S6.4 Further Opportunities for Interaction with and Feedback on the EP3 Guide

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This material is based upon work supported by the National Science Foundation under Grant Nos. 1738311, 1747563, 1821372
Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.
Structure of the Guide

Chapters:

• Introduction, how to navigate and use the guide
• How to be an Effective Chair
• Program Review: Preparing for a Departmental Review
• Program Review: Advice to External Consultants
• Departmental Culture of Continuous Self-Improvement
• Assessment of Student Learning
• How to create and sustain effective changes in your department or program
• Effective Practices (~25 “sections”)
• Ancillary material: Creating foundational documents; examples of student learning goals and program learning goals; assessment instruments; additional resources
Students

- Recruiting (in 1st release)
- Retention
- Advising and Mentoring of Students
- Career preparation
- Internships (to be included in 2nd release)
- Undergraduate research

Curriculum

- Implementing research-based instructional practices in your program (overarching)
- Introductory courses for physical science and engineering majors
- Introductory courses for life sciences majors
- Introductory courses for Non-STEM majors
- Upper-level physics courses
- Communication skills
- Laboratory / experimental skills

- Computational skills
- Culminating Integrative experiences
- Online education
Learn more and apply for a Departmental Action Leadership Institute (DALI) at ep3guide.org/dali.cfm

If you have not already done so, please join our mailing list at ep3guide.org or use the QR code

Also, if you have not already done so, please take the department chair survey – the last e-mail was on June 9, from Ted Hodapp, APS (communications@aps.org), subject line “Departmental practices survey reminder.”

Thank you for those who have already done so!
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