Fostering Faculty Engagement through Learning Analytics & Inquiry Communities

Amy Chan Hilton, Shelly Blunt, Katherine Draughon, William Elliott, Zane Mitchell
University of Southern Indiana

**WHY?**
- Faculty do not have access to academic data to inform their instructional decisions.
- Siloed conversations & exploration on student success in STEM intro and gateway courses exist.

**HOW?**
- Use a participatory and inquiry approach with faculty as co-designers of learning analytics tools.
- Explore storytelling to motivate and develop value.
- Address faculty “cost.”

**DISCUSSION QUESTIONS**
- How might institutional data and learning analytics be used to inform and prompt STEM transformation, and who might be involved?
- How might stories and narratives be used to engage faculty and other stakeholders, and what might be potential challenges?

**THEORIES OF CHANGE**
2. Communities of transformation/practice (Kezar & Gehrke, 2016; Shadle et al., 2017)
3. “[S]ignificant conversations and significant networks” (Roxå & Mårtensson, 2009)

**ASSUMPTIONS**
1. Providing faculty with multiple ways to engage will cultivate the motivation to consider change.
2. Data alone will not drive change - developing connections with data and evidence will help motivate transformation.
3. Systems thinking establishes an effective framework to organize efforts.

**Questions & “I wonders”**
- Learning analytics reports & dashboards
- Conferences & Workshops [External Community]
- Data Tools Co-design [Faculty Community]
- Inquiry in STEM Success [Faculty Community]
- Updates & Mini-Activities [Faculty Community]
- Questions & “I wonders”

**Updates & Mini-Activities [All Faculty]**

**Mini-Activities**

Framework for our early-stage capacity building project

**Engagement + Data + Community (with Stories as a thread) can seed Motivation for Transformation.**

**bit.ly/TI21DataCommunities**

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