Building Capacity for Learning-Centered Faculty Collaboration

Susan Albertine, AACU
Pat Hutchings, NILOA
Rebecca Karoff, University of Texas System
Elise Martin, Middlesex Community College
Daniel McInerney, Utah State University
What brings YOU to this session?
Introductions and Entry Points
Here’s Our Session Plan

• The importance of faculty collaboration: Why does it matter?
• Challenges, resistance
• Overcoming challenges
• Lessons for leadership
The Importance of Faculty Collaboration

The Upside

• Faculty responsibility for student learning
  – From my course to our curriculum
  – Integrative learning
  – Other ideas?
Challenges, Resistance
Challenges, Resistance

• Faculty time
• Reward System
• Faculty demographics
Remembrance of Assessment Past
Overcoming Challenges

What works? Please take 10 minutes to talk at your tables.

Washington State University Assignment Design workshop
Ideas, Practices From the Audience

- Language Matters – peer review, professional inquiry, use the language that faculty are used to to bring them into assessment
  - “Purpose, Task, Criteria” – common language across campus for discussing assessment
- Tie faculty reflective assessment to every new institutional transition/program – “work we have to do anyway, let’s tie it to assessment”
  - We don’t talk about teaching enough. Week b/t last day of classes and graduation day – programmatic, departmental initiatives/projects. We call it “Faculty Summer Institute” (Worcester Polytech Institute)
- Faculty Book Club in lieu of faculty learning communities – free book, discussions ensue, organized thru the T&L Center, multidisciplinary conversations about teaching and learning – books are recommended by both faculty and administrators
- Sending teams out to learn new ideas and bring back to campus
- Select faculty with gravitas on your campus for these groups
- When faculty are working on initiatives that really matter to them, they are naturally invested in the results – assessment
- Advice to new faculty group – assessment as a way of learning if what you’re doing is yielding the results you hope for
- Difficult Dialogues
- Linking to existing initiatives, budgets.
- Assessment work must be sustainable in times of personnel change and budget deficits – needs to be meaningful for campus members if it is to be sustained.
- Keep equity high profile in discussions of student success

- Questions:
  - Incentivizing always has a threshold - -how to move beyond it?
  - Faculty self efficacy – “we need to make this change but we don’t think we can do it”
  - “Flipping Orthodoxies” meetings to build faculty self efficacy
  - SoTL work as R&D – try something new, expect challenges, share your obstacles, your lessons learned – your colleagues will learn more from this than from hearing your success stories
Lessons for Leadership

• Collaboration means both talk and action [Pat]
• Start with an inclusive understanding of “educators” [Dan]
• Technology tools for community and collaboration [Elise]
• Measure what we say we value [Rebecca]
• Improvise! Have fun. [Susan]
Resources

aacu.faculty/org
http://learningoutcomeassessment.org