <li>• Identified assessment opportunities for each course in plan</li> </ul>	<ul style="list-style-type: none"> <li>• Collected baseline data for any course that is part of Y1 or Y2 plan (~ 3 courses)</li> <li>• Had at least 3 update meetings with unit director and central program</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in professional development opportunities offered through CTE, CODL and other relevant units</li> <li>• Identified conference to attend in Year 1</li> </ul>
By End of <b>Year 1</b> , TF has-  <i>Goal = Develop necessary expertise, gather baseline data, transform 1-2 courses</i>	<ul style="list-style-type: none"> <li>• Executed Year 1 of plan</li> <li>• Implemented changes in at least 1 course and evaluated efficacy</li> <li>• Planned changes in at least 1 additional course</li> </ul>	<ul style="list-style-type: none"> <li>• Collected data from changes in at least one course</li> <li>• Had at least 3 additional update meetings with unit director and central program</li> <li>• Submitted Year 1 progress report, which includes evidence-based outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Attended at least one conference on teaching and learning in the discipline, higher education/assessment, or scholarship or teaching and learning</li> </ul>
By the end of <b>Year 2</b> , TF has:  <i>Goal = Continue to develop expertise, transform 1-2 more courses and revise Y1 courses, start to make work visible beyond KU</i>	<ul style="list-style-type: none"> <li>• Executed Year 2 of plan</li> <li>• Implemented changes in at least 3 courses and evaluated efficacy (2<sup>nd</sup> iteration of 1 or 2)</li> <li>• Planned changes in at least 1 additional course</li> </ul>	<ul style="list-style-type: none"> <li>• Collected evidence of efficacy of 3 transformed courses</li> <li>• Had 2-3 update meetings per semester with unit director and central program</li> <li>• Submitted Year 2 progress report, including evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Presented at least one conference papers</li> <li>• Drafted and submitted at least one manuscript</li> </ul>
By the end of <b>Year 3</b> , TF has:  <i>Goal = Refine and share expertise, transform 1-2 more courses and revise Y1/Y2 courses, make work visible beyond KU</i>	<ul style="list-style-type: none"> <li>• Executed Year 3 of plan</li> <li>• Implemented changes 4-5 courses and evaluated efficacy (up to 2<sup>nd</sup> iteration of at least 3 of them)</li> <li>• Work with unit director to develop sustainability plan</li> <li>• Archive materials</li> </ul>	<ul style="list-style-type: none"> <li>• Collected evidence of efficacy of 4-5 transformed courses</li> <li>• Had 2-3 update meetings per semester with unit director and central program</li> <li>• Submitted Year 3 progress report, including evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Presented work at conferences</li> <li>• Submitted 2-3 manuscripts</li> <li>• Identified next professional position</li> </ul>

Figure 1 illustrates our recommended process for department planning and course transformation, which should begin with department conversations to identify where the course fits in the curriculum and the key learning goals of the course.

