



**Increasing and Sustaining Higher Education
Faculty Involvement in Improving K-16 SM
Teaching and Learning: The Georgia Story**

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February 22, 2007

What is PRISM?

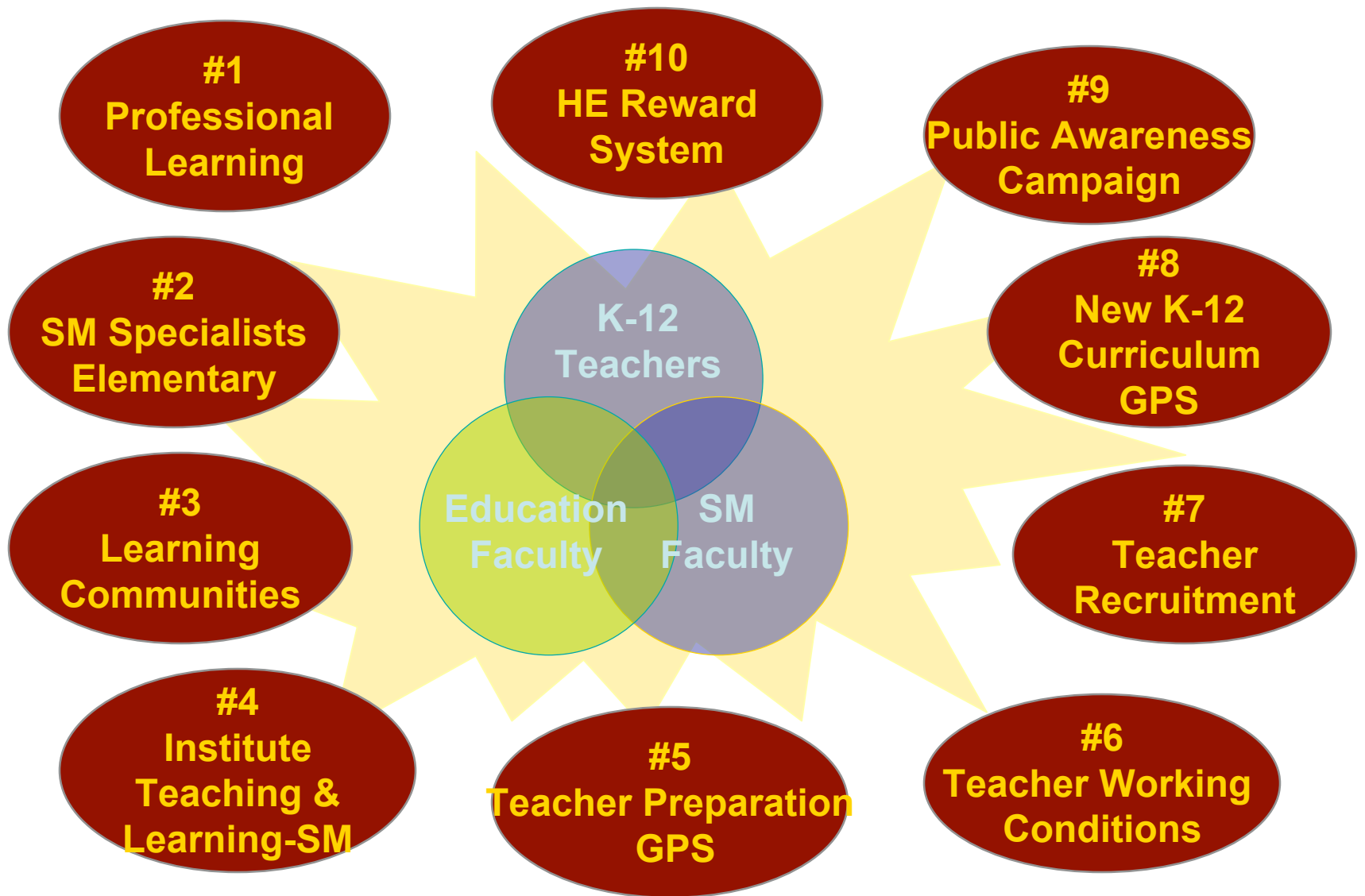
- A comprehensive research and development project in Georgia designed
 - To test key strategies to increase student learning and achievement in science and mathematics in schools and colleges
 - To codify what works
 - To use lessons learned
 - To influence statewide change in policy and practice
 - To inform the nation about successes that should be replicated to rebuild America's competitive advantage in science and mathematics
- Five year grant to the University System Office from the National Science Foundation

PRISM Goals

Raise expectations and achievement in science and mathematics in K-12 schools, while closing achievement gaps among demographic groups by

1. Requiring all students to complete challenging courses/curricula in science and mathematics
2. Increasing and sustaining the number, quality, and diversity of K-12 teachers teaching science and mathematics
3. Increasing the responsiveness of higher education to the needs of K-12 schools

PRISM Design



Why Strategy 10?

- If PRISM was to succeed in increasing and sustaining higher education faculty involvement with K-12 schools, then changes to the reward system were needed.
- A state-level committee was formed to guide the design and implementation of this strategy.

Strategy 10 Committee

- State-wide representation
- Co-chaired by USG Vice Chancellor and Executive Director of P-16
- Included key stakeholders such as:
 - University vice presidents
 - Deans from A&S and Education
 - SM faculty
 - Cultural anthropologist
 - External evaluator

Early Design & Implementation

- Initial work focused on collecting data that would guide the development of a modified faculty reward structure.
 - Faculty focus group input
 - Two-day state-wide symposium

Common Recommendations

- Faculty and administrators from each sector, rank, and discipline identified several factors most likely to encourage, increase, and sustain involvement in K-12 work:
 - Release time
 - Workload reduction
 - Salary increase
 - Summer salary
 - Credit toward promotion and/or tenure

Evidenced-based Changes

- Design and implementation of Strategy 10 were changed after analyzing the data:
 - Expanded membership of Strategy 10 Committee to include *regional representation*.
 - Created Implementation Framework as a guide for change in *policy* and *culture* at system, institution, college, and department levels.

Newly Adopted Policy

Board of Regents' Policy 803.17. Work in the Schools

- Board of Regents' approval of University System of Georgia institutions to prepare teachers includes the expectation that state colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. **University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved efforts in teacher preparation and in school improvement efforts through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.** Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:
 - Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers.
 - Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university.
 - Collaborating with public schools to strengthen teaching quality and to increase student learning.
- The Chancellor shall issue guidelines, to be published in the Academic Affairs Handbook, which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy.

Where are we now?

- Increased interest and involvement of SM higher education faculty has occurred.
- Preliminary data from the PRISM Evaluation Team suggest that “IHE participation with K-12 teachers has improved K-12 teachers’ teaching practices.”
- Is higher education faculty involvement with K-12 schools sustainable? Jury is still out, but initial signs are promising.

Sustainability

- **State Level**
 - New Board of Regents Policy
 - Proposal to BOR to fund successful PRISM activities (mini-grants, Institute, LC's)
- **Institutional Level**
 - Change in Workload and P & T Policies
 - Participation of Center for Teaching & Learning and Teaching Academy
 - Permanent funding (work in progress)