

**Theme 2: Promote Excellence in Teaching and Learning
Action Items Identified September 4-November 3, 2014**

Learning first in all we do. This needs to be driving force for all of campus, not just faculty, and not just Academic Affairs.

This theme is really about two components: First, the creation of a new culture on campus. We need a way to move from concepts to actions. Second, concrete pedagogical change. The theme has further implications:

- a. Proactive and very engaged faculty**
- b. For now – incentivization of development**
- c. Culture that values pedagogy – put our money where our mouth is.**

A = Action item

1.0 Pedagogical Innovation

- Wise use of technology
 - Encourage faculty to use technology consistently (e.g., Blackboard)
 - A Pay faculty and staff educators to attend BBLearn workshops or bank “credit” toward specific pedagogical tools (ipad, slide advancer, software, student hours for peer support such as BB discussion leaders, etc.). Valuing people.
 - Consultation:
 - A Consult faculty before extant committees make decisions that impact student learning, including technology, space allocation, when and how we can use learning spaces. The goal is to ensure that pedagogical needs are driving technology and other key decisions.
- Develop mechanisms to share best practices across campus, and across CSU system?
 - Leverage existing digital learning center for faculty (with faculty input) – Merlot II.
 - A Share information about CO incentives (e.g., Sandra Flake and Proven/Promising). Further incentivize faculty who participate in these endeavors.
 - Incorporate faculty positions in the TLP
 - A Provide release time for faculty to be liaisons with TLP.
- Collaborative teaching, which should be tied to **high-impact practices** for faculty and students
 - Showcase success stories.
 - A On CSUC home page
 - A At the In-Service CELT Conference
 - A At Merlot II site

- Creation of workshops for co-teaching
 - A Provide summer stipends for faculty to participate in interdisciplinary workshops.
 - Explore methods of evaluating workload in a more creative and dynamic fashion to allow for structures different from the norm.
 - A Create modular courses – use a banking model for WTUs.
 - A Incentivize first two years of shared course creation and implementation
 - A Look for models across the system where co-teaching is already being done effectively. This might be part of the job of person/people running summer workshops.

- Culture of pedagogy
 - Conduct campus inventory of how we incentivize pedagogical development and continuous innovation.
 - A Refine RTP language at the department level to include both pedagogical growth and achievement. Create a climate that accepts experimentation as a potential component of growth.
 - Reduce disincentives for pedagogical development.
 - A Provide release time or professional dollars to develop pedagogical approaches or materials.
 - A Create teaching schedules that maximize each faculty member's time.
 - A Provide faculty with maximum flexibility with regard to when they spend professional development money.
 - A Competing emphasis to conduct research for junior faculty. (Pass to theme 4 – professional development)
 - A Clarify disincentives by instructional group (temporary faculty, TT faculty and tenured faculty).
 - Create a campus wide culture that celebrates and deepens pedagogical practice.
 - A Develop a university-wide “Book in Common” or reading list and incentivized reading groups on state-of-the-art developments in learning (e.g., “Making it Stick” by Brown, Roediger, and McDaniel). Use existing “Book in Common” on pedagogy to build community around shared understandings.
 - A In-service days for pay for both t/tt and adjunct where we can share best practices, build an inclusive culture that supports pedagogy (e.g., CELT is paid in-service day or two).
 - Create more opportunities for all faculty – tt and temporary – to receive professional development opportunities centered on pedagogy.
 - A Pair skilled instructors with new instructors in pedagogical partnerships – development bonus for working together. Assigned time. Expert and novice relationship that is fluid.
 - Build more flexible models of evaluating instruction to accommodate co-teaching or collaborative practices

- A Evaluate SET process: Provide mechanisms for instructors to be evaluated separately in team-taught, online, hybrid, lab-based and other courses.
- A Provide models of best practices for peer observations.

2. Curricular Innovation

- Interdisciplinary curricula
 - A Institutionally identify, evaluate, and model structures, procedures and funding models that support best practices for degree programs, options, credentials, and certificates across the CSU system.
- Renewal of major curriculum
 - Use 5-year program review and assessment as levers for renewing curriculum.
 - A Implement the Department Fact Books using Sac State Model as a mechanism for revitalizing the Academic Program Review process.

3. Graduate Education

- Search for and support best practices in graduate education.
 - A Identify best practices in graduate student pedagogy and pedagogical innovation.
 - A Institutionally identify, evaluate, and model structures, procedures and funding models that support best practices for graduate education across the CSU system.
- Support graduate students and leverage graduate education to improve undergraduate education.
 - A Develop, revise, and standardize “banking models” for rewarding faculty who work with graduate students (e.g., X number of graduate projects chaired = course release) so faculty are available to chair and serve on committees.
 - A Provide funding for increased graduate student teaching and research assistantships.
- Identify and make explicit the funding model for graduate and international education to enable better planning and student support.
 - A Utilize additional resources from out of state and international students to set up writing center for graduate students.
 - A Involve graduate council in the establishment of a graduate writing center.
 - A Involve graduate coordinators in decision-making bodies on campus (e.g., Senate Executive Council).
- Review 2009 EM (EM 09-001) for graduate education
 - A Task Graduate Council and Associate Dean and Dean of Graduate Studies to review and make recommendations for revision.

- A Upgrade technology for graduate studies applications, reviews, and tracking.

4. High-Impact Practices

- Identify high impact practices already in place.
 - A Evaluate constraints on such practices that are fiscal vs historical, etc.
 - A Evaluate funding models in place that drive teaching decisions.
 - A Assess these practices to determine efficacy and who/how many people are benefitted.
- International experiences
 - A Support faculty engagement in internationalization locally and globally.
 - A Strengthen study abroad mechanisms to support students who wish to study abroad, both undergraduate and graduate.
 - A Integrate activities and programs to provide opportunities to allow domestic students to be exposed to international languages and cultures.

5. Assessment of Learning Goals: Institutional, Program, and Student

- Identify common criteria to evaluate program alignment with program and university goals
 - A Clarify indicators of program success and align with five-year review process and timeline.
 - A Bring in a national recognized expert to renew and invigorate assessment
- Provide clear answers to faculty on the question, “What is the institutional role and what are the institutional uses of assessment?”
 - A Specify program assessment as linked only to measuring program success, and not to the faculty review process
 - A Build more robust linkages between individual faculty participation in assessment, programmatic improvement, and institutional growth.
- Create a culture that appreciates, understands, and values assessment (how to do this?)
- Reinvigorate the university-wide assessment committee (AAC)
 - A Develop a model for university and program accountability and improvement
 - A Support and encourage continuous learning processes.
 - A Provide a rationale for the need for assessment
 - A Articulate the purpose for assessment
 - A Inventory best practices, approaches, examples of assessment
 - A Review and revise use of assessment funds to support best practices across campus.

- Increase the formal and institutionalized role of assessment in RTP processes, as SETs are only a small part of the assessment story.
- Faculty need easy access to program assessment data
 - The School of Education provides a nice model for faculty having access to, making use of data, and making programmatic changes to improve program.
- Differentiate between measurement (e.g., data collection) and assessment (using multiple sources of data to continuously improve teaching, programs, and the broad organization).
 - A Provide CSU departments with an annual “Department Fact Book” like in use at Sac State to leverage institutional data for programmatic assessment:
<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>. This provides everybody with the same access to the same data; a common point of reference and an easily verifiable data source.
- The fact book provides common data, but we also need to have the ability to highlight program excellence in unique ways to demonstrate alignment with clearly articulated university strategic objectives.