Scaling Faculty Professional Development to Increase Student Success: Why & How

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Presentation Slides & Handout
csumb.edu/tla/aacu-2019-scaling-professional-development
Professional development done well = student success

AAC&U sessions on faculty professional development

• The Evolving Contributions of Teaching Centers in Rewriting the Value Narrative of Education, Ross, Ouellett, Frederick

• Taking Student-Centered Pedagogy to Scale: How One University Has Done It (and You Can, Too!), Kuh, Hutchings, Levesque-Bristol, Morris & Wiles

• Faculty Centrality in Fulfilling the Promise of LEAP ELOs, HIPs, and VALUE, Karoff, Jankowski & MacCormack

What are CSU teaching & learning center directors to do... with limited resources... and 26,000 faculty?

https://www.pbs.org/video/utah-culture-tia-how-do-i-do-it/
Session plan

- Introductions
- The blueprint: A Center for Teaching & Learning Matrix
- California State University system & tales of two T & L centers
- Discussion: Sharing ideas, challenges, & strategies
Introductions

1. Name, role, your institution and why you chose this session.

2. If your institution had the best teaching and learning center you can imagine, what would be its characteristics?
Reflection & debrief

Take 5 minutes and locate your actual center on the matrix handout.

podnetwork.org/center-for-teaching-and-learning-matrix/
The California State University promotes student success through opportunity and a high-quality education that prepares students to become leaders in the changing workforce, making the CSU a vital economic engine for California.

The CSU prepares students for success through leading-edge programs, **superior teaching** and scholarly activity.

**Who We Are**

23 Campuses • 484,300 Students • 26,858 Faculty
I have come to appreciate the centrality of the classroom to student success and the critical role the faculty play in retaining students. But I also learned that the classroom was the domain of institutional action that was given the least attention.

The CSU Story

Graduation rates are at an all-time high, with the average time to degree for first-time freshmen at 4.7 years, consistent with the national average.
Our New Story

- **Freshman 4-Year Graduation Rate**
  - 2015: 19%
  - 2017: 23%
  - 2025 (Goal): 40%

- **Freshman 6-Year Graduation Rate**
  - 2015: 57%
  - 2017: 59%
  - 2025 (Goal): 70%

- **Transfer 2-Year Graduation Rate**
  - 2015: 31%
  - 2017: 35%
  - 2025 (Goal): 45%

- **Transfer 4-Year Graduation Rate**
  - 2015: 73%
  - 2017: 75%
  - 2025 (Goal): 85%

**Achieve Equity**
- Eliminate all equity gaps for underrepresented minorities and Pell-eligible students
How the ITL & FDC help

1. Professional development for center directors and faculty leaders
2. Introduction to evidence-based pedagogies
3. Communication about CO priorities, initiatives, and funding
4. Building internal support for local campus initiatives by linking to CO priorities
5. Highlighting and sharing of best practices among campuses
6. Connection to multi-institution teaching & learning research projects
“Every year, more than a third of all freshmen enrolled in California State University are required to take remedial classes in math or English.

Starting next fall, those courses will be gone.

In a radical shift for the largest public university system in the country, Chancellor Timothy P. White signed an executive order this week directing the 23 campuses to eliminate placement exams for math and English and overhaul the way they deal with remedial coursework.”
CSULA & CSUMB: Tales of two centers
California State University, Monterey Bay

Campus
- Comprehensive 4-year public
- Hispanic Serving Institution (HSI)
- Founded in 1994 on the former Fort Ord Army Base
- 21st of the 23 CSU campus system
- 476 faculty (309 part time; 167 full time)

Demographics
- 7545 - students
- 6956 - FTES
- 12,700 FTE: projected growth
- Race/ethnicity
  - 42% Latinx
  - 29% White
  - 7% Asian American
  - 5% African American
- 51% first generation
- 33% low income
- 40% local tri-county area
CSUMB Center for Teaching, Learning, and Assessment (TLA)

Mission: Help CSUMB educators help all students increase and integrate curricular and co-curricular learning.

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<tr>
<th>TLA</th>
<th>TLA Goals</th>
<th>TLA Strategies</th>
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| ● 1 full time administrative director, reports to provost  
● 1 full-time staff member  
● 4 part-time faculty associates  
● Programming budget varies based on allocation of state lottery funds  
● Academic technologies is separate unit/staff  
● Institutional effectiveness & assessment different unit | ● Strengthen community in the classroom  
● Increase faculty & staff expertise in facilitating student learning & assessment  
● Improve holistic wellness and integrative learning | ● Partner with other CSUMB educators & units  
● Facilitate professional development  
● Support assessment of student learning and use of results |

csumb.edu/tla
Context and motivation for scaling professional development

• CSU Graduation Initiative 2025
• CSU EO1110 - Elimination of non-credit bearing remedial courses
• **Accreditation (WSCUC):** Improvement-focused learning outcomes assessment & professional development
• **Assessment results:** Institution-level assessment results indicate room for improvement
Key decisions: What professional development?

For center director & faculty leaders

For faculty

ITL & Faculty Development Council (FDC)

https://ualr.edu/cos/home/assessment-cycle/
Key decisions - how to reach scale

● Partnerships & persistence!!!
  (e.g. writing center, tutoring center, library, first year seminar, assessment committee, GE program)

● Leadership development outside TLA
  (e.g. RA leadership training & WSCUC ALA)

● Multi-section courses
  (e.g. written & oral communication, math, FYS)
Key decisions - how to leverage resources

- Hire TLA faculty associates (network builders)
- Nurture intrinsic motivation & community building (FLCs as opposed to one-shot workshops)
- Gain support from administrators & institutional initiatives (Provost, AVPs, deans, accreditation/assessment, GI2025, EO1110)
Progress - last 2 years

- 150+ (~ 30%) faculty received some RA training
- MATH/STATS faculty redesigned LD GE courses to include RA
- Facilitated 10+ RA faculty learning communities (FLCs)
- Provided RA training for tutoring center
- 15 faculty enrolled in WestEd RA101 spring 2019 online course
- 2 faculty completed WSCUC Assessment Leadership Academy
- 80 (~ 15%) faculty participating in 2019 learning assessment projects
- Created 3 webcasts for the CSU system on RA & other efforts
Major challenges

• Demonstrating impacts on student learning & success
• Incentivizing *greater and ongoing* participation in meaningful professional development (e.g. retention & tenure and lecturer evaluation criteria that promote participation in FLCs)
• Support from more department chairs and deans
3 things I have learned as a center director

1. Building genuine relationships and finding shared goals is key!

2. Need to understand and leverage broader higher ed. context.

3. Need to understand local system & institutional context: culture, history, power dynamics, mutual and competing interests, etc.
Mission: Cal State LA transforms lives and fosters thriving communities across greater Los Angeles.

Campus
- Comprehensive 4-year public, est 1947
- Anchor Institution
- Hispanic Serving Institution (HSI), PUI and urban-serving
- 1st in nation for upward mobility of its students (Chetty, et al)
- 1,718 faculty (1,014 Lecturers, 704 TT)

Demographics
- 28,253 - students
- 23,743 - FTES
- Student population
  - 60% Latinx
  - 14.2% Asian/American
  - 7.8% White
  - 72% first generation
  - 70% from local area
**Center for Effective Teaching & Learning (CETL)**

**Mission:** The Cal State LA Center for Effective Teaching and Learning promotes teaching as an area of practice. By growing a teaching culture on campus we increase the quality of student learning.

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<td>● 1 FT administrative director, reports to provost</td>
<td>● Reach all faculty who want to take advantage of professional learning</td>
<td>● Bundled certificates using a badging system</td>
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<td>● 8 FT staff, incl DAT</td>
<td>● Increase pass rates</td>
<td>● Leveraging commercially available products (QM, ACUE) to leverage local PD</td>
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<td>● 2 PT Faculty Fellows</td>
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LA CETL: context & motivation for scaling professional development change

- Center reconstituted in 2011 by the outgoing president
  - Then-provost used WSCUC accreditation to leverage her vision for FD
- A need for faculty community at a commuter campus
- Better student outcomes and more culturally-sensitive instruction
- Providing support for CSU system initiatives: Grad 2025, EO1110
Cal State LA: key decisions

Which framework for change?
- Distributed practice
- Self-regulated learning/SRL (Zimmerman, 1989)

What services?
- Badged workshops (TECH, Teaching Project, Inclusive Teaching) for certification
- Online ACUE Course in Effective Teaching Practices to reach Lecturers off campus
- Collocation of academic technology and teaching at a single service point
Cal State LA: Key decisions

How to reach scale?

● Develop and offer online programming (webinars, ACUE) so many faculty can participate on/off campus and at their own pace

● Identify the course (not the faculty) as the unit of change
  ○ Master courses and coherent curriculum use teams
  ○ Developing shared vocabulary

● Employ hybrid course redesign and peer mentoring to reconceptualize work
  ○ Teams reach consensus faster and share vocabulary
  ○ Peer instruction builds powerful community
Cal State LA: Key decisions

How to leverage limited resources?

- Begin with faculty learning communities (FLCs) to build good will
- Perform data collection and analyses, to show evidence to funders, and build best practice
- Cross-train IDs as faculty developers
- Use everything you can to leverage consensus--accreditation, grants
- Provide robust PD to front line staff
Cal State LA: To gain traction, we

Created a network and involved all stakeholders, from the provost to lecturers and advising staff. Everyone mattered.

Learned the following knowledge, skills and attitudes: Immersion in a broad literature, project management, and self-awareness.

Built and maintain a database to track trends longitudinally.

Practiced patience, and grew the business through word of mouth over a 5-year period.

Researched and published on faculty development to standardize practice and leverage our role.
Progress (48% campus adoption rate)
LA CETL: 3 current challenges

1. CETL is now viewed as a possible solution to every challenge
2. Reaching departments and chairs, where real influence lies
3. Incentivizing changes to teaching at RTP
3 things I have learned as a center director

1. The following combination is critical to success: kindness (affect) + administrative know-how (attention to detail).
2. I am an institutional citizen with responsibilities to all colleagues, including staff, and must manage up and down.
3. Culture always trumps strategy!
ACE/CASE-CUNY study

What makes a good faculty developer is a new and active area of research.

2018 study of 4 CSU campus and 2 CUNY faculty center directors and faculty developers

Hecht et al, 2018, Observing practitioners in practice: A case study of faculty developers, POD Portland, 2018
Your turn

Take 5 minutes on your own to respond to the following prompts.

1. Are there stakeholders calling for more and better faculty professional development in facilitating student learning at your institution? If so, who and why? If not, why not?

2. What are your institution’s challenges related to improving and/or scaling professional development?

3. What key decisions does your institution and/or center need to make to meet those challenges?
Supporting your center

Write down one thing you can do to support your center.
Thank you!

Presentation slides & handout

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