

INSTITUTIONAL TRANSFORMATION: CREATING A CULTURE OF EVIDENCE-BASED TEACHING THROUGH FACULTY PROFESSIONAL DEVELOPMENT

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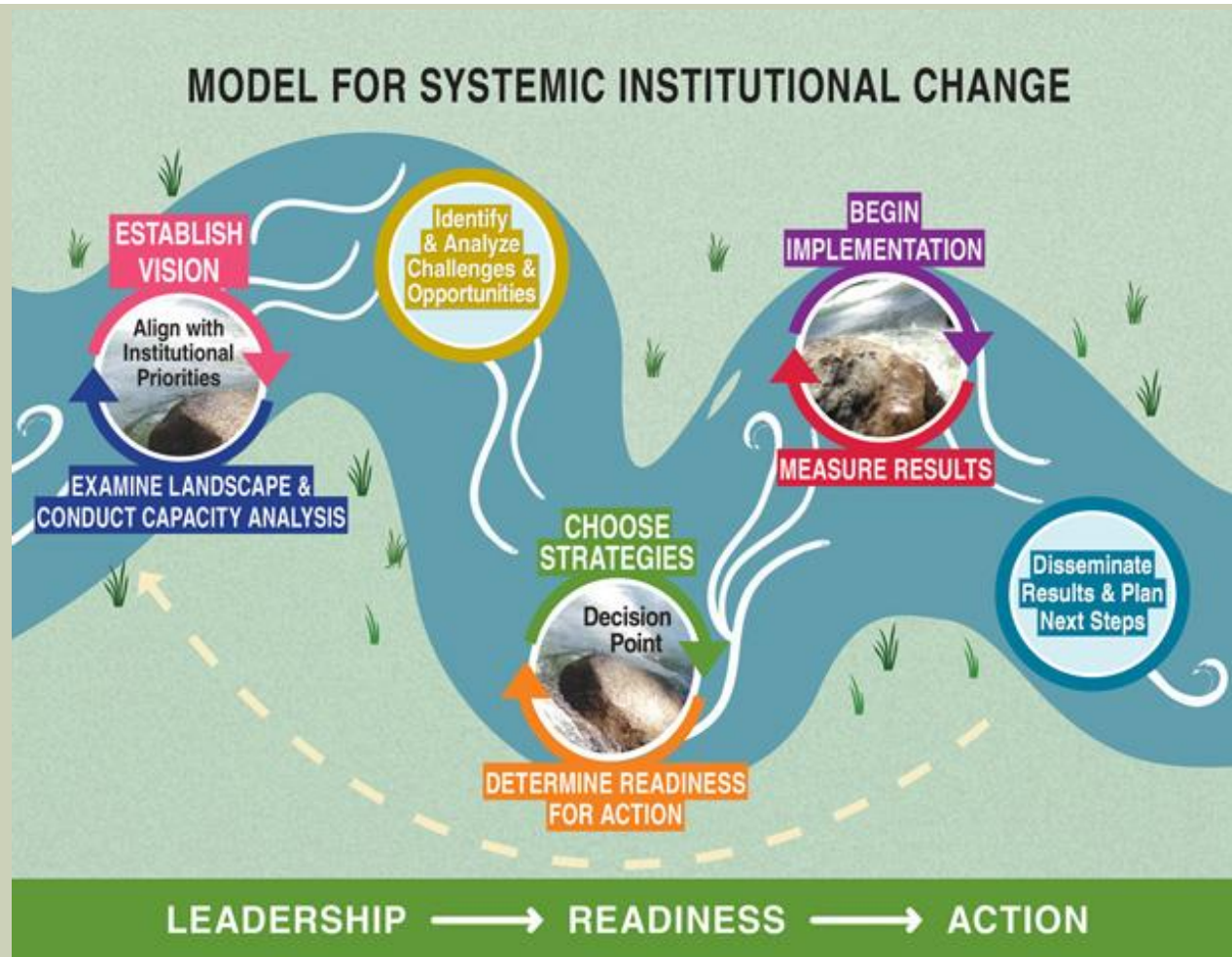
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FRAMEWORK INSTITUTIONAL CHANGE



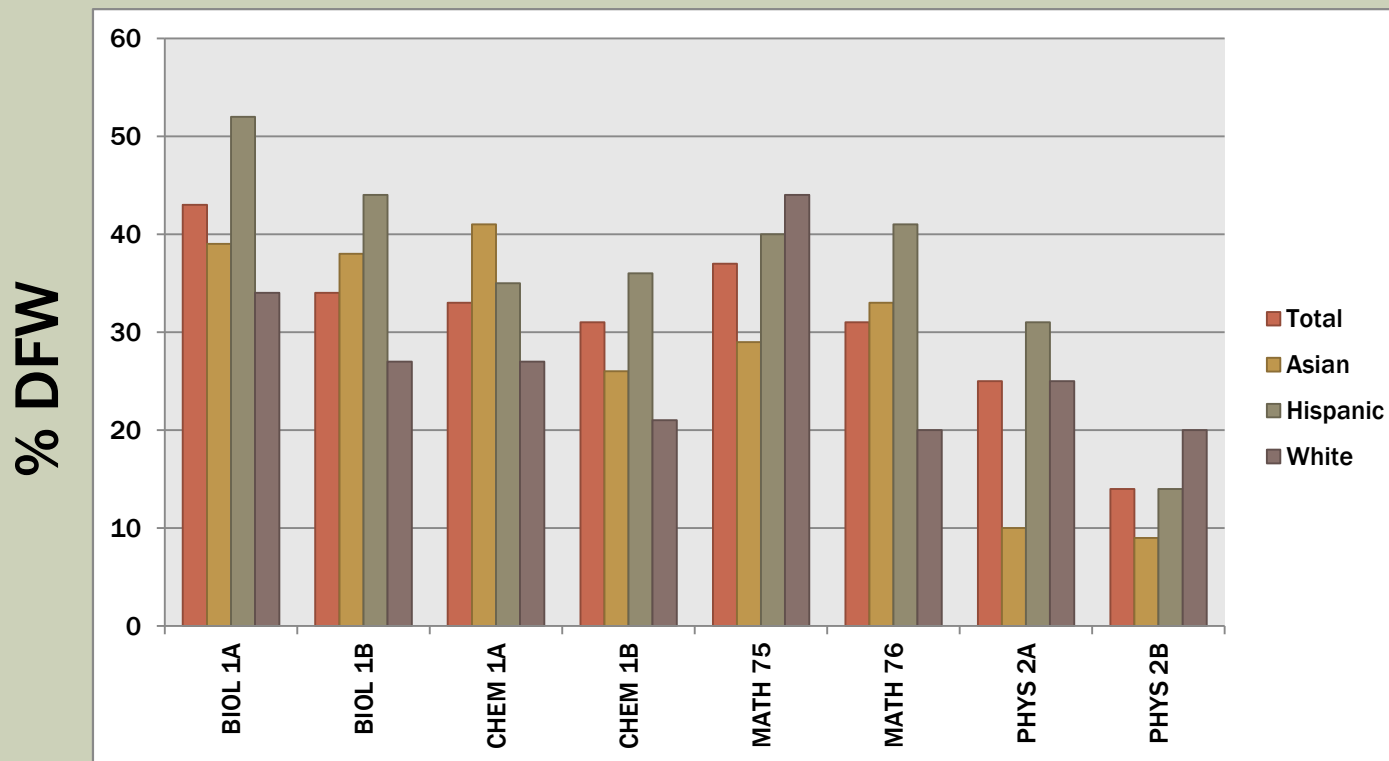
FRAMEWORK INSTITUTIONAL CHANGE

- **Funding from NSF Widening Implementation & Demonstration of Evidence-Based Reforms (WIDER) Grants**
 - “WIDER seeks to substantially increase the scale of application of highly effective methods of STEM teaching and learning in institutions of higher education”

EXISTING CONDITIONS

CONDITIONS – FRESNO STATE

- New Deans (Elrod then Lawson)
- High DFW Rates in introductory courses



CONDITIONS – FRESNO STATE

- Successful previous redesign as well as Title V funding for other course redesigns
 - 21 courses redesigned, including Biol 10 - pass rates increased from 65% to 87%
- System-wide and campus student success initiatives
- Lack of a strong teaching and learning center for PD

CONDITIONS – SAN BERNARDINO

- New Dean (Fleming)
- Small number of faculty members implementing non-traditional pedagogies
- Alignment with goals of Teaching Resource Center
- Support from Provost

CONDITIONS – SAN BERNARDINO

- New-ish Faculty Development Director
- Shift from ‘One-Shot’ Workshop Model (and small pots of individualized grant money) to Community of Practice Model based on Faculty Learning Communities, Course (Re)Design Institutes, & Multi-Day Workshops
- Communities of Practice (Etienne Wenger)
 - Groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly
 - Evolve organically as they actively foster the development of shared, “insider” knowledge and purposely seek to foster dialogue between “inside” and “outside perspectives”

SPECIFICS OF PROFESSIONAL DEVELOPMENT

SPECIFICS – SAN BERNARDINO

- **Central Inquiry Questions for STEM FLC**
 - What does research tell us about how people learn?
 - How can we make disciplinary habits of mind, ways of thinking and practicing visible to students?
 - What are high-impact, evidence-based teaching practices and how can we implement them in ways that engage how people learn and that foster specific disciplinary habits of mind?
 - What are best formative and summative assessment practices and how can we align these practices with our learning outcomes?

- **FLC Activities**
 - Shared readings and independent research
 - Writing to Learn activities
 - Structured Discussion Protocols
 - Disciplinary “conceptual flows”

SPECIFICS – SAN BERNARDINO

- Three-Day Summer Workshop w/ co-facilitators from the FLC
- Monthly follow-up meetings for workshop participants
- “Speed-Dating” Lunches
- Travel grants to attend teaching conferences
- Course Development Grants
- Community Inquiry Group Grants

SPECIFICS – FRESNO STATE

- Focus on evidenced based teaching practices
- FLOCK (Faculty Learning for Outcomes Knowledge) team time by discipline
- External PD / Conferences (PKAL Leadership Institute, AAC&U HIPs Institute,.....)
- Summer institute with experts
- Guest expert speakers
- Monthly faculty lounge and monthly FLOCK meetings

- **What PD exists? What's the current state of faculty development?**
- **What are the conditions on your campus that would facilitate sustained PD? (There are conditions that incentivize or drive reform)**

GROUP ACTIVITY

In small groups, discuss these questions. Prepare to report out.

IMPACT

IMPACT- FRESNO STATE

- Generalized Observation & Reflection Protocol (*GORP*) vs faculty survey



- Blackboard site

- External PD

- Redesigned courses launched fall 2015

IMPACT– SAN BERNARDINO

- Increased knowledge of EBTP among FLC members
- Increased participation of CNS faculty members in sustained professional development activities
 - Chancellor's Office Course Redesign Institutes
 - TRC institutes
 - TRC STEM Institute
- Data on student learning mixed for the pilots
- Selection and introduction of new faculty members

INSTITUTIONALIZATION

INSTITUTIONALIZATION – SAN BERNARDINO

- Aligned with CSUSB 2015 – 2020
- New faculty orientation
- Lower division FLCs/COPs
- Upper division FLCs/COPs
- Department Chair FLCs
- Facilitator FLC/COP
- Reappointment, Tenure and Promotion Process
- Resource reallocation

INSTITUTIONALIZATION – FRESNO STATE

- Nonevaluative classroom visits are normalized
- Hired three discipline based education faculty last year
- Emerging language in position descriptions re. evidenced based teaching practices
- Acceptance of variability in student evals by retention and promotion committees
- FYE within the College focused on active learning, teamwork, team taught.

- What are you hoping to accomplish and how will you get there?
- Which synergistic projects and/or funding sources exist on my campus? In what ways might I connect to or leverage these projects?
- What are the obstacles, if any, to build a culture of evidence-based teaching?
- What steps might be taken to overcome these obstacles?

GROUP ACTIVITY

In small groups, discuss these questions. Prepare to report out.