



FACULTY DEVELOPMENT

Fostering Excellence in Teaching

Whitney Scott, Director of Faculty Development
Suzi Spear, Teaching Effectiveness Taskforce
Nelida Duran, Teaching Effectiveness Taskforce
Sue Magdziarz, Coordinator, FacDev Commons

Chairs Leadership Academy
February 1, 2024, 9:00-10:30am

CSUN[®]

CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE



Who's in the room?

- Name
- Department
- First letter of your name & symbolic word



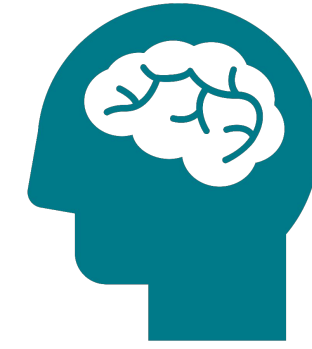


Goals

- **Discover** FacDev Commons & FacDev Programming
- Gain **awareness** about Teaching Effectiveness Taskforce
- **Share** Your Input



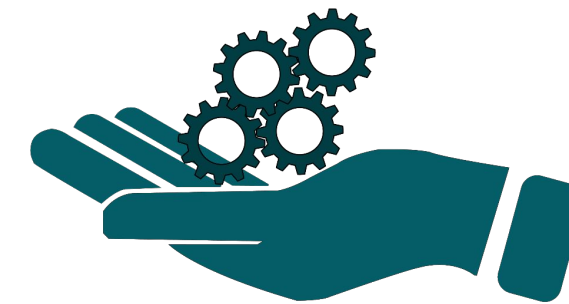
Multiple Ways to *Foster* Teaching Excellence



HEAD



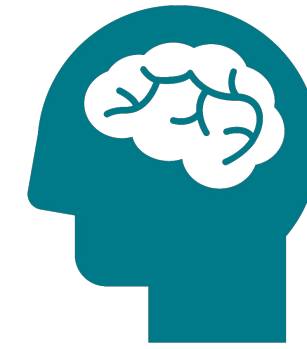
HEART



HAND



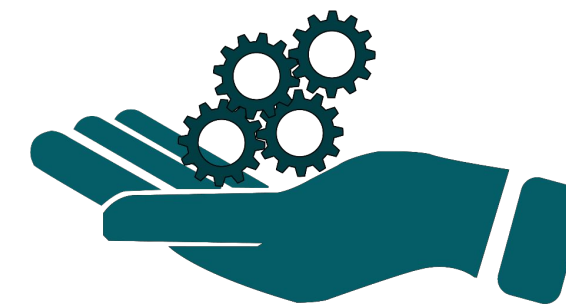
Multiple conversations during reform efforts



HEAD



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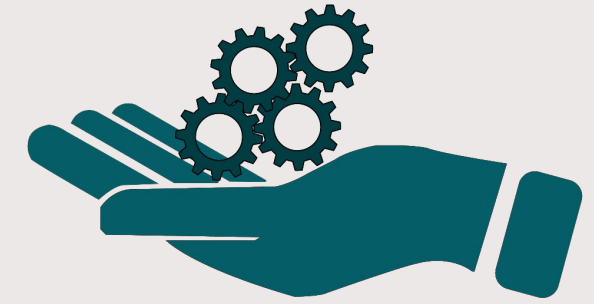
HEAD

Facts
Statistics
Data
Mindsets
Theory



HEART

Life Experiences
Stories
Empathy
Feelings
Emotions



HAND

Actions
Tools
Strategies
Solutions

THREE FACDEV GOALS



Scale Equity

EXPAND EQUITY-MINDED PROFESSIONAL DEVELOPMENT FOR FACULTY



Celebrate Faculty

RECOGNIZE FACULTY WHO ENGAGE WITH EQUITY MINDED TEACHING PRACTICES



Foster Belonging

PROVIDE A SPACE FOR FACULTY TO CONNECT, INNOVATE AND ENGAGE

Equity-Minded Teaching

An equity-minded practice is one in which the instructor approaches all aspects of the course design and instruction with an awareness that inequities are a dysfunction of the various structures, policies, and practices that higher education practitioners can either perpetuate or disrupt.

Higher education was designed by members of the dominant group—that which controls the value system and rewards in society and has historically been composed of white, cisgender, heterosexual, able-bodied, Protestant males—and for members of the dominant group. Although many of the social demographics of the college student population have changed over time and no longer reflect the characteristics of the dominant group, the majority of the practices we use and policies we maintain are rooted in the standards created by and for the dominant group. As a result, educators can unknowingly perpetuate inequities in student experiences and outcomes due to unconscious bias - biases of which they are not aware - that leak out into their behavior.

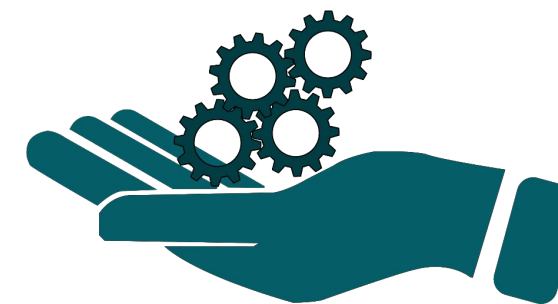
Welcome to FacDev Commons



HEAD



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FacDev Commons

UL 1, 3, 5

**Acknowledgements:
Provost Office
Academic Resources & Planning
Steelcase**

FacDev Commons UL 5



Presentation Layout (seats: 25-28)

FacDev Commons UL 5



Conference Layout (seats: 23-26)

FacDev Commons UL 5



Learning Community Layout (seats: 14-17)



FacDev Commons UL 5

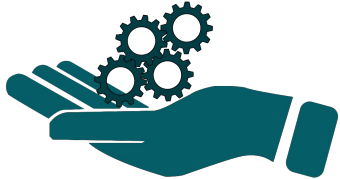


Lounge Layout (seats: 26)

**FacDev Commons
UL 1**



Pods Layout (seats: 28-31)



**Help us
brainstorm
ideas for
FacDev
Commons!**

Visit each post-it note station and share your thoughts.

Then get a free lunch tote!



Teaching Effectiveness Taskforce

Suzi Spear, Health Sciences

Nelida Duran, Family &
Consumer Sciences



CSUN Teaching Effectiveness Task Force

CSUN

CALIFORNIA
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NORTHRIDGE



What's one word that comes to mind when you think of teaching evaluation at CSUN?



Problems with Teaching Evaluation at Present

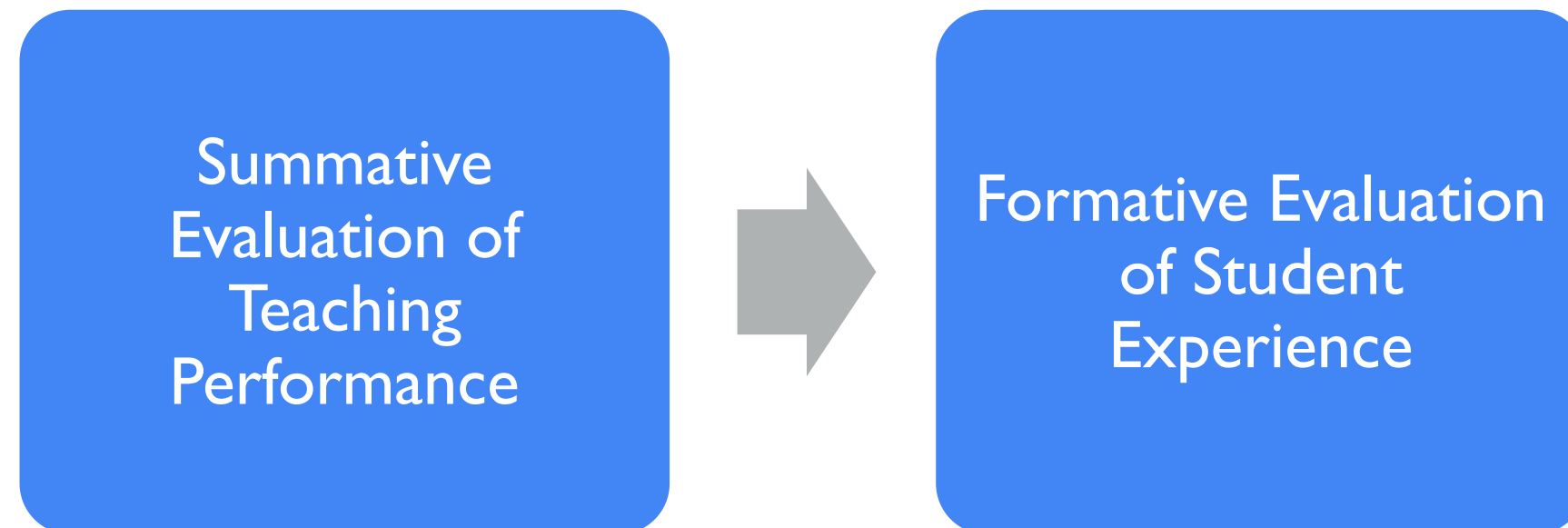
- We rely heavily on student evaluations of faculty (SEF).
- SEF not often correlated with learning outcomes.
- Active learning may result in lower satisfaction among students.
- Documented biases against women, people of color.

Problems with Teaching Evaluation at Present

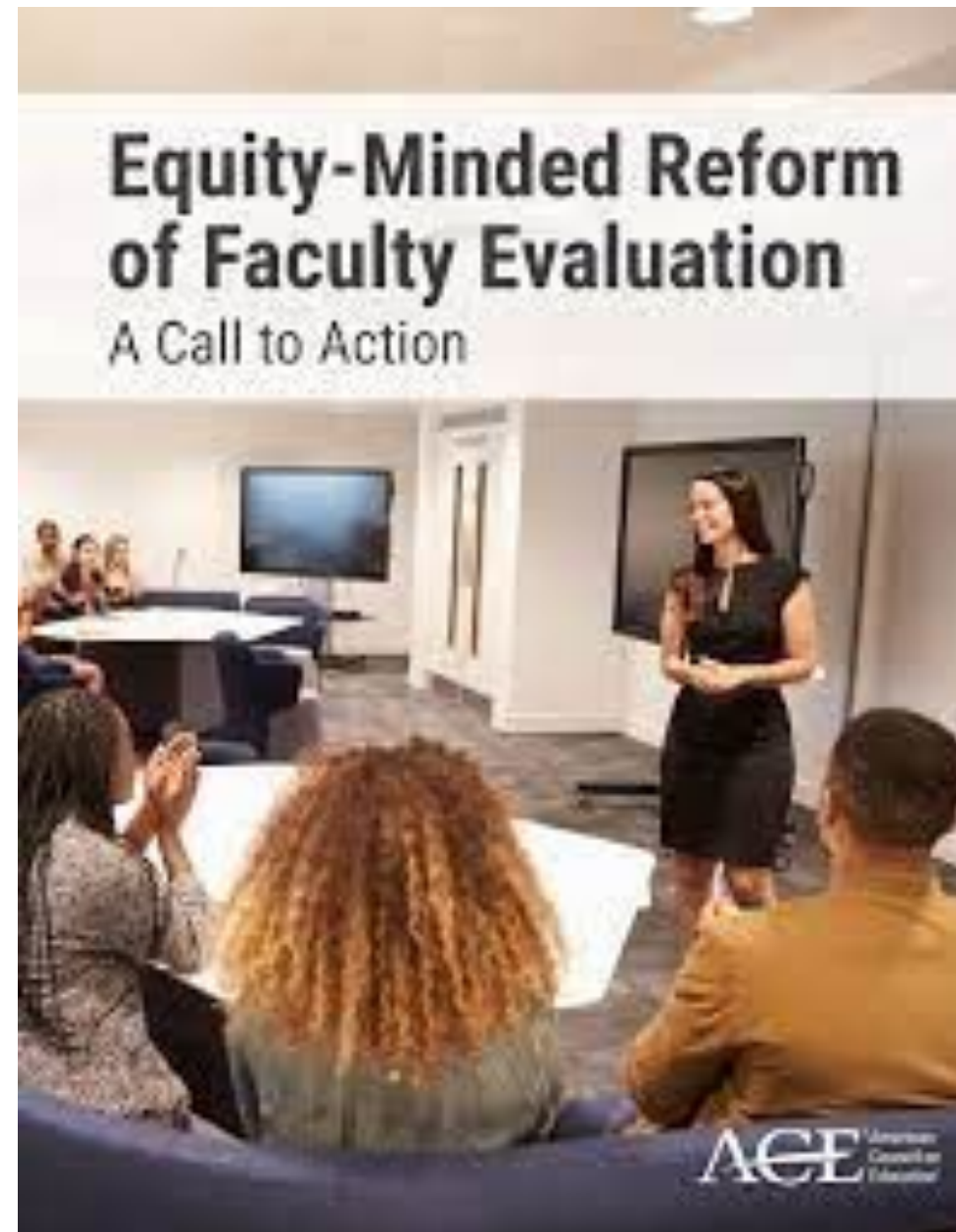
- No shared definition of teaching effectiveness.
- Lack of comparability of SEF across departments.
- Low buy-in for SEF.

Solutions

- Redefine purpose of student evaluations

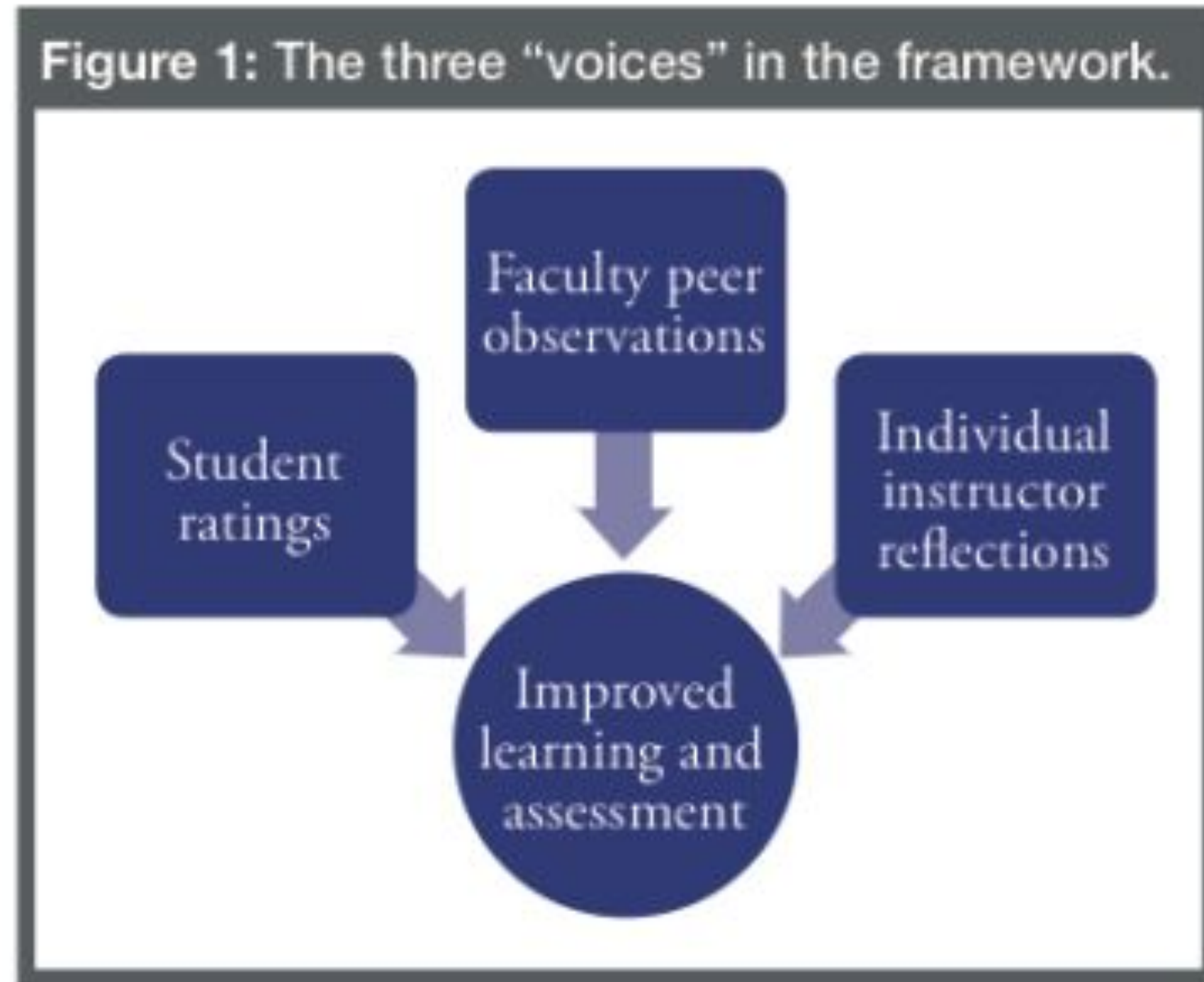


Solutions



- Focus student survey questions on teacher behavior and not personality or vague topics.
- Give scores less weight.
- Focus on instructor's' strengths.

Solutions



Source: Quality Teaching Framework, U Mass

Task Force Members

FTF- Maria Elena De Bellard- **Biology**; Aimee Glocke- **Africana Studies**; Sylvia Macauley- **History**; Shyrea Minton- **Educational Psychology & Counseling**; Theresa Montano- **Chicana/o Studies**; Nellie Duran- **Family & Consumer Sciences**; Suzi Spear- **Health Sciences**

Lecturers- Michael Bennett- **Educational Leadership & Policy Studies**

Chairs- John Pan- **Manufacturing Systems Engineering and Management**

Deans- Kandace Harris- Associate Dean, **Mike Curb College of Arts, Media, and Communication**; Bohsui Wu- Associate Dean, **College of Social and Behavioral Sciences**

Task Force Members

Students- Briana Brazil- Educational Psychology & Counseling; Nathan Dunne- AS, Business; Elizabeth Duran- Psychology; Shayan Moshtael- AS

Administrators- Diane Guido, Faculty Affairs; Helen Heinrich, Academic Technology; Candice Liu, Institutional Research

Faculty Development- Whitney Scott- Director; Susan Magdziarz- Instructional Designer

CFA- Nellie Duran- Family & Consumer Sci; Theresa Montano- Chicana/o Studies

Objectives

1. Define teaching effectiveness for CSUN.
2. Collect data on current practices and perspectives at CSUN.
3. Develop a teaching effectiveness protocol that aligns with CSUN values of diversity, equity, and anti-racism.

Objectives, cont.

4. Pilot test the teaching evaluation protocol to determine feasibility and acceptability.

5. Assist faculty affairs with creating a plan for how to implement a new teaching effectiveness protocol that includes a method for ensuring accountability.

6. Propose new policy language on teaching evaluation to faculty senate.

Key Dimensions of Teaching Effectiveness

- ★ Designs Learner-Centered Courses
- ★ Builds a climate conscious of students' multiple identities
- ★ Creates transparent, rigorous & formative assessments



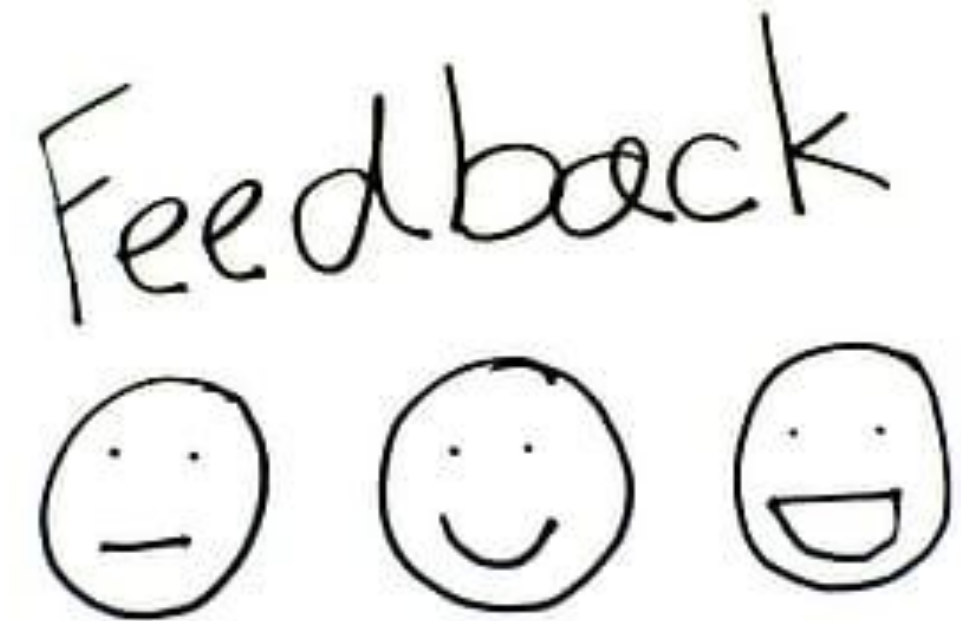
Key Dimensions of Teaching Effectiveness

- ★ Promotes engaged learning activities
- ★ Motivates learning through relevance & growth-mindset
- ★ Engages in self-reflection and professional development



Student Learning Experience Survey

- ❖ 11 questions align with teaching effectiveness.
- ❖ Includes introduction (purpose) and anti-bias statement
- ❖ In pilot phase now.



Acknowledgements

- EEC (Martha Escobar, Jinah Kim)
- Faculty Senate
- Provosts Walker & Komarraju
- Task Force members



THANK YOU
SO MUCH

YOU ARE VERY MUCH APPRECIATED!

What can department chairs do?

How can we foster effective teaching?

How can we cultivate a culture that supports growth, innovation, risk taking in our teaching that will benefit student learning?



Questions?





THANK YOU!

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