**2016 WSU FACULTY SENATE RETREAT - EVIDENCE BASED LEARNING SECTION**

PLEASE COMPLETE THIS FORM FOR EACH INDIVIDUAL MEMBER OF YOUR DISCUSSION GROUP AND AFTER THAT PLEASE COMPLETE ONE FORM THAT REPRESENTS CONSENSUS OF YOUR DISCUSSION GROUP.

1. Growing number of studies indicate that evidence based learning strategies improve quality learning, graduation rates and retention rates. What initiatives/charges should the Faculty Senate and its committees, undertake to support more effective, evidence based teaching, which will help to improve quality students’ learning, graduation rates and retention rates?

Most of respondents listed improved training and resources for faculty, dissemination of most effective teaching methods, and dissemination of methods that cam improve retention rates and graduation rates.

1. Existing studies suggest that most effective improvements of evidence based learning is accomplished at the departmental level (in contrast to college level). Would you support considering a university wide communication system between the departments and their representatives to share experiences about the most effective learning strategies in various disciplines? Why?

28 out of 29 attendees (96%) of the retreat would support in some form a university wide communication system. They would like to share experiences from their own departments and learn about how teaching is accomplished in other departments. 4 responders think that TLF is already doing it.

1. Recent publications suggest that student teaching evaluation poorly correlate with quality evidence based learning. Would you consider changes in promotion/tenure documents to move more toward evidence based learning rather than existing student teaching evaluations? Why? Do you have any specific recommendations?

22 out of 29 (75%) responders were supportive for more flexibility in promotion/tenure documents that would support evidence based learning. Some responders were hesitant to recommend any changes because of the complexity of the promotion process.