

**Faculty Inquiry Groups (Focus on Online Courses)**  
**April 2016 – January 2017**

**Program Overview**

The MnSCU Academic and Student Affairs - Educational Innovations unit is sponsoring a voluntary professional development program titled, Faculty Inquiry Groups (Focus on Online Courses). The program provides individual support to faculty members who want to investigate a specific student learning challenge that currently exists in their online course. Using evidence supported in teaching and learning research, faculty members will identify a plan to address their identified challenge, develop the necessary instructional materials using the appropriate technology tools needed to support their work, collect evidence of student learning, and report back on the findings of their work. Throughout the process, faculty members will participate in a series of online and face-to-face activities with other colleagues to share their work and receive feedback. A three day, in-person, meeting is scheduled for the summer.

**Available Funding**

A \$1000 grant will be awarded to the applicant at the completion of the program. Grant dollars must be used to fund additional individual, departmental, or institutional professional development efforts.

The cost of lodging and meals of the participant and collaborating staff member for the three day, in person, meeting will be paid by MnSCU Academic and Student Affairs - Educational Innovations. Travel costs are expected to be paid by each participant or local institution.

FIRST NAME	LAST NAME	INSTITUTION

IDENTIFY THE COURSE YOU ARE SCHEDULED TO TEACH ONLINE DURING THE 2016 FALL TERM	
COURSE NUMBER	COURSE TITLE

DESCRIBE THE CHALLENGE(S) YOU ARE HOPING TO ADDRESS IN YOUR COURSE

DESCRIBE THE CHANGE(S) YOU PLAN TO MAKE IN YOUR COURSE TO ADDRESS THIS CHALLENGE

**Collaborating Staff Member**

This program is intended to build continuity with existing faculty development efforts occurring at institutions and with other system-wide programs (i.e. MOQI, Instructional Technologies and Learning Spaces SIG). We encourage each applicant to collaborate with a staff member at their institution who is connected to existing faculty development efforts including, but not limited to, members of the Campus Academic Technology Team (CATT), campus Quality Matters Coordinators, instructional designers, instructional technologists, or faculty developers. If you are unable to identify a collaborating staff member from your institution, please leave the area below empty.

FIRST NAME	LAST NAME	COLLABORATING STAFF TITLE/POSITION

## Group Composition and Tentative Schedule

Because we cannot anticipate the level of participation in this program, a few faculty inquiry groups may form based on, the number of applicants, location of institutions represented, composition of disciplines, and/or nature of the challenges to be investigated by applicants.

As an applicant, your group would participant in **only one** of the Faculty Inquiry Group meetings listed below. Please mark an “X” for all meeting days that you would available to attend.

Able to Participate (“X”)	Faculty Inquiry Group	In-Person Meeting Dates
	1	June 14 - 16
	2	June 21 - 23
	3	July 12 - 14
	4	July 19 - 21

## Possible Faculty Inquiry Groups

<b>Location of Institution</b>	Central, Metro, Northern, Southern
<b>Course Disciplines</b>	Agricultural and Food Industries, Business and Management, Information Technology, Law, Public Administration and Safety, Manufacturing, Maintenance and Repair
	Architecture and Construction, Energy Technologies and Natural Resources, Engineering and Engineering Technologies, Transportation and Distribution
	Education, Health, Human and Personal Services
	Liberal Arts and Sciences, Media and Communications
<b>Types of Learning or Instructional Challenges</b>	Instruction Design, Instructional Materials, Course Technology
	Student Assessment, Instructional Feedback
	Student Collaboration, Group work, group projects

### GRANT INFORMATION - APPLICANTS MUST IDENTIFY HOW THEY PLAN TO USE THE \$1000 GRANT BELOW

Examples of how grant dollars may be used, include, but are not limited to, travel to professional conferences, campus professional development programming, supplies or expenses to support course improvement efforts, etc. As a voluntary professional development program, the grant dollars cannot be used as direct compensation to participants. If required for the project, identified supplies or equipment – software licensing, instructional technologies, etc. may be purchased during the project from the allotted grant dollars.

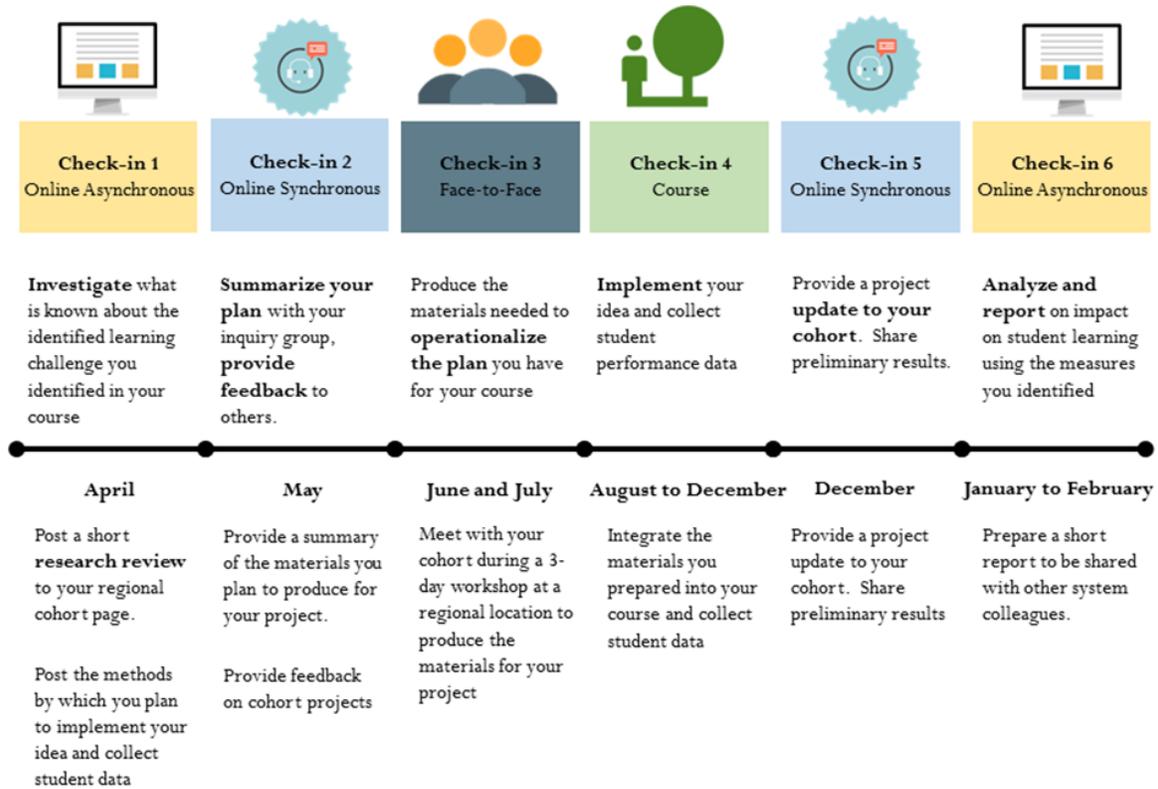
Each institution’s Chief Academic Officer must approve, by signature, how grant funds will be used by each team.

Chief Academic Officer Name

Chief Academic Officer Signature

Please submit your completed application to [Scott.Wojtanowski@so.mnscu.edu](mailto:Scott.Wojtanowski@so.mnscu.edu) by 4:30pm on Friday, April 1.

## Faculty Inquiry Group Overview



### Check-in 1 (April)

Having identified a student learning challenge in their course, participants are asked to review research about what is known about the learning challenge student face in their course. Participants are asked to summarize the pertinent information to be included on the designated group webpage.

Participants will identify a specific change they plan to make their course and identify a plan to assess student learning. Participants document the methods by which they plan to implement their idea and collect student data.

### Check-in 2 (May)

Participants will meet via web conference to summarize their plan with others in their cohort. Colleagues within the cohort should review plans and provide feedback.

### Check-in 3 (June and July)

Participants will meet with their cohort during a three day workshop to meet in-person with others from their group. During the three day workshop, institutional teams will work together to produce the materials needed to operationalize the plan they have for their courses.

### Check-in 4 (August to December)

Participants will integrate the materials prepared for their courses and begin collecting student data.

### Check-in 5 (December)

Participants will meet via web conference to provide a project update to your cohort and share preliminary results from their project.

### Check-in 6 (January to February)

Participants will analyze the data collected from students and report on impact, if any, their work had on student learning. This report will be shared and disseminated on a faculty development website as a resource to others in the MnSCU community.