

relationship between these programs and student outcomes using faculty interviews, class observations, and analysis of assignments and student work. Results showed that faculty learn from professional development programs, they translate this learning to improvements in teaching, and student work in their courses improves based on those teaching changes. Also grounded in the Direct Path Model, the R.I.S.E. research intends to track the connection between faculty and student outcomes in similar ways. Additionally, the research aims to test the utility of the R.I.S.E. framework and validate particular pedagogical strategies that faculty who participate implement in their courses

Rigor

What teaching change(s) do you plan to implement to enhance rigor based on something you learned as part of the R.I.S.E. faculty development?

In what course do you want to study the impact of the change(s)?

When is the last time you taught the course without the change(s) you plan to make? (Note: This could be Fall 2021)

What data do you have from that pre-intervention semester that might provide a good baseline to which you could compare to similar or the same data after you've made the change(s)?

When will you teach the course with the change(s) in place?

What data can you collect/provide from that post-intervention semester that might be compared to the baseline data so as to see an impact from the change(s)?

Inclusiveness

What teaching change(s) do you plan to implement to enhance inclusiveness based on something you learned as part of the R.I.S.E. faculty development?

In what course do you want to study the impact of the change(s)?

When is the last time you taught the course without the change(s) you plan to make? (Note: This could be Fall 2021)

What data do you have from that ~~pre~~pre-intervention semester that might provide a good baseline to which you could compare to similar or the same data after you've made the change(s)?

When will you teach the course with the change(s) in place?

What data can you collect/provide from that ~~post~~post-intervention semester that might be compared to the baseline data so as to see an impact from the change(s)?

Support

What teaching change(s) do you plan to implement to enhance support based on something you learned as part of the R.I.S.E. faculty development?

In what course do you want to study the impact of the change(s)?

When is the last time you taught the course without the change(s) you plan to make? (Note: This could be Fall 2021)

What data do you have from that pre-intervention semester that might provide a good baseline to which you could compare to similar or the same data after you've made the change(s)?

When will you teach the course with the change(s) in place?

What data can you collect/provide from that post-intervention semester that might be compared to the baseline data so to see an impact from the change(s)?

Engagement

What teaching change(s) do you plan to implement to enhance engagement based on something you learned as part of the R.I.S.E. faculty development?

In what course do you want to study the impact of the change(s)?

When is the last time you taught the course without the change(s) you plan to make? (Note: This could be Fall 2021)

What data do you have from that pre-intervention semester that might provide a good baseline to which you could compare to similar or the same data after you've made the change(s)?

When will you teach the course with the change(s) in place?

What data can you collect/provide from that post-intervention semester that might be compared to the baseline data so as to see an impact from the change(s)?