

Protocol for BVA Case Study Interviews

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Interviews will occur individually or in small groups (for example, with members of a relevant committee or a group of students from a designated course), preferably in person.

Scale and Scope

Interviews will be done in participating departments on X campus.

Letter of Invitation and Consent

Participants will receive a letter of invitation and consent form in advance of the interview. All materials will go through the relevant IRB approval process.

Interview Protocol (for Instructors)

- 1) Please tell us about yourself and about the roles and responsibilities you have in the department, especially as related to teaching.
- 2) How would you characterize your undergraduate program here? What are its chief strengths? Its hallmarks? How would you compare it to programs elsewhere, and how do you see it vis a vis trends in the field (in its substance or in its approach to undergraduate education)?
- 3) Can you characterize the department's vision for students as they graduate from this program? What do you hope they will know and be able to do? What areas for improvement are under consideration?
- 4) What role do your department's courses play in the university's general education program or for majors in other fields? What areas for improvement are under consideration?
- 5) Can you tell us about any changes in the department's program and in how courses are taught over the last five or so years? If so, what do you think has caused these changes? Has the department been involved in any organized (funded) reform initiatives—and if so what changes did those bring?
- 6) We're interested in how teaching is organized here and how decisions are made about it. Can you tell us:
 - a. How teaching assignments are made
 - b. How teaching plays into hiring decisions
 - c. How new faculty are mentored and prepared for their teaching responsibilities
 - d. How teaching is evaluated
 - e. How teaching is rewarded
 - f. How people work together as teachers—for instance in courses with multiple sections?
 - g. Who talks to whom about teaching and in what settings?
 - h. The role of the chair in any and/or all of the above

- 7) What kinds of data does the department have/gather about the learning of your students? How, if at all, have those data affected the way the department thinks about curriculum and teaching? The practice of individual faculty members?
- 8) When and among whom do conversations about teaching and learning take place in this department? Do you think the number or quality of these conversations have increased in the last five years? Have the themes (debates) or the tone changed? Are views on students and teaching widely shared?
- 9) What kinds of support does the department provide for teaching innovation and improvement? What opportunities do faculty and instructors have for faculty development?
- 10) What else should we understand about the place of teaching in the culture of this department? Would you say it is becoming more central? Less central? Why—and what indicators would you use to answer those questions?
- 11) What roles do students—undergraduate and/or graduate play in bringing energy and attention to issues of teaching and learning in the department?
- 12) Please tell us about the work of the course redesign effort in which you have been involved.