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

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

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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
New Dean (Fleming)

Small number of faculty members implementing non-traditional pedagogies

Alignment with goals of Teaching Resource Center

Support from Provost
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
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
Generalized Observation & Reflection Protocol (GORP) vs faculty survey

Blackboard site

External PD

Redesigned courses launched fall 2015
Increased knowledge of EBTP among FLC members

Increased participation of CNS faculty members is 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
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.