

**SUSTAINABLE LEARNING-
CENTERED FACULTY
DEVELOPMENT:
ENGAGING AND DEVELOPING FACULTY FOR
STUDENT SUCCESS**

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SHORT INTRODUCTIONS

- Name
- Institution
- Role
- One hope for today's session

OUR TIME TOGETHER

- Two paradigms
- Design principles for a sustainable, learning-centered faculty development model
 - Professional learning for continuous improvement
 - Faculty development as an engagement strategy
 - Intentional design of faculty learning for student learning
- Building Capacity for Improving Teaching and Learning
- Mini-activities, examples, and

Context and culture matters!

Faculty Development: Two Paradigms

DEFICIT MODEL

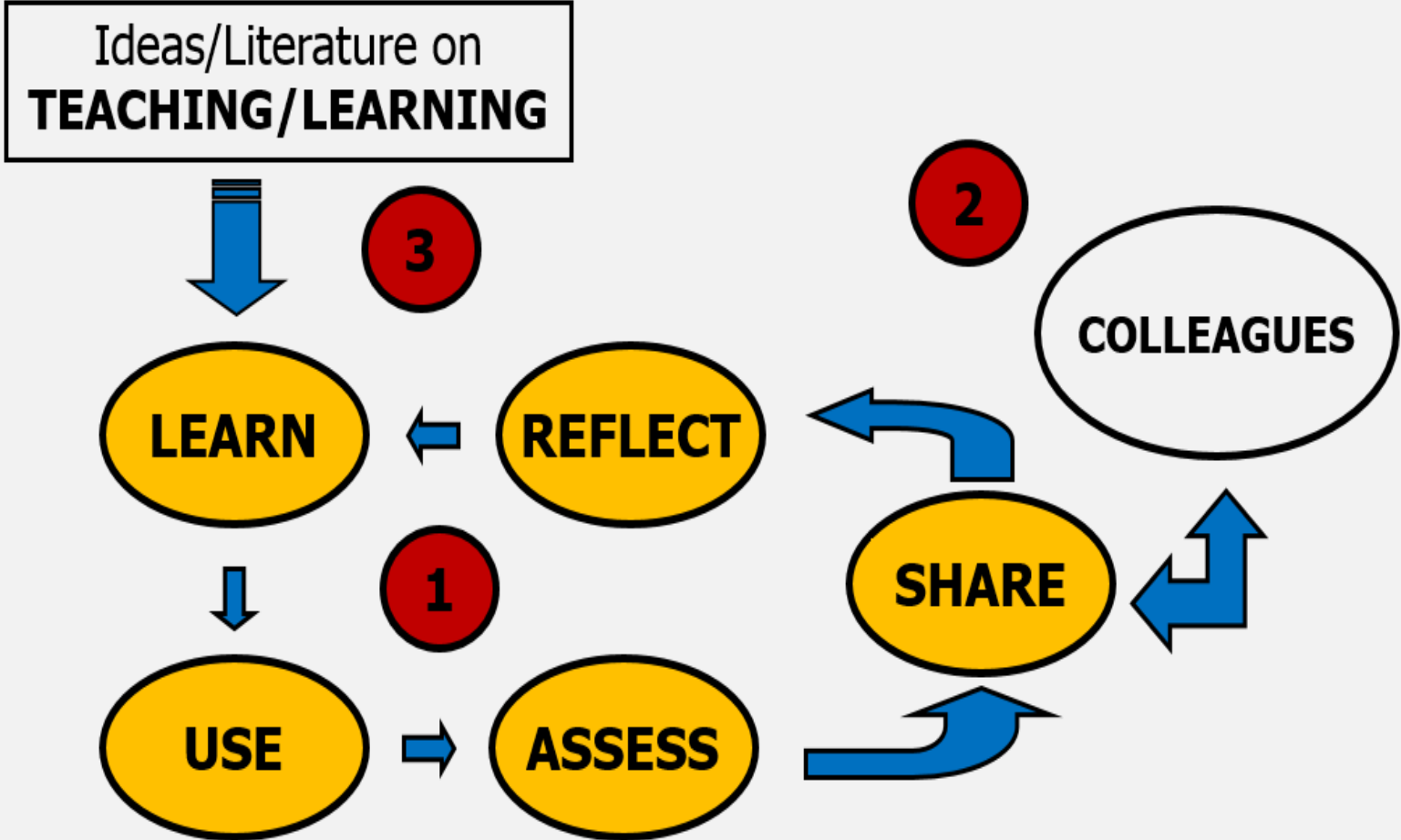
- Focuses on something that needs to be “fixed”
- Tends to be individualistic
- One point in time = Summative
- Might feel like faculty are the problem

CONTINUOUS IMPROVEMENT MODEL

- Focuses on faculty reflection that allows for problem-solution and iteration/innovation
- Can engage individuals and faculty in community
- Continuous/Incremental = Formative
- Helps engage faculty as the solution
- Improvement is always possible

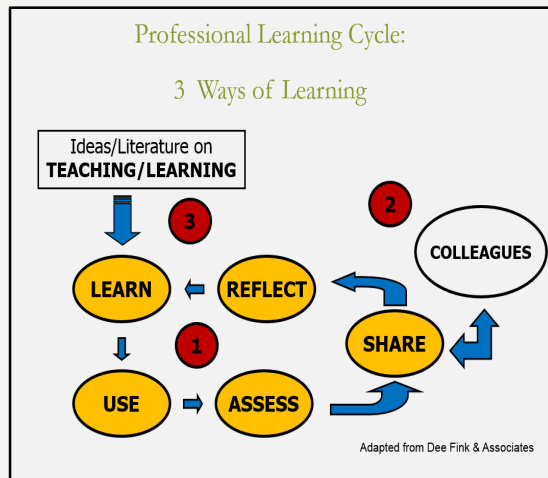
Professional Learning Cycle:

3 Ways of Learning



Adapted from Dee Fink & Associates

Continuous Improvement Model: Linking Faculty & Student Outcomes



Improved teaching practice

Incremental change over time

Community of Practice

Enhanced student learning and success

Improved student learning outcomes

Enhanced quality of learning experiences

Faculty Learning



Student Learning

Design Principle

Promote a model of professional development for continuous improvement (for all faculty) with the goal of enhanced student outcomes.

1. Continuous improvement is both self-directed and reinforced in systems and culture (recruitment, hiring, promotion).
2. Reflective practice is a discipline that is regularly honed and well-supported.
3. Reflection is data-informed and evidence-based.
4. A common framework for professional practice is established, and defined in terms of teaching and academic discipline. These professional practices are the core of the faculty member's life cycle at the institution.
5. An intentional strategy for part-time faculty is practiced.

Our Working Theory: Teaching/Learning and Student Success

Professional Development

Increased Knowledge, Skills, & Competencies

Improved Practice

Higher Quality Experience for Students

Improved Outcomes for Students

Faculty Learning

Student Learning

Each faculty member's development and their students' learning are integrally connected. As our faculty members succeed, our students succeed.

Quality instruction is a key lever for transforming student experiences and outcomes.

Support for faculty to continuously improve teaching and learning is central to student success.

An intentional focus on teaching and learning is an essential capacity builder for learning-centered institutions.

(Weiss, et al., Founder of Harvard Family Research Project 2005/2006)

Support Growth in the Essential Competencies throughout a Faculty Member's Career



Job Description



Interview (mini-teach)



Professional Development



Classroom
Observation/Student Feedback

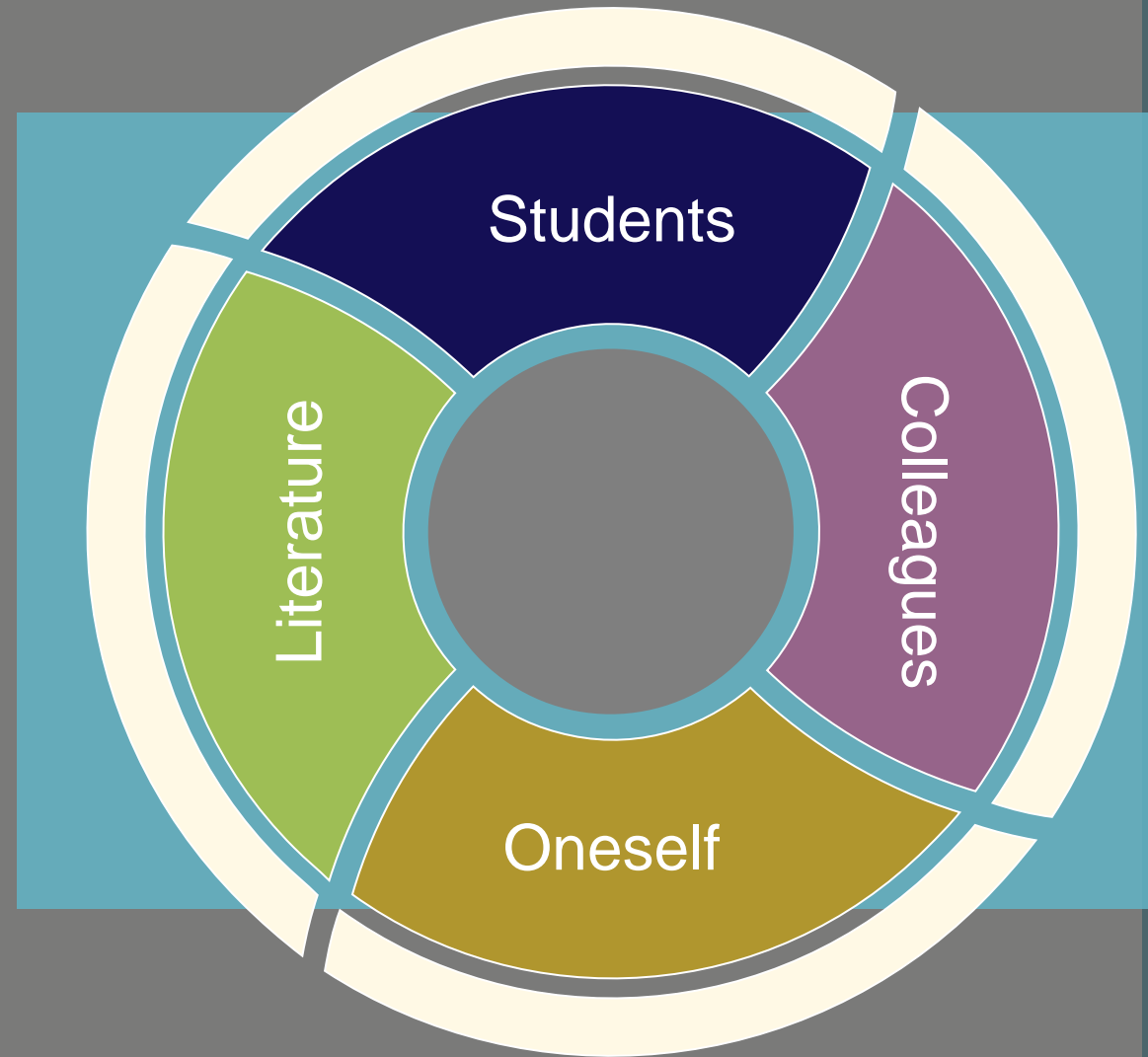


Annual Evaluation, Tenure



Reflective Practice

In thinking about these **four lenses of feedback**, what data and/or method is readily available at your institution for use and what might you consider initiating?



Think – Meet three – Share (5 minutes)

One lens of feedback and one data and/or method (large group share; 10 minutes)

Design Principle

Engage faculty as stewards of student and faculty learning and success.

- Faculty engagement is central to the institution's change model.
- Faculty development is a prominent faculty engagement strategy; it's a change agent, not training.
- Faculty lead their learning community and development of colleagues.

Faculty Development as Engagement: An Investment in Student Success

- A focus on continuous faculty and staff **engagement**
 - The way almost all other success strategies are devised, implemented, assessed, and improved
 - Key to successful cultural/organizational change
 - The most sustainable and impactful change comes when faculty/staff are not only engaged but are leaders in the work (early and often)
- Why is **faculty engagement** important?
 - Faculty members have more time with students than almost anyone else on campus
 - Changes in pedagogy, classroom climate, and curriculum are known to positively impact student learning and success
 - Faculty often take on informal or formal advising roles
 - People closest to the work are expert problem-solvers and innovators

Roles of Faculty and Staff in Student Success

“The work of the faculty is not just to teach students, nor support staff just to provide support, but together to construct the learning environments in which they teach and provide support in ways that promote student learning.”

– Vincent Tinto, *Taking Student Success Seriously: Rethinking the First Year of College*

“No one department, employee group, or individual can own or be responsible for student learning and completion given the incredible complexity of students’ experiences.”

– Education Advisory Board, [Defining the Faculty Role in Student Success](#)

Essential Roles for Faculty in Improving Teaching and Learning

Teachers/advisors: Reflective Practitioners

Scholars/innovators

- Evolution of evidence-based practice not just in discipline, but in teaching
- Dissemination of findings; community is so important!

Learning Leaders

- Leadership and engagement individually and in groups
- Faculty are stewards of student learning, the learning experience, and the community
- Learning leadership can happen every day – formally and informally
- Examples – leadership in division, shared governance, colleague mentorship

Learners

- Teaching is a profession (skill, art-form) developed over the course of a career and is responsive to the needs of students
- Faculty learning and student learning are linked
- Faculty development -> Enhanced teaching/effective use of evidence-based practices-> enhanced student learning
- Learning is an individual and community pursuit

Reflection and Discussion

Which of these roles describe the ways in which your faculty are regularly engaged?

Where are the opportunities to strengthen engagement?

Think – Group – Share (5 minutes)
One response for each question (large group share; 10 minutes)

Design Principle

Intentionally design faculty learning for student learning.

- Faculty development is connected to strategic student success goals at multiple levels (institutional, departmental).
- The development of faculty learning begins with student learning outcomes.
- Faculty development experiences engage faculty in theory, application to practice, and critical reflection (data-informed and evidence-based).
- Faculty development staff are regularly analyzing trends in faculty, student, and institutional data.

Intentional Design of Faculty Learning Key Questions

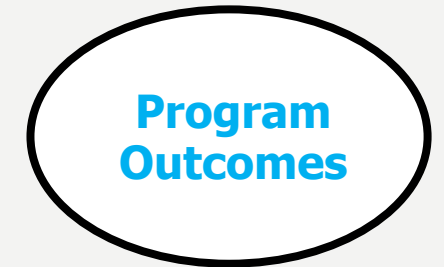
Student Learning/Institutional Change Outcomes
What do we want to change or improve at the college to enhance student outcomes?



All Faculty Learning Outcomes
What should all faculty members learn to enhance student learning and/or the learning experience?

AND

Individual Faculty Learning Outcomes
What does each faculty member need to learn to enhance their practice and student outcomes?



Group of 3 or 4: Select a student learning/institutional change outcome, then design faculty learning outcomes (5)
Two minute presentation to large group (10 minutes)

Intentional Design: Example

Student Learning/Institutional Change Outcomes

What do we want to change or improve at the college to enhance student outcomes?

WT: Active learning that emphasizes knowledge construction leads to student success.

Change outcome: Students will experience active learning experiences throughout their math sequence courses.

All Faculty Learning Outcomes

What should all faculty members learn to enhance student learning and/or the learning experience?

Faculty members will employ strategies that guide students to become more active learners.

Learning Opportunity and Demonstration of Learning

Learning Opportunities: Active Learning Certification

Demonstration of Learning:

Active Learning Portfolio (active learning lesson plans, mini-teach)

Action Research Project

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graph TD; A([Program Outcomes]) --> B([Faculty Learning Outcomes]);
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Program Outcomes

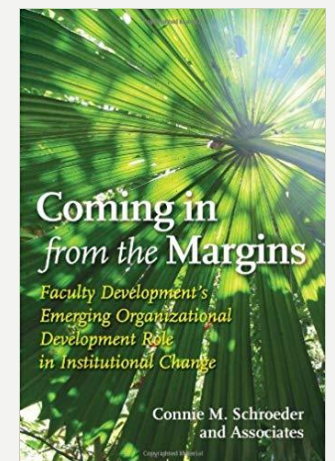
Faculty Learning Outcomes

Faculty Development: Building Capacity for Teaching and Learning

- Faculty Development/Centers for Teaching and Learning should be:
 - Positioned as an instrument of change with a clearly articulated role in improving teaching and learning
 - Strategically aligned to student success goals and initiatives
 - An active collaborator in planning and implementation of ongoing work
 - Deeply embedded with faculty and in the culture of the campus
 - Critical consultants for improving teaching and learning (individuals and teams)
 - Intentionally designed in collaboration: working theory, design principles, outcomes
 - Well-resourced, appropriate to the mission
 - Evidence-based and critically assessed

Center for Teaching and Learning Matrix, POD and ACE

<https://podnetwork.org/content/uploads/ACE-POD-Teaching-Center-Matrix-2018.pdf>



NEXT STEPS: TAKE BACK TO TEAM TIME

- Reflect and write about what you learned in the session.
- Note something you still wonder about.
- Discuss these reflections with your team during team time.

Session Feedback Form



Thank You