

Building a New Culture of Teaching and Learning

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Pat Hutchings

National Institute for Learning Outcomes
Assessment (NILOA) and the
Bay View Alliance (BVA)



Mary Deane Sorcinelli

UMass Amherst, Association of American
Universities (AAU), Bay View Alliance (BVA)

“The search is on for new and more powerful ways to engage today’s diverse students, but campuses need more than new techniques.

*They need to **build a culture** where these new approaches can take hold and thrive.”*

**–Building a New Culture of Teaching and Learning
Hutchings, 1996**

Goals for Today's Session

- ❖ Identify the indicators that characterize and contribute to a culture of teaching and learning – WHAT ARE WE TALKING ABOUT?
- ❖ Strategize about levers for cultivating a culture of teaching and learning in your setting – HOW DO WE BUILD IT?
- ❖ Share good ideas, challenges, successes.

1

2

3

4



**No indicators of
a culture
of T&L**

**Multiple, mutually
reinforcing
indicators**

1. (individually): Where does your campus lie on this continuum?
2. (in pairs): Please introduce yourselves and explain your response to #1. What indicators influenced your rating?



It's About Pedagogy

We now know:

- ❖ A good deal more about how students learn
- ❖ With effective teaching, students learn more
- ❖ What works pedagogically to support learning



It's About Scaffolding



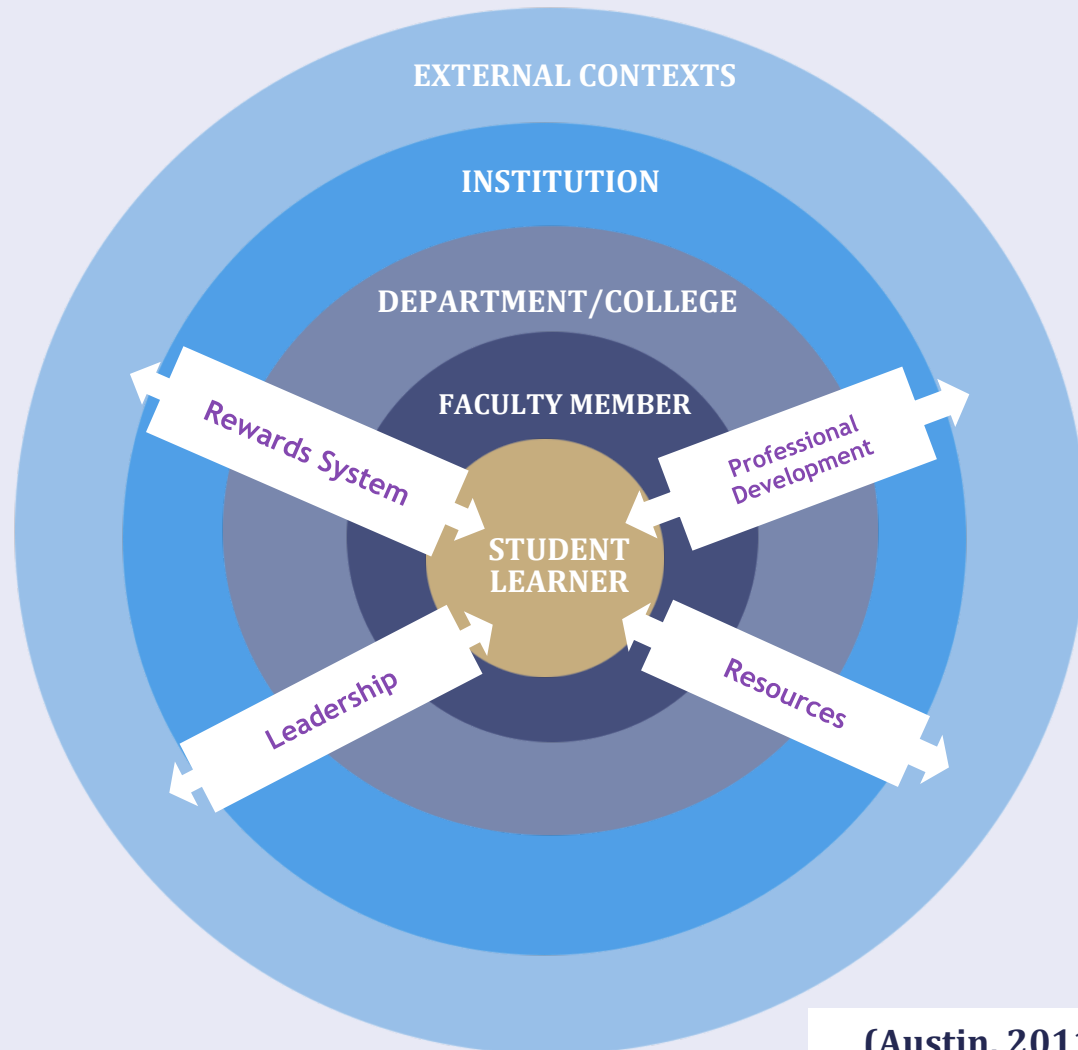
It's About Culture



“At the core is pedagogy. But to successfully institutionalize the use of evidence-based teaching practices, what is necessary is scaffolding, or support for faculty and students, and larger cultural change.”

- AAU, 2014.

A Framework For Change



(Austin, 2011; Sorcinelli, 2014)

Levers for Change: Professional Development

- ❖ Build “communities of conversation” where educators can talk together about their work with students and with one another.
- ❖ Feed those conversations with evidence—from reading, SoTL, assessment.
- ❖ Make FD functional and efficient—connected to regular faculty work (assignment/course design, etc).

Levers for Change: Resources

- ❖ Advocate for time to learn, plan, experiment with new pedagogies—creative scheduling.
- ❖ Find time-efficient incentives (e.g. course release, summer salary, “embedded expertise” such as undergrad or grad teaching fellows, postdocs, travel).
- ❖ Involve students as a resource and a lever for change.

Levers for Change: Incentives and Rewards

- ❖ Tap into low-hanging fruit—grants, stipends, other kinds of awards.
- ❖ Work toward merit, promotion, and tenure policies that value teaching as scholarly work.
- ❖ Which means requiring robust evidence for the evaluation of teaching—including evidence of student learning.

Levers for Change: Leadership

- ❖ Make T&L visible from the top with stories, rituals, symbols, and data.
- ❖ Focus on the department as a key unit for pedagogical reform and culture building.
- ❖ Work toward a shared vision of equity-minded excellence: the learning all students need to flourish in the 21st century.

Sharing Strategies

At Your Tables | 15 Minutes



1. What indicators of a culture of T&L are most fully developed or powerful on your campus?
2. What ONE lesson can you share from your table discussion about building a campus culture of teaching and learning?



Take-Aways

Resources

- ❖ Association of American Universities:
<https://www.aau.edu/education-service/undergraduate-education/undergraduate-stem-education-initiative/stem-framework>
- ❖ Austin, A. (2011, March). *Promoting Evidence-based Change In Undergraduate Science Education*. Paper Commissioned by National Academies National Research Council Board on Science Education.
- ❖ Bay View Alliance: www.bayviewalliance.org
- ❖ Bolman, L. G., & Deal, T. E. (2008). *Reframing Organizations: Artistry, Choice, and leadership*. 4th Edition. San Francisco: Jossey-Bass.
- ❖ Henderson, C., & Dancy, M. H. (September, 2007). “Barriers to the Use of Research-based Instructional Strategies.” *Physical Review Special Topics - Physics Education Research*, v. 3.
- ❖ Hutchings, P. (1996, Nov/Dec). “Building a New Culture of Teaching and Learning.” *About Campus*.

- ❖ Kezar, A., & Eckel, P. (2000). *The Effect of Institutional Culture on Change Strategies in Higher Education*. ERIC Clearing House.
- ❖ Kinzie, J. (2014). “Research on Successful Learning Practices.” In B. F. Tobolowsky (Ed.), *Paths to Learning for Engagement in College*, 11-30. Columbia, SC: Univ. South Carolina, Natl. Resource Ctr. for First-Year Experience and Students in Transition.
- ❖ Kuh, G., Kinzie, J., Schuh, J., & Witt, E. (2005). *Student Success in College: Creating Conditions that Matter*. Washington, DC: Association for Study of Higher Education.
- ❖ Massy, W., Wilger, A., & Colbeck, C. (1994). “Department Cultures and Teaching Quality: Overcoming ‘Hallowed’ Collegiality.” *Change*, 26, 11-20
- ❖ National Institute for Learning Outcomes Assessment:
www.learningoutcomesassessment.org
- ❖ Sorcinelli, M.D. (2014). “Evidence-based Teaching: What We Know, How To Promote It On Your Campus.” Keynote, New England Student Success Conference, Amherst, MA.
- ❖ Tagg, J. (2003). *The Learning Paradigm College*. Bolton, MA: Anker Publishing.
- ❖ Weaver, et al. (2016). *Transforming Institutions*. West Lafayette, IN: Purdue University Press.



Contact Information

Pat: hutchings.pat@gmail.com

Mary Deane: msorcinelli@acad.umass.edu