



2026 Deliverable: Learning Improvement Plan (LIP)

- Purpose:** Develop a realistic strategy (i.e., with high likelihood of success and support) for adaptation within your sphere of influence (e.g., program, association). Borrow liberally from all tools, resources, and examples provided to you during INITI8.
- Audience:** Anyone at the institution, association, or entity who is working on the project, emphasizing the inner circle.

Notes: The LIP may be developed individually, in pairs, or in teams (e.g., individuals at INITI8 representing a common departmental or cross-institutional endeavor). Individuals representing entities and associations that extend beyond singular institutions (e.g., ABET) will devise the LIP from within their spheres of influence.

Contextual | Background Information.

Institution/Entity name →	
Size of institution/entity →	
Scale (institution or entity, college, program, course, etc.) →	
Impetus for initiative →	

Part A. Inner Circle.

Name (and/or draw) each member of the inner circle (LIP team) to include affiliation and role relative to the learning improvement project. Of the inner circle, who will serve as **core champion(s)** of the project?

Part B. Vision and Purpose.

Present a “clear and concrete vision of future students [to focus] the learning improvement process” (Fulcher & Prendergast, p. 71). Also denote the **strategic purpose** of your project as it aligns with institutional/association goals. Why, within your chosen sphere of influence, is *ethical reasoning* important? (Consider the current ethical situations with which students grapple and think about how they will be better prepared once you make changes to the learning environment.)

Part C. Student Learning Outcomes (SLOs).

Present several SLOs aligned with the specified vision and purpose. Again, draw liberally from examples provided this week; adjust, edit, and recast exemplar SLOs to suit your purposes. Optional: provide an empirical or theoretical basis for each SLO (e.g., decision science, ethical reasoning literature).

Part D. Timeline: Interventions and Assessments¹.

Craft a table or chart that articulates the ideal timeline for your learning improvement project. List student interventions (e.g., credit-bearing courses, orientation sessions, co-curricular initiatives) and include tentative dates for baseline and follow-up assessment. For each intervention, denote the extent to which it achieves the SLO to which it is aligned (e.g., low, moderate, or high coverage). Optional: From a professional development perspective, what specific supports and resources may be needed to ensure implementers have the necessary pedagogical and content competencies? Build faculty and staff interventions (e.g., training) into the timeline.

¹ We are working from the assumption that you will utilize the JMU Ethical Reasoning Rubric (see Day Two materials) and will articulate an anticipated score. If you are creating a local measure, consider adding an additional year to your timeline.

Part E. Change Management Strategy.

Denote a change management strategy.

- a) *Champions, Co-Conspirators, and Critical Deviants.* With whom (and which offices, centers, departments, and other entities) will you deliberately build capacity and coalitions to assure the project's short- and long-term success? Consider the influence-support matrix. Optional: Place a plus sign (+) next to individuals and/or entities with whom strategic partnerships may be easy or uncomplicated to arrange. Place an asterisk (*) next to individuals and/or entities with whom strategic partnerships may require more significant work, coordination, and/or negotiation.
- b) *Resources.* What immediate and long-term resources will you need to launch and sustain the project? Of the individuals and entities noted in (a), with whom will you need to partner closely to align and attain resources?
- c) *Outlying Considerations.* Considering both the inner circle and the individuals and entities noted in (a), what "known" outlying considerations are on the horizon that may either support or challenge the attainment of your vision and purpose. Examples: shifting legislative landscape, new university President or Provost, faculty bandwidth, member of the inner circle going on sabbatical, state or federal-level mandates, etc.