

# Reimagining Developmental Education

CAPR | 2019

# Faculty Development and Developmental Education Reforms

## Presenters:

- Sue Bickerstaff, CCRC
- Jon Iuzzini, Achieving the Dream
- Carl S. Moore, University of the District of Columbia
- Connie Richardson, Charles A. Dana Center

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# Reimagining Developmental Education

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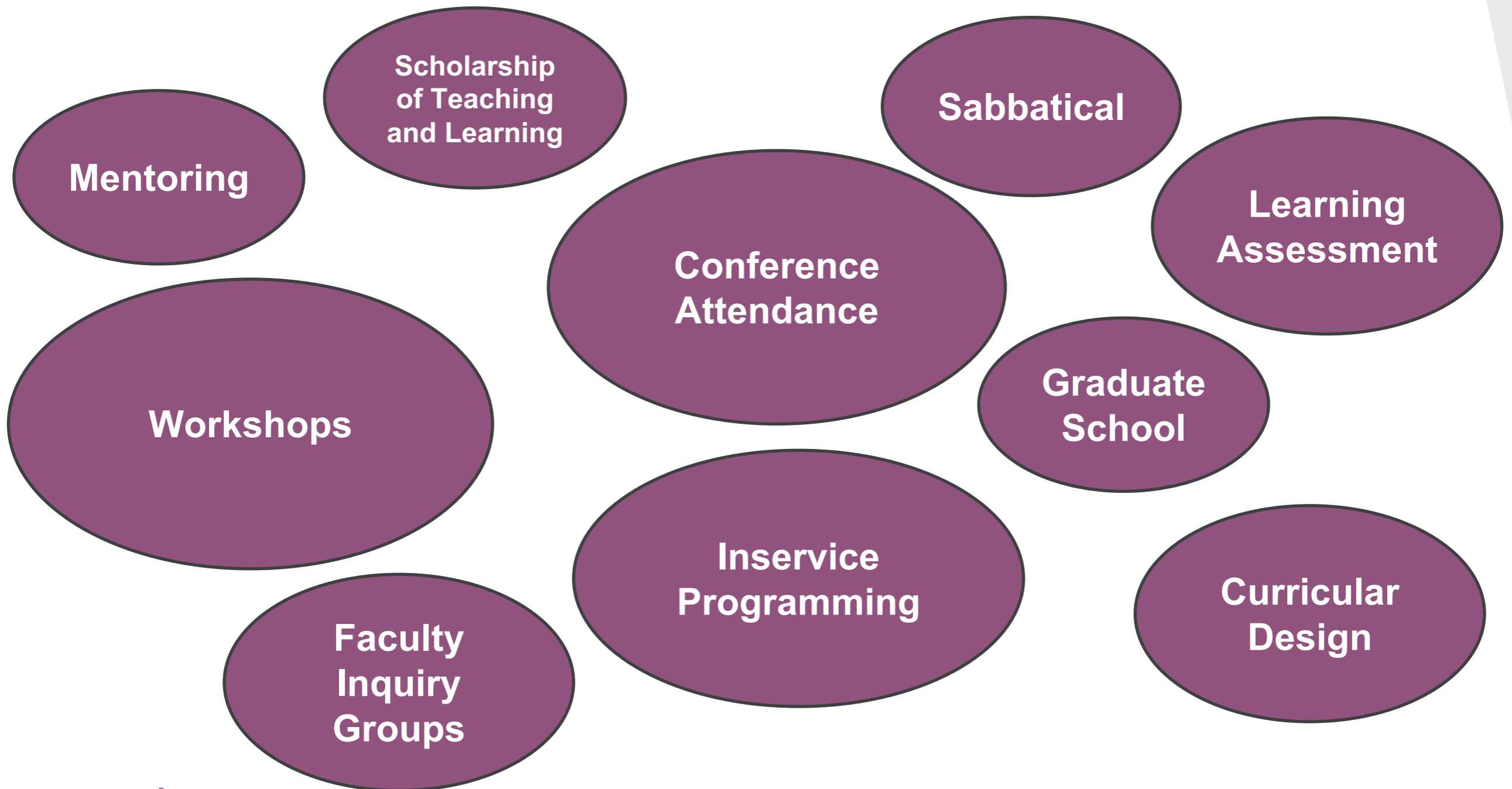
## Helping faculty to create high-quality, inclusive learning environments: Perspectives from research

Susan Bickerstaff, Senior Research Associate,  
CCRC

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# **Community College Faculty Experiences with Professional Development**

# What professional development opportunities are available to you?





# Professional learning opportunities for math faculty at three community colleges

	Full-time	Part-time
More than five hours of PD on any topic in the past year	91%	48%
More than five hours of PD focused on mathematics instruction PD in the past year	55%	34%
Observe others teaching at least once each year	50%	11%
Received feedback on teaching in the past year	37%	56%

# Professional learning opportunities at six community colleges

	Full-time	Part-time
Attended a workshop at the college in the past year	66%	41%
Engaged in formal collaboration for professional learning (i.e., FIG, PLC) in the past year	44%	31%
Strong professional relationships with colleagues	87%	56%
Encouraged to collaborate with colleagues on improving teaching	70%	50%
Encouraged to collect information on the effectiveness of my teaching	59%	43%



Efforts to change teacher behavior rarely result in improvements in learning; in fact, they rarely even produce changes in teacher behavior. We believe this is because teaching is a system, and the teacher is only one component of the system. Improving systems requires a different approach than improving individuals. *(Hiebert & Stigler, 2017)*

# What systems support teaching improvement in higher education?



# A Coherent Instructional System

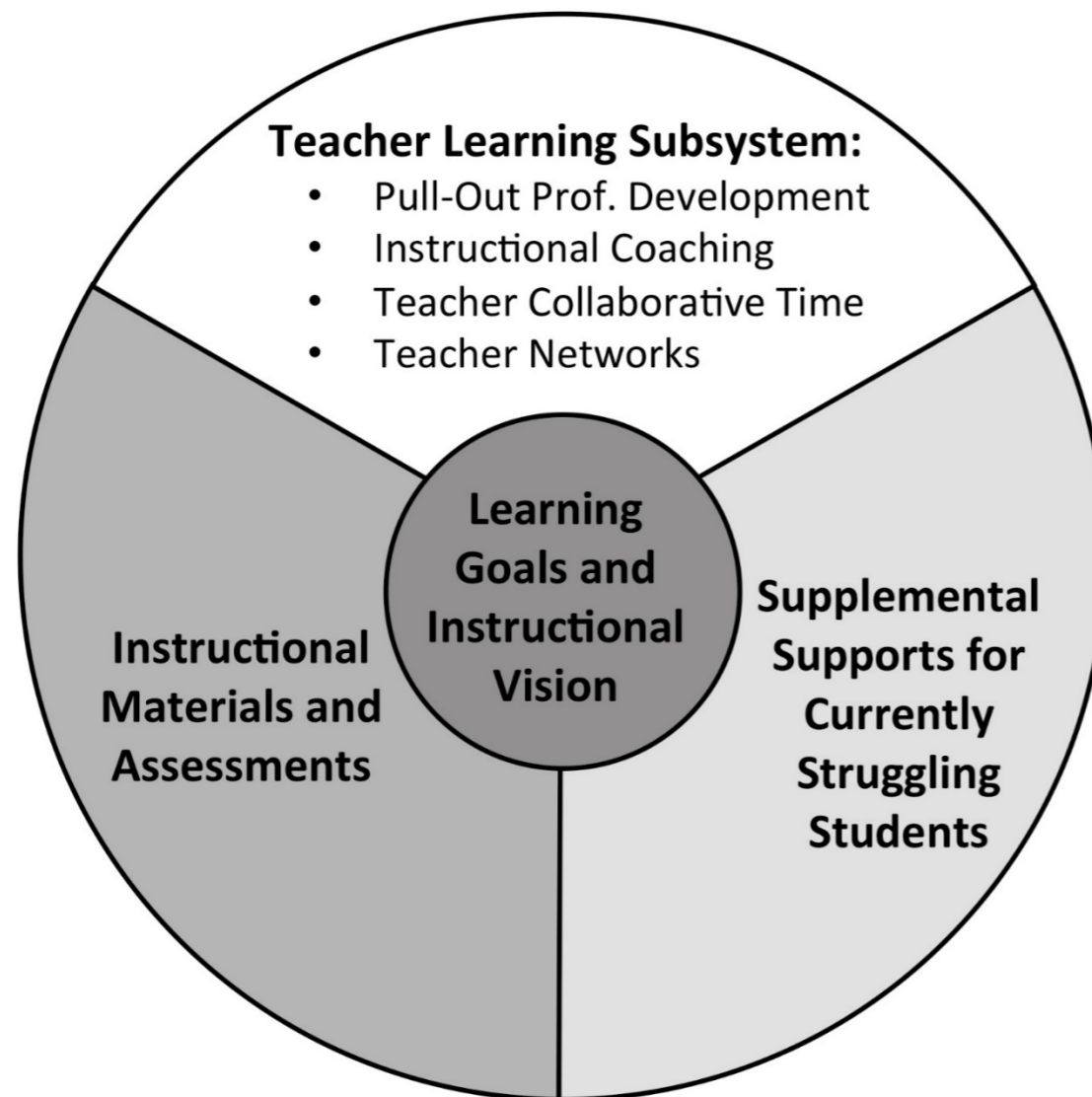
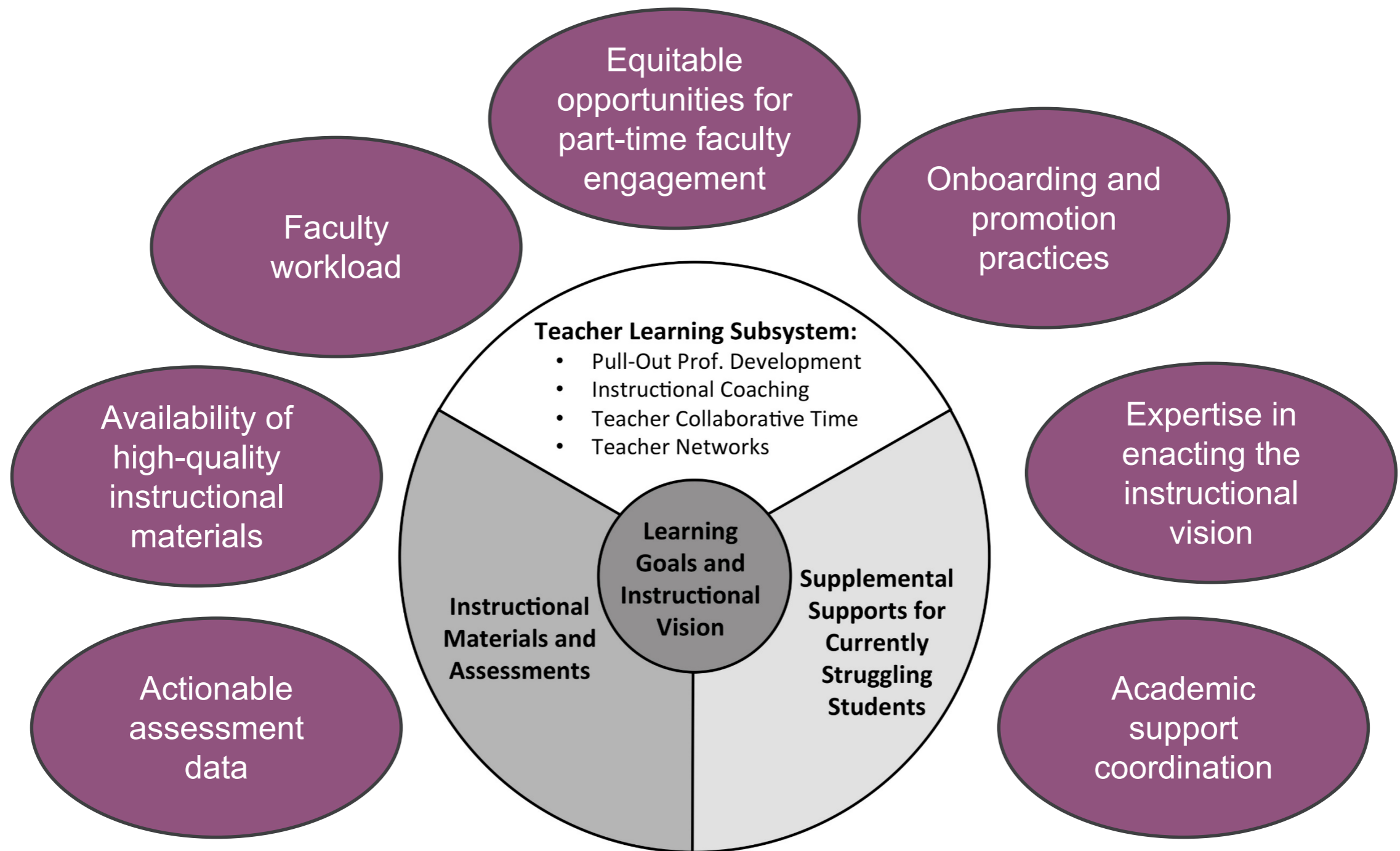


Figure 15.1. The coherent instructional system



# Conditions to Support an Instructional System



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# Thank you!

bickerstaff@tc.edu

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# Building a Culture of Teaching & Learning Excellence

@AchieveTheDream

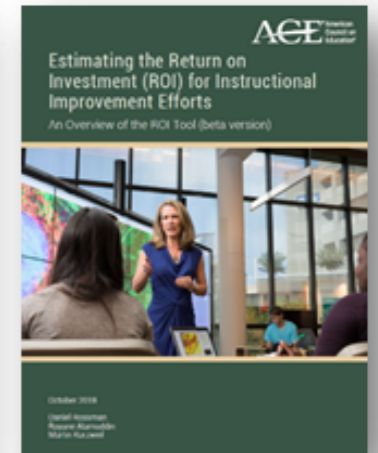




# MOMENTUM IS GROWING IN THE FIELD

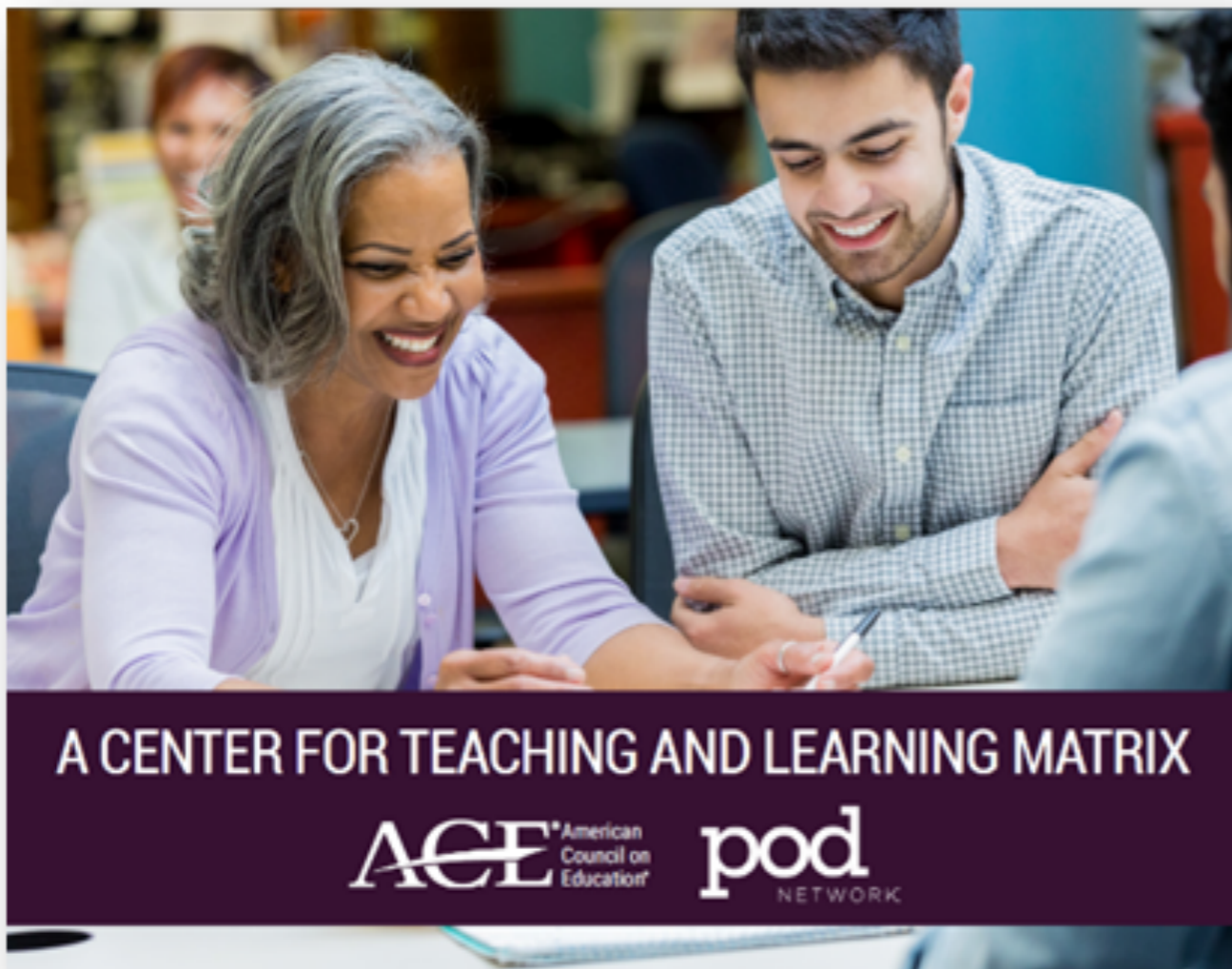
## ACE® Effective Teaching Agenda

➤ <http://www.acenet.edu/EffectiveTeaching>



# MOMENTUM IS GROWING IN THE FIELD

## ➤ Center for Teaching and Learning Matrix (2018)



### ORGANIZATIONAL STRUCTURE

The organizational structure of the teaching and learning center (Center, or CTL) reveals institutional commitment to educational development, teaching, and student learning.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
<b>MISSION, VISION, AND GOALS</b>	Center is creating a mission, vision, and goals, and it is making a first attempt at aligning with campus priorities. CTL is in the process of writing a strategic plan. Center does not yet have an assessment plan and procedures for documenting and measuring effectiveness.	Center has an articulated mission, vision, and goals, but goals may need to be better aligned with institutional mission and connected to campus priorities. Center has a strategic plan and initial process for documenting and measuring effectiveness.	Center has an articulated mission that is connected to its institution's strategic plan and priorities, key goals that align with mission, activities that enable the Center to reach those goals, and a comprehensive evaluation plan.
<b>LEADERSHIP</b>	Center leadership role is emerging for institutional types, e.g., part-time director, minimal release time for small college director, new to position. Center is searching and identifying qualifications, experience, and competencies for a faculty developer position, and makes evident the requirements should demonstrate a commitment to diversity and inclusion.	Center leadership role is appropriate for institutional types, e.g., full-time director or release time for small college director; there is a low turnover (average years of service at least three years). Initial qualities for a leadership position are developed. This includes a concerted effort and commitment to diversity and inclusion while considering candidates with the requisite qualifications, experience, and competencies aligned with the position. There is a concerted effort to reduce staff turnover.	Center leadership role is appropriate for institutional types, e.g., full-time, mid- to high-level senior leader. There is a very clear commitment to equity-minded leadership when considering qualifications, experience, and competencies. There is a low rate of turnover. If director appointment is temporary and rotating, terms is long enough for achievement of goals. Director is consulted on plans and included on key committees involving teaching improvement and student success.
<b>STAFF EXPERTISE AND PREPARATION</b>	Director/staff may be recognized for teaching excellence. Director/staff may be new to academic leadership and/or educational development.	Director has some experience managing an academic center or program. Director/staff have some background or experience that directly impacts educational development or student learning.	Director has considerable management and supervisory experience in higher education administration (including in a CTL context). Director/staff have substantial educational training or documented work experience in educational development and student learning. Director/staff engage in ongoing professional development.
<b>INSTITUTIONAL PLACEMENT</b>	A formal center and/or an individual charged with responsibility for educational development is emerging.	A formal center and/or an individual charged with responsibility for educational development has been identified. Center is one of several campus units that support instruction. Director has implicit (informal) access to chief academic officer; director may report to a unit outside of central academic administration.	Center is the principal educational development unit on campus. Director has a direct reporting line to a chief academic officer and explicit access to central academic administrators, e.g., provost, dean.
<b>COLLABORATIONS</b>	Center is in initial stages of identifying mission-aligned collaborations or mergers.	Center is cultivating mission-aligned collaborations or mergers (instructional technology unit is a common partner but CTL may network with other units). Services across units need better coordination or integration. CTL director/staff have limited influence on selection of institutional technologies, learning spaces, and resources that support teaching and learning.	Center works consistently with mission-aligned collaborating units or departments to provide coordinated, integrated, or embedded services. Common partners include instructional technology, departmental chairs, and library. Other partner units may include academic support, assessment, writing, diversity and inclusion, community service learning, or graduate school. CTL may co-locate, integrate, or closely collaborate with other units, e.g., instructional technology. CTL director/staff are involved in decisions that influence selection of instructional technologies/learning spaces/resources that support teaching and learning.
<b>OPERATIONAL PROCEDURES AND ARCHIVES</b>	Center is developing guidelines for organizational operations and creating mechanisms for transmitting institutional memory (e.g., records of programming, assessment activities).	Center has some guidelines for organizational operations; mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place. Records may be in paper or digital format.	Center has robust guidelines and procedures for organizational operations. Mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place and clear impact over time. Records are digitally organized, archived, and regularly updated.

### RESOURCE ALLOCATION AND INFRASTRUCTURE

The degree to which an institution funds and locates teaching development, and the ways in which a CTL designs programming for the campus, indicates its centrality. Depending upon institutional mission, size, and Carnegie classification, some of these elements (like staffing) may be aspirational, or outside of Center scope.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
<b>BUDGET</b>	Funding for the Center is largely in the form of support for specific events or programs.	Center has appropriate institutional budget, although it may fluctuate from year to year. Budget may encompass both programming and personnel costs. Although personnel may be part of central administration budget, funds are available to support the professional development of some Center staff. Budget may be supplemented by cost-sharing with other units, one-time campus allocations, or external grants.	Center budget is funded proportionally to campus mission, vision, and strategic direction. Budget absorbs costs of fluctuation from year to year and allows for long-term planning, staffing, and growth. Budget encompasses programming, personnel costs, services (e.g., food, outside speakers), and supplies. Funds are available to support the professional development of all Center staff. Budget is implemented by cost-sharing with other units or across-campus allocations. Budget is sufficient without external sources of funds but CTL may hold a gift fund, secure external grants, or partner on grants.
<b>LOCATION &amp; SPACE</b>	Center utilizes space that may be shared among multiple institutional units. Center staff may be located in a location separate from where programming and services are offered.	The Center has dedicated space and can be located without difficulty. There is adequate office space for staff, access to a classroom, lab, and space for meetings, programs, and events. Center space is inviting and adequately covered but design may not meet current demand/need and/or reflect pedagogical principles and practices.	CTL is a location that is easily found and accessible, with ample office space for staff. May include a workspace for instruction. CTL has dedicated classrooms, labs, and meeting/event space. Center space is welcoming, engaging, and resource rich. CTL features new space or repurposed existing space configured with technology. Pedagogical principles and practices drive space design, including educational technology implementation.
<b>STAFFING</b>	CTL may be led by a faculty committee (some with release/managed time) or by an individual administrator, faculty or staff member who may be less than full time. The committee/individual charged with leading the CTL is beginning to develop a background in the field of faculty/educational development. CTL struggles to meet requests.	CTL has an individual charged with supporting educational development. Center staff includes a director, although may be less than full-time. Staffing is relatively lean. At least one member of the CTL staff has a background in the field of educational development. Requests from faculty may exceed the staff's capacity.	Center has a dedicated staff that includes a full-time director who may also hold other titles. Staffing is substantial and may include a program coordinator, associate or assistant director, instructional/technology consultants, faculty associates, postdocs, graduate resident or undergraduate assistants, full- or part-time. Multiple members of CTL staff have backgrounds in educational development. Staff is able to meet most or all requests for services and is sufficient to meet operational needs (e.g., publicity, scheduling).
<b>ONLINE RESOURCES</b>	Center's website is in development or is established with basic information about Center's location, contact information, and schedule of events. Center staff are considering how/whether to provide instructional resources online.	Center may extend its reach via web pages that are current and easily navigable, some instructional resources and program materials may be available online.	Center significantly extends its reach via a dynamic online presence. Web pages are current and easily navigable. Instructional resources and program materials are online and may include asynchronous programming (podcasts), electronic newsletters, blogs, and links to other print and visual materials.
<b>COMMUNICATION &amp; REPUTATION</b>	Center staff are developing a marketing plan. Communication is largely event-based and is accomplished through flyers, word of mouth, and emails. CTL is developing a needs assessment to better understand the diverse interests of faculty across departments, center stages, and appointment types.	CTL is beginning to develop a reputation for providing programs responsive to instructional/institutional needs. Some department/appointment types may be underrepresented. Programming may be provided in for campus department/appointment types only, e.g., humanities, transfer-track faculty.	CTL provides proactive and timely outreach via email, newsletters, social media engagement, and "on the road" events. Center has strong reputation for programs highly responsive to identified needs and increases awareness on campus through promotional materials. Programming is well attended and promoted to open and available to all.



# MOMENTUM IS GROWING IN THE FIELD

## The New Learning Compact

A Framework for  
Professional Learning  
& Educational Change

—  
November 2019



every learner  
everywhere



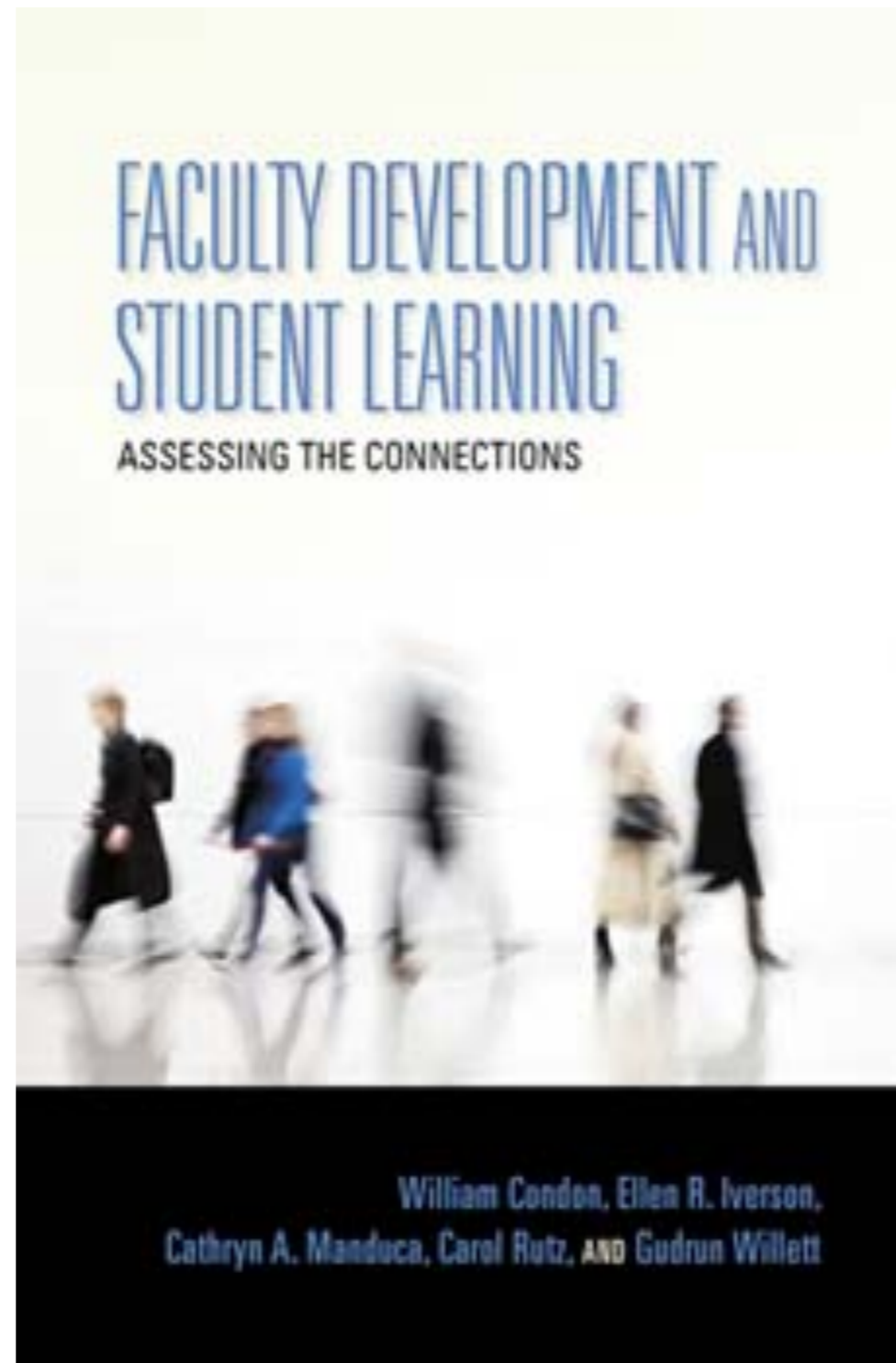
# WHY A CULTURE OF TEACHING & LEARNING EXCELLENCE?

- Building on the foundation of a culture of evidence
- The need to engage many faculty, both full-time and part-time, across all departments
- A growing body of evidence from the field of faculty/educational development
- A robust Center for Teaching & Learning as foundation, then focused areas of work
  - OER implementation
  - Ensuring Students are Learning
  - Culturally responsive practices
  - Digital learning
  - Developmental education acceleration

Over half of U.S. faculty report participating in professional development around teaching ... Faculty development has become a vital component necessary for their professional growth.

- Higher Education Research Institute, UCLA, 2016-17

# IMPACT OF FACULTY PROFESSIONAL DEVELOPMENT ON STUDENT LEARNING



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Do faculty learn as intended?

- Condon et al., 2016

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Do faculty then make changes in their teaching practice?

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Is improved teaching associated with enhanced student learning?

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# WHAT DOES A CULTURE OF TEACHING & LEARNING EXCELLENCE LOOK LIKE?

1. Full-time and adjunct faculty are using inclusive, evidence-based instructional practices to foster student learning.

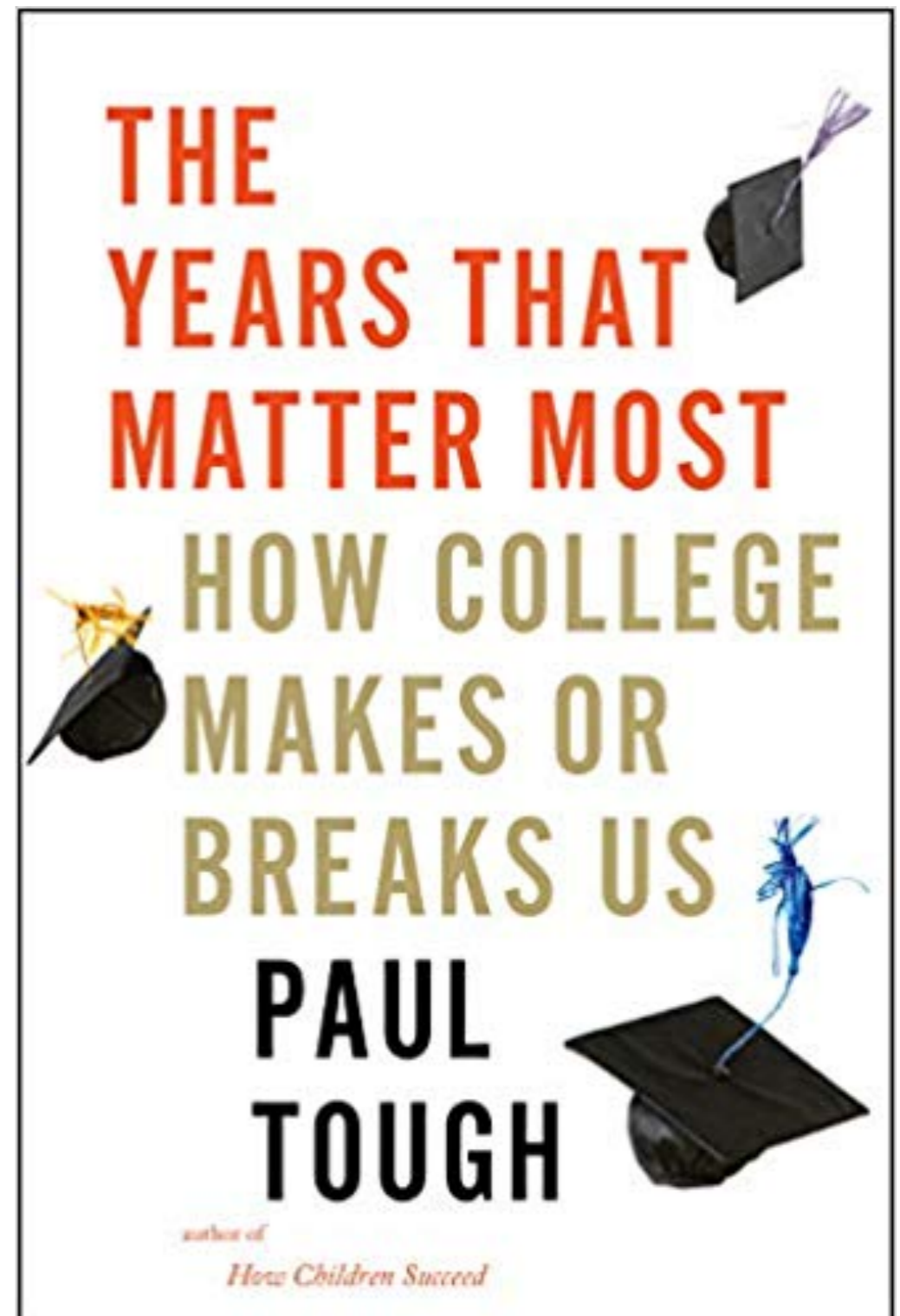
- Which evidence-based practices do full-time faculty and adjunct faculty apply in their instruction?
- How do they learn about these practices and what support is available as they implement them for the first time?
- How do they know if these practices are having an impact on their students' experience?
- To what extent do faculty use student learning data to improve classroom practice?

# WHAT DOES A CULTURE OF TEACHING & LEARNING EXCELLENCE LOOK LIKE?

2. Full-time and adjunct faculty are key collaborators in the college's student success efforts with staff and administrators in academic affairs and student affairs.

- In what ways are faculty connected to the college's success initiatives (advising redesign, Guided Pathways, Academic support services)?
- Are they knowledgeable/engaged as change agents?
- How are cross-functional collaborations cultivated and supported?

"Academic pressures conflate with financial and psychological pressures, and they become impossible for students to disentangle. When you're socially isolated *and* worried about money *and* struggling in all your classes, it doesn't feel like three distinct problems. It feels like one big problem."





# WHAT DOES A CULTURE OF TEACHING & LEARNING EXCELLENCE LOOK LIKE?

3. Faculty and students engage as active learners in an accessible, empowering, personalized, and supportive academic community.

- In what ways are students socialized to be active learners and advocates in their academic experience?
- In what ways are academic experiences intentionally structured to ensure equity, accessibility and relevancy to the student population?

# WHAT DOES A CULTURE OF TEACHING & LEARNING EXCELLENCE LOOK LIKE?

4. Institution embraces professional learning for continuous improvement and aligns these activities and related expectations in hiring, evaluation, promotion.

- How does the college structure professional learning activities for full-time faculty and adjunct faculty? What are the goals of these activities and who leads them?
- What are some barriers to improving the college's Teaching and Learning efforts?

# WHAT DOES A CULTURE OF TEACHING & LEARNING EXCELLENCE LOOK LIKE?

1. Full-time and adjunct faculty are using inclusive, evidence-based instructional practices to foster student learning.
2. Full-time and adjunct faculty are key collaborators in the college's student success efforts with staff and administrators in academic affairs and student affairs.
3. Faculty and students engage as active learners in an accessible, empowering, personalized, and supportive academic community.
4. Institution embraces professional learning for continuous improvement and aligns these activities and related expectations in hiring, evaluation, promotion.



Achieving  
the Dream™

Jon Iuzzini

Director of Teaching & Learning

[jiuzzini@achievingthedream.org](mailto:jiuzzini@achievingthedream.org)

Twitter: [@joniuzzini](https://twitter.com/joniuzzini)

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# Thank you!

**Jon Iuzzini**

Achieving the Dream

[jiuzzini@achievingthedream.org](mailto:jiuzzini@achievingthedream.org)

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## The Role of Faculty Mindset...

Carl S. Moore, Associate Chief Academic Officer,  
University of the District of Columbia

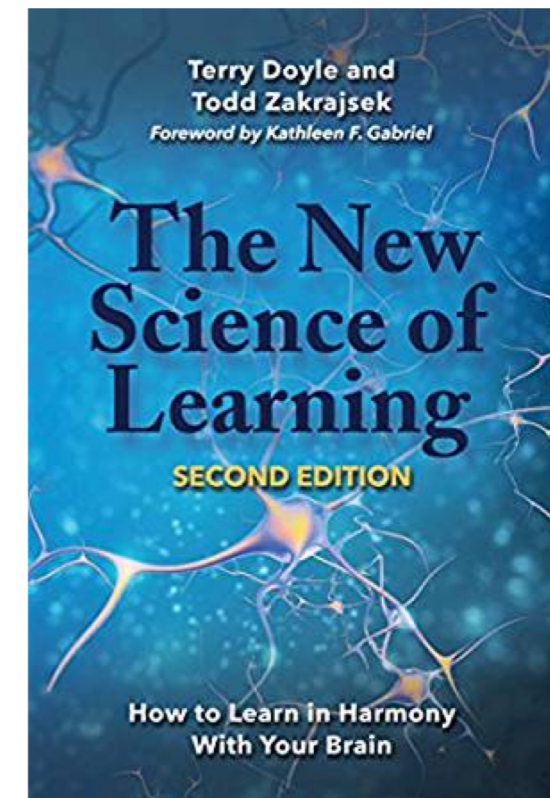
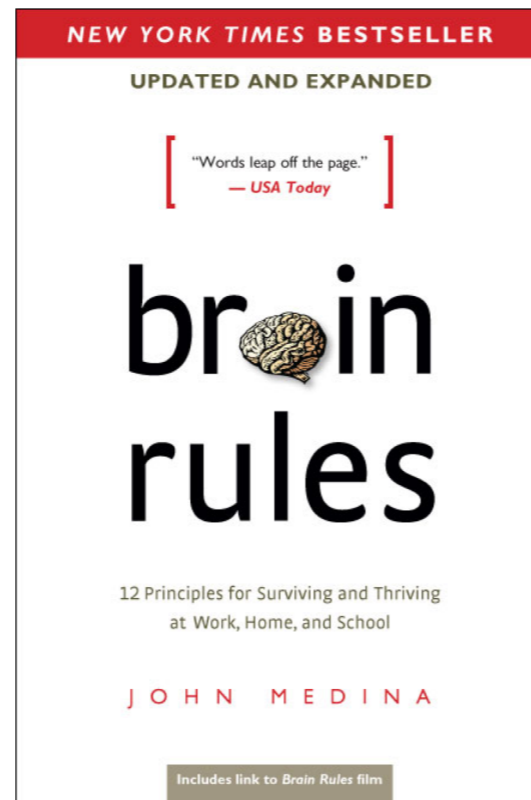
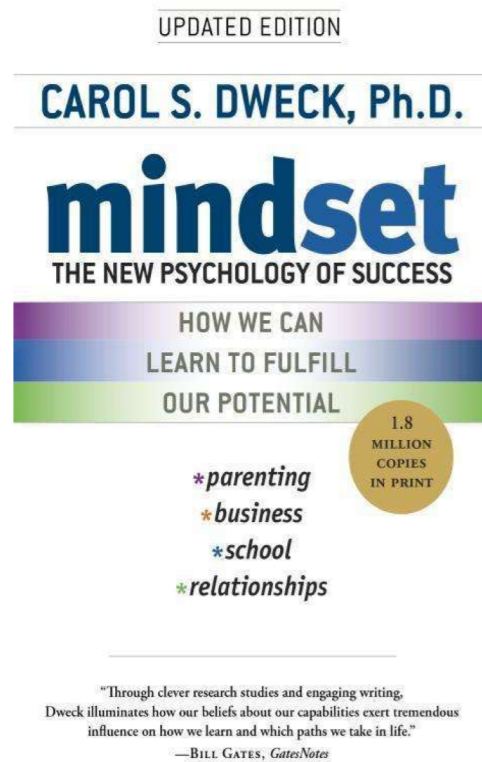
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## Underprepared? [Thought Activity]



If you were at a restaurant and ordered something in a way the Chef couldn't make it, would you (or others around you) consider you, the customer, as lacking in capacity?

# Self Awareness + Teaching & Learning

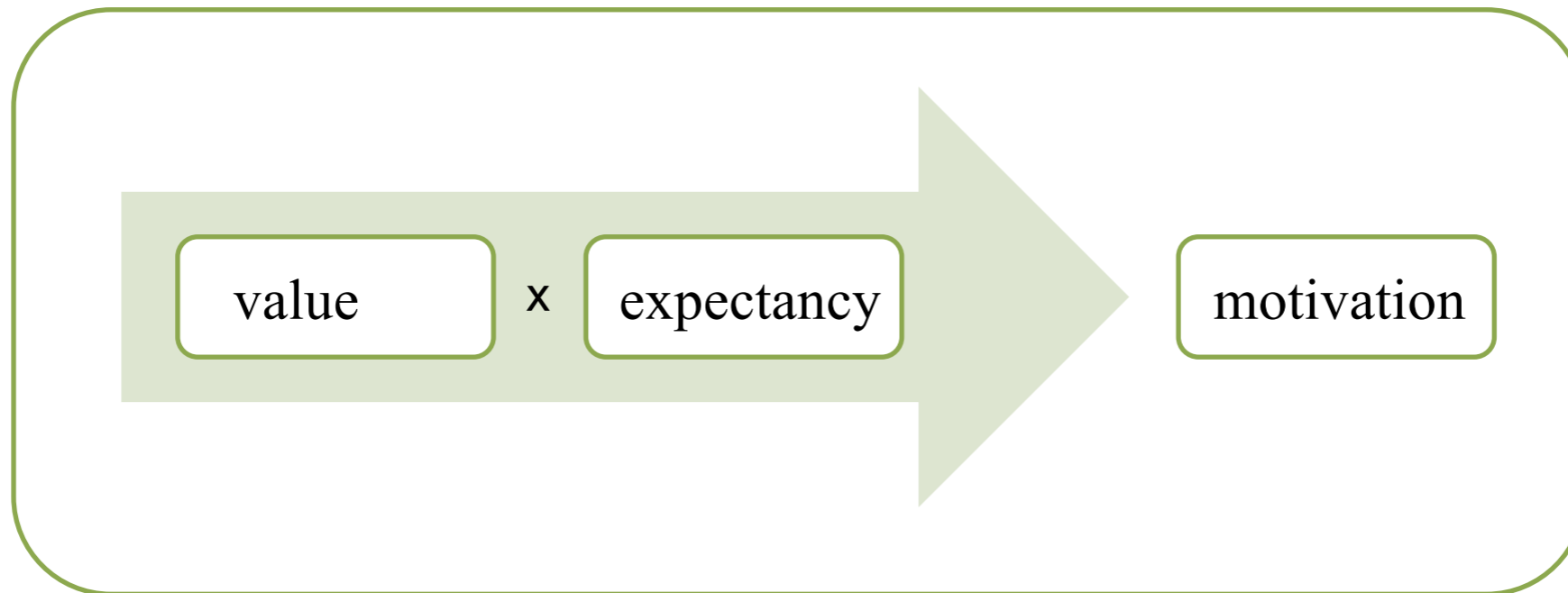


Learning is S.W.E.E.T. = Sleep, Water, Exercise, Eating and Time (Bowen, 2017)

*Like fitness: The one who does the work, gets the benefit.*



# Value-Expectancy Theory



supportive learning environment

- C (cost)



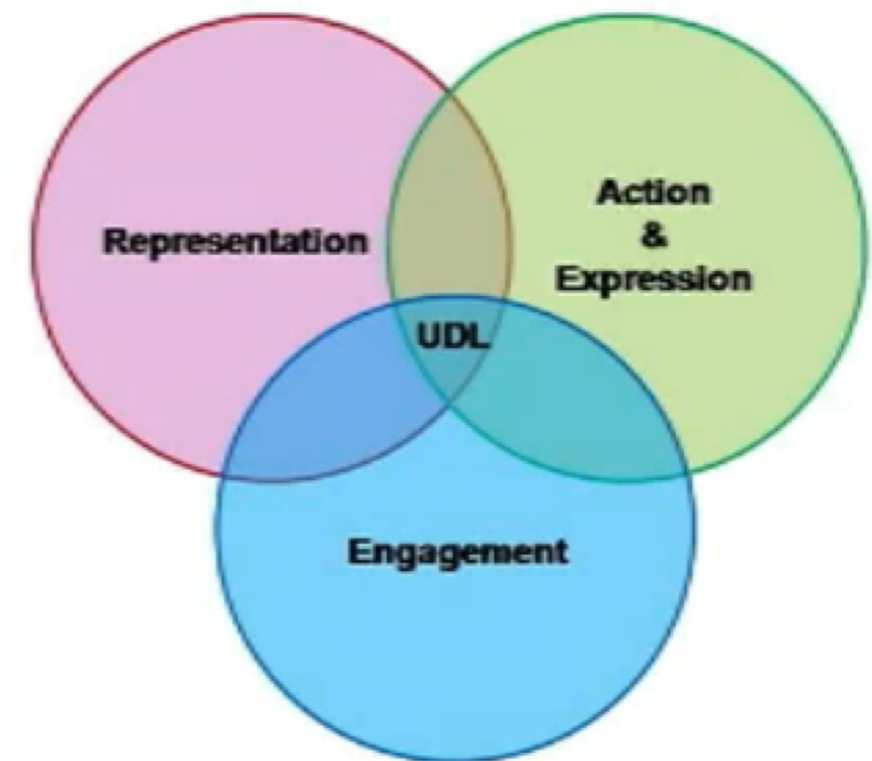
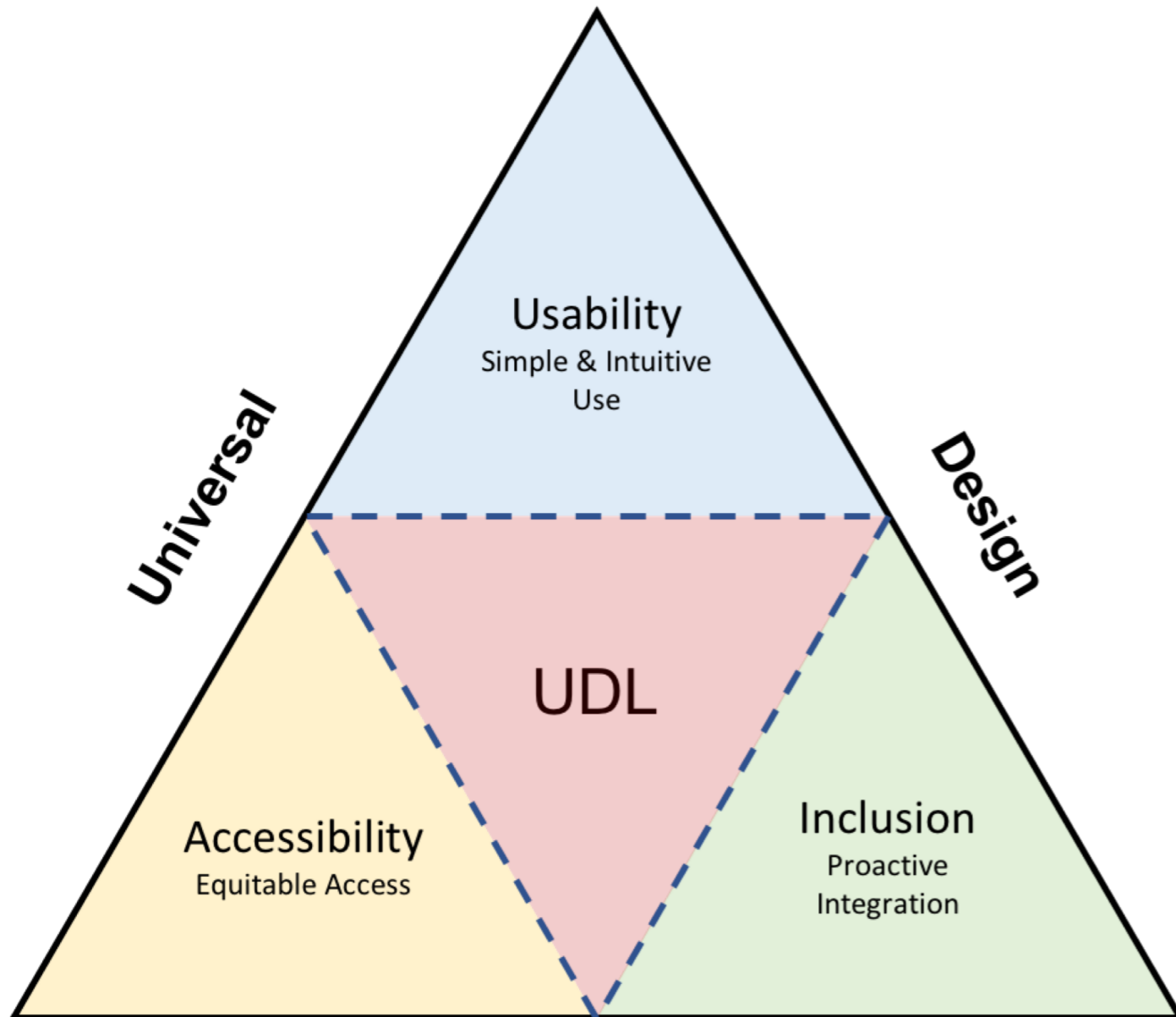
# Action & expression: How can they show what they know?

Write the following sentence in 10 seconds:

*I'm curious about Universal Design for Learning.*

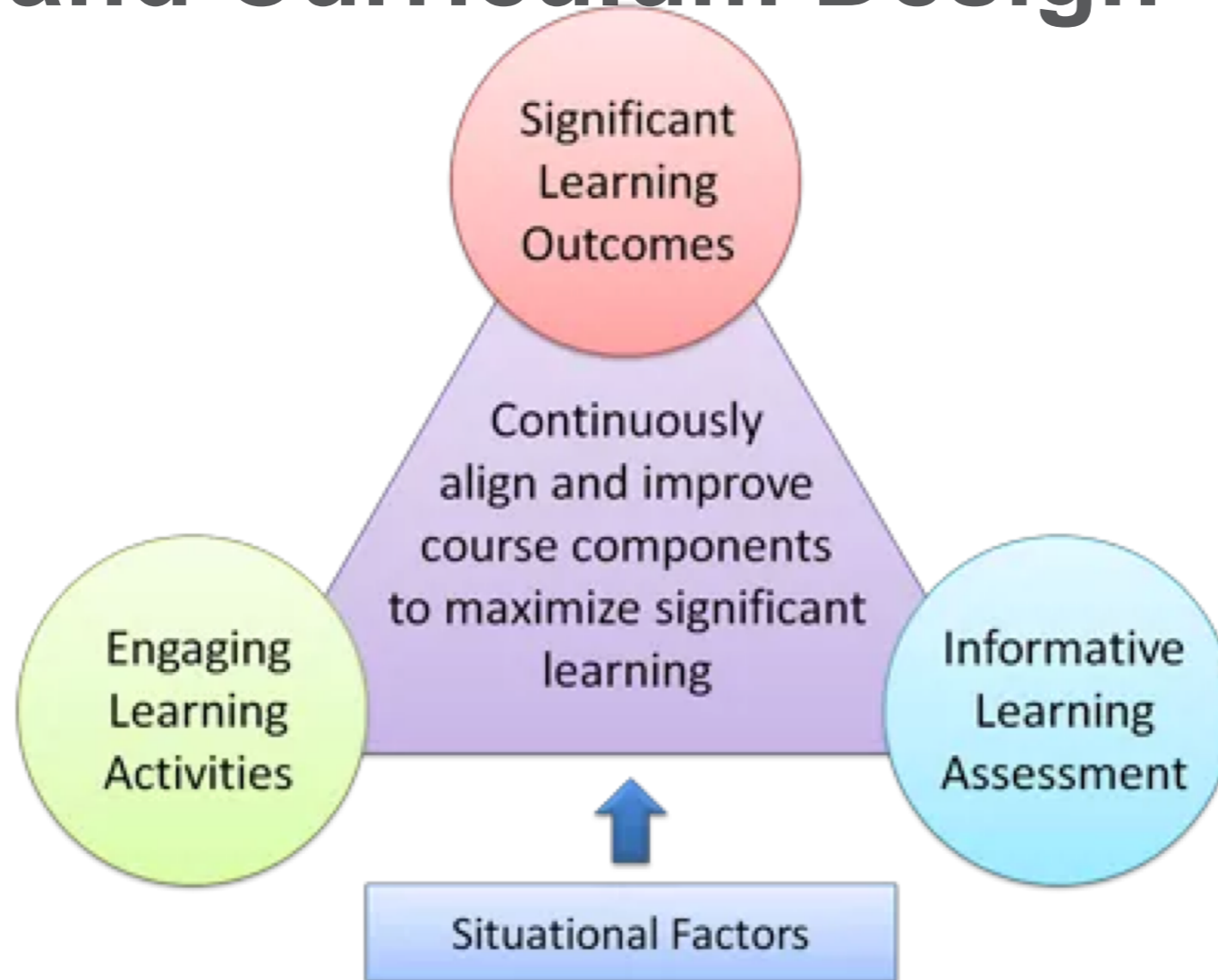


# Universal Design for Learning



**UDL Principles**

# Course and Curriculum Design



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# Thank you!

**Carl S. Moore**

Social media: @carlsmoore

Carlsmoore.phd@gmail.com

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## Continuous improvement and consideration of faculty needs under reform

Connie Richardson  
Manager of mathematics course programs  
The Charles A. Dana Center at  
The University of Texas at Austin

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# Changing Faculty Needs Due to Reforms

Mathematics pathways are structured so that ALL students:

- regardless of college readiness, enter directly into mathematics pathways aligned to their programs of study.
- complete their first college-level math requirement in their first year of college.

Students engage in a high-quality learning experience so that:

- strategies to support students as learners are integrated into courses and are aligned across the institution.
- instruction incorporates evidence-based curriculum and pedagogy.

# Changing Faculty Needs Due to Reforms

Mathematics pathways have resulted in a need for faculty development due to:

- Increasing numbers of students in statistics and quantitative reasoning courses, as well as pre-stat and pre-quant
- Acceleration strategies sometimes lead to staffing crunches
- Learning strategies and supports typically taught in developmental courses now need to be incorporated in paired credit and co-req courses
- Increasing awareness at the higher ed level of the relatively low effectiveness of pure lecture.

# Other Factors

- Decreased budgets
- Increased travel costs
- Faculty time constraints



# Changing Dana Center Strategies for Faculty Supports

- Previously advocated for a switch to intensive collaborative work.
- Professional development was delivered via face-to-face workshops.
- Team study has turned to
  - Culturally responsive teaching
  - “Small teaching” strategies
  - Mix of online and face-to-face learning

# Changing Dana Center Strategies for Faculty Supports

- Culturally responsive teaching – e.g. including a mix of individuated and integrated strategies, rather than such a strong focus on collaboration
- Small teaching\* strategies – start with a few strategies that are easier to implement and then build over time.
- Mix of face-to-face and online learning – workshops as well as interactive webinars or virtual meetings.
  - Mathematical content and curricular strategies
  - Pedagogical strategies
  - Learner strategies and psychosocial factors

Lang, J.M. (2016). *Small teaching: Everyday lessons from the science of learning*. San Francisco, CA: Jossey-Bass.





Cohorts of mathematics faculty meet synchronously via Zoom:

- Six two-hour meetings
- Distributed over a semester or academic year
- Interactive format
- Assignments in between
- Content and technical facilitators

Cohorts may be:

- Open sessions,
- System-wide, or
- Single institution



Two series currently available:

- **Deepening student understanding:**  
*Promoting effective student discourse through active and collaborative learning*
- **Strengthening the classroom experience:**  
*Creating mathematical tasks that are worthy of collaborative effort.*



Two upcoming:

- **Empowering students as mathematical learners:**  
*Fostering engagement and persistence through psychosocial strategies*
- **Strengthening students' quantitative reasoning:**  
*Designing and implementing an effective and relevant QR course*



*“I especially loved that the experience was research-based, giving me sources/articles to explore (and refer others to) on these topics in the future. I also loved meeting, working with, and getting to know others in our cohort from ALL OVER THE U.S. The nationwide part is, I think, one of my favorite aspects of this experience.”*

*2018 FOCI participant*

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# Thank you!

Connie Richardson:

[cjrichardson@austin.utexas.edu](mailto:cjrichardson@austin.utexas.edu)

[www.utdanacenter.org](http://www.utdanacenter.org)

[www.dcmathpathways.org](http://www.dcmathpathways.org)

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