

Gateways To Success



**REQUEST FOR PROPOSALS
UNIVERSITY OF MAINE AND UNIVERSITY OF MAINE AT MACHIAS
Submissions For
UMS TRANSFORMS Gateways to Success**

**STATEMENT OF INTEREST/INTENT DUE: OCTOBER 1, 2022
FULL PROPOSALS DUE: NOVEMBER 1, 2022**

Each of the universities of the University of Maine System is invited to join in the UMS TRANSFORMS Gateways to Success (GTS) initiative (<https://umaine.edu/transforms/student-success-and-retention/>), supported in part by the Harold Alfond Foundation (HAF).

Use of evidence-based practices in instruction can increase student success in the courses that delay our first- and second-year students' degree progress. We invite all UM and UMM faculty and/or departments that offer such courses to submit proposals describing how they will support new or expanded actions in these "Gateway Courses" during a two-year pilot period, aligning with the UMS-wide vision for student success and retention. A list of the courses eligible for this pilot program is below. Assessment of the effectiveness of this pilot will inform our actions in subsequent years. The GTS initiative especially welcomes pilots that involve multiple faculty and staff members with supportive campus-level leadership.

	<p><i>UMaine and the University of Maine at Machias may apply to spend up to the total amount below each year during the pilot phase (AY22-23 and AY23-24).</i></p>
	<p><i>Additional funding for expanded activities may be available in FY24.</i></p>
<p align="center">\$240,410</p>	

There are two ways to engage in the GTS pilot. Faculty and/or departments may propose actions around either or both of the options described below, involving one or several courses. For proposals involving multiple sections of one course, preference may be given to proposals where all sections of the course are participating in the proposed action. All proposals should discuss what increases to student success in Gateway courses are anticipated as a result of the planned interventions, considering both the student body overall and also segments of the

student body with disproportionately high “DFWL” rates or those experiencing opportunity gaps.

Option 1 – Maine Learning Assistants (MLA): GTS pilots may deploy undergraduate “near peer” learning assistants—paid students, typically undergraduates, trained in evidence-based active learning techniques who facilitate discussion and student learning, usually in a course they have completed successfully. The Learning Assistant model not only provides training for in-class undergraduate learning assistants but also modification of the course pedagogy to increase active learning and metacognition opportunities for students. The effectiveness of the model is supported by evidence-based research (see the [Learning Assistant Alliance](#)). Proposals may include the use of MLAs in any Gateway Courses (see below), so long as they follow the required elements of MLA use:

1. MLAs complete a designated professional development pathway during their initial semester in the position.
2. Faculty participate in an initial orientation and an ongoing professional development community focused on effective use, mentoring, and assessment of MLAs.
3. Faculty meet each week with their MLA(s) to plan for the weekly in-class group learning activities associated with the intended learning outcomes.
4. Faculty redesign the course to allocate approximately one-third of class time to group learning activities co-facilitated by the faculty and MLAs.
5. MLAs do not engage in any duties or activities that would detract from the “near-peer” role (i.e., proctoring exams, grading student work, teaching in place of the faculty).

If this model is already in practice in a given gateway course, pilot proposals for MLAs should explain how funds will meaningfully extend the reach and impact of existing practice.

Option 2 – UMS Gateway Innovation Network (GIN): GTS pilots may employ other evidence-based strategies for improving student performance *so long as the strategy is aimed at a course or courses defined as a Gateway for multiple UMS universities (see below)*. Preference may be given to proposals that involve more than one faculty member and to strategies that could be adopted similarly across the University of Maine System if they are shown to be effective. When selected pilot courses overlap, participating faculty will be expected to participate in inter-campus discussion of their work.

GIN pilot efforts may include any evidence-based strategy supported by the pedagogical literature, including but not limited to:

1. Increasing access to trained peer tutors outside of class time (virtually or in person)
2. Embedding trained peers in the class
3. Establishing a Supplemental Instruction framework (see the [International Center for Supplemental Instruction](#))

4. Providing guided practice opportunities outside of class time
5. Implementing pedagogical approaches to facilitate weekly student metacognition (e.g., incorporating retrieval practice activities at the beginning and end of class meetings, class polling with platforms such as Top Hat or Poll Everywhere, utilizing frequent low-stakes quizzes or assignments). The pedagogical approaches chosen should enhance students' awareness of well defined, measurable learning outcomes in the course and/or promote students' effective connection, active learning, and engagement. Other examples could include flipped classrooms, experiential opportunities, case- or problem-based learning, authentic research, etc.
6. Providing academic coaching to help students adopt effective learning strategies associated with the course
7. Providing credentials and development opportunities to faculty in universal design, Quality Matters (<https://www.qualitymatters.org/>), culturally relevant pedagogies (<https://crtandthebrain.com/about/>), equity-oriented teaching (<https://crlt.umich.edu/equity-focused-teaching>), or a similar program focused on effective practices in teaching and learning.
8. Redesigning curricula or course learning outcomes to increase first-year course success and four-year graduation rate

If a proposal relies on a strategy not listed above, it should include specific references to scholarship showing the effectiveness of the strategy or national efforts that incorporate the application of the research (e.g., National Academy of Science¹, AAAS Vision and Change², AACU Project Kaleidoscope³). Flexible and innovative approaches are especially encouraged here.

Gateway Courses – Gateway courses are those that disproportionately slow or prevent degree progress at each university. For this pilot period, Gateway courses are defined as those in which $\geq 3\%$ of that university's first- and second-year student body earned a grade of D, F, W, or L within the last three years. As such, this pilot focuses on courses with larger enrollments and DFWL rates, as these courses negatively affect degree progress for the greatest number of students. The precise list of courses varies by university. See box below for courses identified as Gateway courses at UM and UMM.

Pilot Assessment – All projects participating in the GTS pilot, regardless of strategies deployed, will be required to participate in the system-wide assessment, so that this pilot period can inform future actions for Gateway courses. Participation may entail but is not limited to student surveys, instructor surveys, administrator surveys, focus groups, interviews, and shared assessment of student performance. These sources of data may be required both for courses

¹ <https://nap.nationalacademies.org/topic/282/education>

² <https://visionandchange.org/>

³ <https://www.aacu.org/initiatives/project-kaleidoscope>

engaged in the pilot as well as for relevant controls not involved in the change. Assessment will be conducted by the UMS Student Success and Retention (SSR) Assessment Committee, in consultation with the UMS GTS Committee, and results will be shared with all participating universities. Particular attention will be paid to changes in student performance and progression (e.g., DFWL rate, performance in relevant successor courses, retention). Data may also be examined for patterns among student groups of interest (e.g., first-generation, high school GPA, and socio-economic, ethnic, racial or other demographic backgrounds).

The following courses qualify as Gateway courses for UMaine and the University of Maine at Machias for the purpose of the AY22-24 pilot. Courses listed in bold are defined as Gateway courses for multiple UMS universities and therefore qualify for pilot strategies under Option 2 (above).

UMaine:

- **BIO 100** **Basic Biology**
- **CHY 121** **General Chemistry I**
- **CHY 123** **General Chemistry Lab I**
- **ENG 101** **College Composition**
- **PSY 100** **General Psychology**
- **SOC 101** **Introduction to Sociology**
- **STS 232** **Prin of Statistical Inference**
- AST 109 Introduction to Astronomy
- ECO 120 Principles of Microeconomics
- MAT 122 Pre-Calculus
- MAT 126 Calculus I
- MAT 127 Calculus II

UMM:

- **BIO 117** **This Is Life!**
- **CHY 101** **General Chemistry I**
- **ENG 101** **Composition & Presentation I**
- **HTY 115** **World History to 1500**
- **HTY 116** **World History since 1500**
- **MAT 111** **College Algebra**
- **MAT 113** **Intro to Statistics**
- **PSY 110** **Intro to Psychology**
- ANT 101 Cultural Anthropology
- EDU 112 Foundations of Education
- ENG 117 Intro of Literature and Ethics
- ENV 103 Oceanography
- ENV 112 Environmental Issues
- GEO 101 Introduction to Geography
- MAT 103 Algebraic Models in Our World
- MTR 101 Meteorology
- SED 201 Dim. Exceptionality Classroom

TO APPLY FOR INCLUSION IN THE UM/UMM GATEWAYS TO SUCCESS PLAN – Plans are invited for activities proposed between January and December 2023. Promising activities may qualify for a second round of funding in the subsequent year. Interested faculty and/or departments must submit a short (500 words maximum) statement of interest/intent briefly summarizing the intended proposal by **October 1, 2022**. Full proposals, following the provided project description template, available [here](#), are due **November 1, 2022**. All statements of interest/intent and full proposals must be submitted to eden.kalyanapu@maine.edu

EXAMPLES – Participating universities will have different approaches to executing the shared goals of the GTS Pilot. Examples of this work at UMaine and the University of Southern Maine include (for your consideration):

- The [Learning Assistant Program](#) at the University of Southern Maine.
- [The Faculty Incentive Grant-Maine Learning Assistant Program \(FIG-MLA\)](#) at the University of Maine, which has focused on STEM courses to date.
- [The First-Year Student Success Initiative](#) at the University of Maine, which developed recommendations on how to improve the first-year student experience.
- [Communities of Practice](#) sponsored by the Center for Innovation in Teaching in Learning for the University of Maine and the University of Maine at Machias.
- The [Learning Assistant Alliance](#) founded by the University of Colorado Boulder and supported by the National Science Foundation.