'ACTION CONVERSATIONS:' RUNNING NOTES
THEME 2
PROMOTE EXCELLENCE IN TEACHING AND LEARNING

Date, Time, and Place of Conversation:

1. 9/4/2014, 11am, Modoc 211

2. 9/8/2014, 10am, Modoc 211

3. 9/18/2014, 11am, Modoc 211

4. 9/22/2014, 10am, Modoc 211

Duration of the Conversation: 1 hour

Convener: Angela Trethewey

Moderator: Angela Trethewey

Reporter: Brian Oppy

Number of Participants:

    1.   15
    2.   12
    3.   8
    4.   6 (??)

Type of Participants: Faculty (both TT and Part time) and staff

Theme of Discussion: Theme 2, Promoting Excellence in Teaching and Learning

- **Pedagogical Innovation**
  - Wise use of technology
    - Consistency in use of technology (e.g., BBLearn)
    - Incentives for these items already exist…?

- Assessment coordinators get $$, as do participants in AeL.
- Faculty now have more control over the materials they develop for online courses.
- What are the rewards for utilizing and developing resources? LOs, flipping classroom, etc.

o Do we have share best practices? Across campus, and across CSU system? Individuals and small groups, yes.
- Actionable: Review and redefine CELT for future, utility, where it is going. Mission, vision, strategic plan. Currently .5 director.

o Dealing with changes to the technology – how to make faculty the leaders in technological changes.
- E.g., new classroom tech, updating classroom tech – faculty should lead or at least be consulted

o Active, hands-on learning

o

o Collaborative teaching (ties to **high-impact** for faculty and students)
- 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.
- Utilize pathway structure to get people to work together
- REACH – rewards of teaching together, bringing ideas together
- Again – what are the rewards? How can we create a toolkit? How do we modify the culture. Model for the students how to share disparate perspectives about the disciplines.
- Traditional example at Chico was the Honors program.
- What are the concrete examples of benefits of co-teaching?

o Culture of pedagogy
- Evaluate how we incentivize - and identify disincentives for - pedagogical development.
- Create a campus wide culture that celebrates and deepens pedagogical practice. For example, we might pursue a theme for pedagogical development each year (e.g., high impact practice, teaching for diverse learners). Book in common (or materials in common) for pedagogical development. Broadly

themed, but specific to pedagogy. "Wake the sleeping student" (reference to neurological studies that suggest that students' brains are more active during sleep than lecture).
- Adequate professional development resources for new non-t/tt faculty. In-service days for pay for both t/tt and adjunct where we can share best practices, build an inclusive culture that supports pedagogy?
- Create more opportunities for lecturers to receive professional development opportunities centered on pedagogy.
- Build more flexible models of evaluating instruction given emerging practices. Create appropriate SETs for different forms of instruction (e.g., team teaching and online).
- How can we ensure rigor as our course enrollments are growing?
- Create methods to build personal/human connections with students.
- Create a Council of Assessment and Pedagogy housed in CELT that would operate like CAD or Senate. This would be a representative body charged with enhancing teaching and learning practices across campus.
- o Culturally relevant pedagogy

- **Curricular Innovation**
  - Interdisciplinary curricula
    - o Clunky and filled with resistance
    - o What are models in the system for doing interdisciplinary curricula? The academy is changing, and we need to change to keep up.
    - o E.g., Second Life use across system. Cost to keep going can be minimal when spread across departments, colleges, system.
    - o Team teaching – resources need to fully support (1.5 wtu not enough!)
    - o Structural barriers need to be overcome.
  - Renewal of major curriculum
  - Training for online and other curricular development
  - Use of responsive design to overcome restrictions of different devices.
  -

- **Graduate Education**
- Identify best practices in graduate student pedagogy and pedagogical innovation. Support graduate students and leverage graduate education to improve undergraduate education.
- Explore metrics for evaluating the impact and contribution of graduate programs.
- Identify the funding model for graduate and international education seeking transparency.
    - E.g., utilize additional money from out of state and international students to set up writing center for graduate students.
    - (check on ability of current writing center to deal with the needs of international and other graduate students)
    - Involve graduate council in the establishment of a graduate writing center.
- Recognize service of faculty mentoring graduate students (e.g., standardize AWTU models to reward faculty for such service).
- Represent the interests of graduate student assistants.
- Pair graduate students with FY student.
- Involve graduate coordinators / graduate students in decision-making bodies on campus.
- Bring graduate school to the table for decision-making on campus.
- Need for equal footing for graduate programs with undergraduate programs.
- Increase mentoring and teaching opportunities for faculty with graduate student instructors.
- Review 2009 EM (EM 09-001) for graduate education (was written with no graduate council input).
- Formalize policies to support and protect graduate education.
- Upgrade technology for graduate studies applications and reviews.
- Need for better digital record keeping. This will go beyond graduate education, and will allow us to better track the history and culture of campus systems.
    - Hire a consultant who is aware of useful organizing systems.
- **We need to get out of the culture of perpetual crisis.**
- Students are resources who can help us determine our needs and better processes. Need to do things *with* students rather than "to" them.

- **High-Impact Practices**
- Identify high impact practices already in place.
    - Evaluate constraints on such practices that are fiscal vs historical, etc.
    - Evaluate funding models in place that drive teaching decisions.
- Internships
- International experiences
- Community-based learning – public sphere pedagogy – need to document the efficacy of these endeavors; who and how many people (students and others?) are benefitted from these endeavors.
    - Civic engagement – students taking control of learning.
    - Student Agency
    - Town Hall – how to link this to achieve depth; integrative approaches
    - Common intellectual experiences
    - LEAP campus toolkit and high-impact educational practices (www.aacu.org/leap/hips)
    - Connected learning – internships,
    - FYE, Reach students
    - Big topic courses – can't really "cover" it all, but that may be exactly why we need to teach these. Engage intellectually, and teach problem-solving and active learning process.
    - "Talk of the Town" and civic engagement.
    - Sustainability
- Pathways – intent is to have faculty within theme gather to share
- Capstone courses (GE or Major)
- Cohort models and co-teaching models (return to this)
- Faculty-student research
- Mentoring –
- Supplemental Instruction –
- Global issues – more jobs related to global/international issues now and in future.
    - Internationalizing the curriculum
    - Faculty involvement in internationalization
    - Interaction with global scholars
- 21st century skills – Learning skills (critical thinking, creative thinking, collaborating, communicating), literacy skills (information literacy, media literacy, technology literacy)

- o How to manage information (what do we mean by information literacy?)
  - o How to move deeper into Bloom's taxonomy
  - o Public sphere pedagogy
- Whose needs are we serving?
  - o Student needs – for well-rounded education as well as specific skill sets for majors and employment
  - o Business needs / industry-driven
  - o Technological problems that need solving
  - o Social problems that need solving
- Steering students to creating items of value
- Need for in-service days – collaboration and sharing. Pay people to attend like Butte.
- CELT conference – should be two days, all campus focused on this, no regular classes meet, one day research, one day teaching… etc.
-
- **Metrics of Student Learning and Achievement - Assessment**
  - o Measure program success
  - o Measure student achievement
- What is the institutional role and what are the institutional uses of assessment?
- How do we close the loop?
- Measurement versus assessment. Looking and using the data to inform next steps.
- *Culture* – how do create a culture that appreciates and understands assessment? Seen as an extra task to be done (and an onerous one at that).
  - o Part of our job as an institution has to be to demonstrate that we are doing our job.
  - o Shift has to be to "OK" that we are not already perfect. What can we all do better?
  - o Need to believe that we are here to act in best interests of our students.
  - o Concern about scrutiny of *my* courses
  - o SETs are the wrong piece for faculty to use for RTP; assessment results better. (recent Chronicle article…).
- Assessment committee – AAC – does this committee still meet

- o Need to make sure that this happens even out of context of WASC visits.
  - o If committee is there, then no one knows about it.
- Faculty need easy access to the data
  - o Having the data is a necessary part
  - o How to get people excited about assessment
  - o Purpose of assessment:
  - o Lifting to the next level to improve programs
  - o Then institutional level
  - o Looking for the big picture, and how this all fits together.
  - o E.g., in credential program, exit data. State has a large stake in this, and CSU credential students all take same instrument. Data from students, from supervisors, etc. Starting point that can be easily handled.
- ▪ This may be the "gold standard" – how can we move toward evaluations of teaching outcomes?
- Where do we all sit as a campus?
- We should be able see SET data – what are the averages? Only meaningful if common instrument for SET.
  - o SETS are the wrong vehicle – Assessments should rule.
- Can we re-center ourselves (grades assigned), acting as an institution to standardize on certain measures.
- Resources for assessment
  - o Need annual "Department Fact Book" like in use at Sac State: http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html.
- ▪ Invest one time resources to make this happen.
- ▪ Also affects program reviews. Data needs to be standardized.
- ▪ What do students need to know when they leave here? How do we assess, and how do we design curriculum to match.
- ▪ Common Core in primary/secondary education.
  - o School of Education can share what the new freshpersons look like
  - o Students will come thinking that they need to solve problems, argue using evidenced,

- Question: How realistic do we need to be? Brainstorm – October is for infusion of reality. SCAMPER.
- Rigor – how has it slipped? Issues with more and more instruction being turned over to lecturers.
- Connecting – as classes are getting larger, we are losing direct contact with our students.
- How do we instill the culture of quality instruction among lecturers (and new faculty). When hired exclusively to teach, there is no space for improvement.
- Could we have a council of pedagogy and assessment (new CELT?)