



Center for Teaching and Learning

I. Introduction and Overview

The Center for Teaching and Learning, formerly the Center for Faculty Development, was inaugurated under its new title in Fall 1999. The Center reports to the Vice Provost, Academic Affairs, [Dr. Jamie Dote-Kwan](#). The purpose of the Center is ultimately to provide CSUDH faculty with services and resources to support faculty in their work to develop and enhance the pedagogical skills and knowledge that will foster our students' success. We aim to foster reflective practice in teaching and provide a meeting place for the learning community that is our faculty.

The Center exists for faculty and, ultimately, our students. Now in its seventh year, Center staff are working hard to consolidate the development of a multi-service center with the resources needed to sustain it into the future. The Center's [Strategic Plan](#) is available for view on a web site.

II. Unit's Goals and Objectives for previous year in relation to the University's Mission and Goals:

To achieve our goals the Center works in partnership with faculty, staff and administration, contributing to the achievement of the CSUDH Strategic Plan...Toward 2010, Goal 3, Objective 1: "Identify, disseminate, and implement 'best practices,' . . . that will maximize learning for a diverse student population" (CSUDH Strategic Plan...Toward 2010).

1. The [New Faculty Success Program](#) increases faculty awareness and preparedness to implement effective teaching and learning strategies for a diverse student population. We have conducted the program for two years, creating a cohort of 55 newly hired tenure-track faculty who have an understanding of the community of learners at Dominguez Hills. Participants complete exit surveys which provide data used to improve the program in subsequent years. Additionally, newly hired faculty members recorded their perceptions of the Program impact. Streaming results are posted on the [website](#).
2. The CTL and ECLP [Guest Speaker Series](#) presents current scholarship of teaching and learning topics. Six speakers visited Dominguez Hills during the last two semesters and drew audiences totaling 215 faculty and staff. Each speaker does a live interview in the TV studio which is archived on the [CTL website](#). The day includes a Provost's Luncheon attended by Deans and administrators, and a general session for faculty. Participants complete exit surveys which provide data used to improve the subsequent speaker series. CTL is actively engaged in securing a continuing source of funding for the speaker series.
3. The [Mentoring for Faculty Success Program](#) provides collaborative support for new tenure-track faculty. This program is a direct result of the Academic

Resources Development (ARDS) Survey. There are currently 27 new faculty and 7 second year faculty mentor/mentee pairings. We have established a University Mentoring Council for mentors to earn credit in University Service. An Orientation Meeting and a mentor retreat were provided in the fall 2005 semester. The Faculty Associate for Mentoring provides bi-weekly e-mail mentor tips. A key factor in the sustainability of the program is quality mentoring relationships.

4. The CTL Faculty Associate for Student Learning Outcomes Assessment chairs the University Student Learning Outcomes Assessment Committee (USLOAC) whose charge is to oversee the implementation and assessment of the university academic program assessment plan. Outcomes are: Implementation of current guidelines for reporting academic program student learning outcomes assessment activities (Essential Elements of Learning Outcomes Assessment), Continuous review of and feedback on academic program assessment reports, and Integration with Program Review and Program Effectiveness reports to streamline processes.
5. Faculty Forum Brown Bags, featuring CSUDH faculty who provide innovative, research-based strategies help to inform active and interactive instruction. Topics range from classroom civility to small group instruction, and online surveys. This program is facilitated by CTL's Faculty Associate and Coordinator or Active Learning Strategies.
6. CTL maintains a computer lab (10 stations) where faculty can create high-quality instructional materials. Demonstrations, small group workshops, and training activities related to the design, development, and use of new instructional techniques and media are provided. During the last two semesters, the studio was used on 160 occasions totaling 168 hours. Of concern is maintaining our current level of capabilities and support.

III. Criteria for Review of Program Effectiveness

A. Quality of Instructional and Instructional Support Programs:

- Evidence of faculty expertise: One-hour, hands-on workshops covering such topics as Teaching with Blackboard, Assessment Tools in Blackboard, Google Scholarship, SPSS, and Rich Media attracted 86 faculty members.
- Evidence of teaching and learning effectiveness in programs most participants in the New Faculty Success Program 2005 reported the program had a positive impact upon their teaching, in terms of syllabus construction, interactive teaching strategies, technology across the curriculum, and professional development.
- Evidence of faculty retention efforts: All mentee participants in the Mentoring for Faculty Success Program have successfully completed their first semester in the classrooms and have ongoing professional relationships with their mentors.

B. Contribution of Student Success:

- Interdependence of Programs: The Center for Teaching and Learning maintains a partnership with the Enhanced Critical Literacy Program (ECLP). The Center is represented on the following academic workforces campus-wide, system-wide, and nationally: the Western Association of Schools and Colleges (WASC) Academic Quality Sub-Committee, the Community of Technology Support Specialists (CATS), the Technology Advisory Committee (TAC), the CSU Assessment Coordinator's Council (SLO), CSU Faculty Development Council (FDC), and the Professional and Organizational Development Network in Higher Education (POD).

C. Contributions to an Academic Discipline:

- CTL provides Travel Grants to assist faculty in attending faculty development workshops to present their own teaching innovations or research results. During the last two semesters we have granted 30 faculty awards totaling \$14,721. Diminishing resources are always of concern.

IV. Achievements

Among the faculty members utilizing the resources in the CTL computer studio, one history professor was outstanding. Dr. Iset Anuakan spent many long hours being trained on the equipment, borrowing video and audio equipment to shoot raw footage, and finally, training in post-production. She created a DVD entitled *The Vision of CSUDH*, which addresses the Core Values of Diversity and Civil Engagement. The DVD will be submitted to the WASC Committee for review, and will be available to CTL for possible use in new hire orientations.

Other faculty computing needs have included converting shoeboxes of 35mm slides or VHS tapes to new media, designing dynamic visual aids for course materials and for professional presentations, and learning about web-survey capabilities. Some faculty are interested in streaming video and webcam technologies. We continue to support the course management system and basic HTML webpages, multimedia authoring, word processing, database, and graphics applications in MAC and Windows formats. Administratively, we produce myriad reports, press releases, tutorials, and brochures.

Further new hire retention efforts were personified when CTL hosted two Wine & Cheese Receptions held in the Hal Charnofsky Faculty Lounge. Expenses were absorbed by University Advancement and the College of Natural and Behavioral Sciences. Two more events are planned for the spring semester, underwritten by California Faculty Association and the ECLP grant. Attendance has steadily increased, and on two occasions, prospective candidates were brought to the function.

V. Unit's Goals and Objectives for the Next Year

CTL will continue to take a leadership role in offering programs such as New Faculty Success, the Guest Speaker Series, Mentoring for Faculty Success, Faculty Forums, travel grants, and the computing studio. Also, CTL will continue to sponsor the Faculty Associate Program and to facilitate Student Learning Outcomes Assessment activities.

The next four topics describe how CTL plans to disseminate its success stories to our sister campuses:

1. The CTL Acting Director recently made a presentation at a Faculty Development Council meeting, in which she described the creation and implementation of a multi-relational database that tracks participation in workshops, manages communications with different faculty groups, summarizes evaluations, generates reports for administrators and advisory groups, and other administrative tasks. Other faculty developers and administrators from the Chancellor's Office agreed that such a tool could meet faculty developers' needs, provide significant benefits for faculty development programs, and support system-wide initiatives. CTL will continue to play an active role in the development of a system-wide tool, beginning with establishment of a workgroup in January, 2006.
2. The CTL Acting Director is scheduled to make a presentation at a system-wide *Workshop on RTP Criteria and Procedures*. She will join a panel at this workshop to discuss the Mentoring for Faculty Success Program recently established at CSUDH.
3. The CTL Acting Director has been named President Elect for the CSU Faculty Development Council for academic year 2006-07.
4. In addition, the CSU 9th Regional Symposium, "Engaging a Community of Learners" will be held at Dominguez Hills on April 1, 2006. CTL is facilitating the event including program design and printing, registration, peer-review presentation proposals, and physical arrangements. An expected 250 participants will experience 80 sessions presented by faculty on such topics as teaching and learning strategies, course design, scholarship and community, diversity, assessment, accessibility, and technology.

VI. Challenges

Our greatest challenge is managing a full range of services, supporting and improving programs, and leading dissemination efforts with a diminished number of staff. A central focus of the CTL staff and Advisory Board is on maintaining and augmenting our present level of quality, as well as engaging a steadily larger quantity of patrons. Through these efforts, the Dominguez Hills community of educators will continue to maximize learning opportunities for a diverse student population.

VII. Summary and Conclusions

The Center provides faculty with services and resources to help faculty develop and enhance the pedagogical skills that will lead to student success. Through our programs we are fostering a community of educators who have strategies to engage students in the learning process. We are enabling faculty members to pursue professional development with our travel grants, and a number of our programs encourage service opportunities. We offer assistance on the road to promotion and tenure, promoting retention and success, thus maximizing learning for our diverse student population.

Goals and Activities Associated with Faculty Associate Work

Jim Cooper

Introduction. I am coming to the end of my fourth semester as a Faculty Associate in the CTL. When I first started working in this capacity I focused on increasing engagement as my primary focal point. I have adopted the theme of On Becoming an Engaged Community of Learners as my current overall goal. My activities best fit within Objectives 1, 3, 5, 7 and 9 of the CTL plan of October, 2004.

Goals and Achievements for Past Academic Year. In my CTL work I have identified a number of activities designed to foster engagement over the last twelve months. One element involves my work in the First Year Faculty Success Seminar. This year I expanded my work in this area in that I led a panel of Deans and Chairs regarding RTP portfolio development in the Seminar. I also led seminars on the Interactive Lecture and read and provided feedback to faculty on their Interactive Lecture lesson plans. I also lead the discussion regarding RTP plans from Seminar participants (the latter completed on December 9). Evaluations on these activities were positive. I also led a workshop on active teaching for the ECLP Monday morning seminars and did a workshop for the Occupational Therapy program faculty at the request of Dr. Terry Peralta. Response to these two events were positive.

Dr. Peralta has asked for additional articles for her faculty as a result of the favorable response to this event and has asked me to work with her on a grant proposal.

I planned and implemented the Outside Speaker series this year for the second year. As part of this activity I taped a video with each expert, which is available as a streaming video at the CTL website. I also introduced the Speaker at the Provost Luncheon and the general University workshop. Response to the series was positive as a vehicle for continuing campus conversations around issue of engagement at a learner-centered university.

I continue to co-coordinate the Faculty Forum brownbag series, which attempts to use CSUDH faculty as resources in campus discussions of teaching and learning. I continue to co-coordinate the BEAMS Engagement Group for the second year, working closely with Steve Frieze on NESSIE data collection and dissemination. I helped coordinate the workshop presented by Dr. Joe Cuseo this summer as he helped us organize the freshmen success seminar (UNV 101). I suppose my winning the Outstanding Professor Award this spring might be considered an achievement somewhat related to the Faculty Associate work, since CTL activity was part of my portfolio submitted for the honor. I performed a variety of advisory and other services to CTL, including service on the Advisory Committee and on the travel grant selection committee.

I also managed the Communiversity panel at the recent CUMU conference for Dr. Lyons and presented the engagement work as my contribution to the panel. At the invitation of Dr. Maryellen Weimer I was asked to present an invited workshop at the second annual *Teaching Professor* conference in the spring of this year. Eighty five attendees participated in this workshop on the Interactive Lecture and evaluation data were positive

from attendees. Dr. Weimer also asked me to serve as a panelist for a session she hosted on getting more scholarly publishing completed during the first years as a professor.

Goals for Coming Year. I plan to continue to work on methods for increasing engagement among all members of the university community in the coming year. Jean MacGregor, founder of the learning communities' movement in the United States, will be joining us February 9 to continue the conversation on engagement as part of the Outside Speaker series. Subject to funding, I plan to continue the activities identified above.

Challenges. Widening support and attendance at the Faculty Forum brownbags and the Outside Speaker series is a continuing challenge. With the retirement of Steve Frieze, the status of the BEAMS group will require study. I have intended to begin a Scholarship of Teaching and Learning seminar during the fall semester, but the reduction of assigned time for my engagement efforts precluded further development of this initiative, as did my additional responsibilities with the First Year Faculty program, the ECLP seminars and other CTL work. I will consider ways to begin the Scholarship of Teaching and Learning in the coming year.

Summary. The process of change is difficult. I think the Faculty Success Seminar was very good in Year 1 and was better in Year 2. The addition of Dr. Johnston as part of the Success Seminar and her contributions in the mentoring program was a significant addition that has strengthened our program for junior faculty tremendously. We have a cadre of over 60 junior faculty who participated in one of the two First Year Faculty Success Programs and/or the ECLP Monday workshops. The Outside Speaker series and the Faculty Forum brownbags are methods of focusing the campus on teaching and learning issues—these events need to continue and expand. The new faculty are a natural constituency for a Scholarship of Teaching and Learning seminar, if we should choose to commit to it. I believe that in the two years I have been associated with the CTL, tremendous things have been done, thanks to the collaborative efforts of Roberta Ambrosino, Mary Cruise, Susan Johnston, Jamie Dote-Kwan and Allen Mori. We need to build on these successes so that faculty development will be institutionalized in the fabric of CSUDH.

Goals and Activities Associated with Faculty Associate Work - Susan Johnston

Introduction.

I am coming to the end of my first semester as a Faculty Associate in the CTL. The campus-wide *Mentoring for Faculty Success* program provides support to first and second year faculty. The Mentoring Advisory Board used feedback from the 2004 Faculty Satisfaction Survey and evaluations from the 2004-2005 New Faculty Success Program. Respondents (21 of 146) indicated that a mentoring program was essential. In addition, a summative participant feedback survey of the New Faculty Success Program indicated that 5 out of 16 participants recommended more mentoring opportunities. This program connects to CTL Goal 2: *Provide support and teaching/learning mentoring services to faculty by sponsoring individual and group activities that offer faculty the opportunity to examine and critically reflect upon their pedagogy including evaluation of teaching performance.*

Criteria for Review

- Survey to be distributed to mentors and mentees at end of 05-06 academic year.
- Mentees informally indicated at last Success Seminar that their mentors were providing support.

Achievements for Past Academic Year

- Establishment of the University Mentoring Council for mentors to earn credit in University Service.
- Establishment of mentor/mentee pairings for 27 new faculty and 7 second year faculty.
- Orientation Meeting for mentors led by Susan Johnston, Faculty Associate. Mentors were presented with binders containing a diagnostic checklist to use when determining strategies for assisting mentee. The mentor binder is to be used to store: campus reference materials for helping mentee, materials from mentee awaiting mentor feedback such as: SIF Narrative, course syllabus, student work samples, article abstract, and resources to give to mentee at next meeting. The mentee binder can be used to store: campus reference materials supplied by mentor, materials awaiting mentor feedback at next meeting, and resources from mentor.
- Mentor retreat led by Lois Zachary national expert and author. Resource book was given to mentors who attended. Guidelines for mentor relationships were reviewed in an interactive all day session.
- Bi-weekly e-mail mentor tips were sent on topics related to Diagnostic Checklist and included: articles on effective instruction, a checklist of prevention/intervention classroom management strategies, guidance for review of the content of 12 PTE evaluation categories, referral to grant funding resources on campus, specific guidance for how to review RTP teaching evaluations with mentee and how to coach mentee on analysis of data for submission in SIF narrative for WAPF file.
- Partnership was established with CSUDH Emeritus Faculty Association. President Sue Gemmell has offered a wide range of resources available to mentors and mentees.
- Campus acronyms updated and posted on CTL website at request of mentors at retreat.
- Presentation on Classroom Civility to mentees for last session of the *Faculty Success Seminars*.
- Book on effective teaching (from CTL director) given to mentors for distribution to mentees.
- Partnership formed with Faculty and Staff Personnel Services (Natalie Van Beek) to provide model sample WAPF files from all colleges for review by mentor and mentee pairs.

Goals for Coming Year 05-06

- Oversee selection of model WAPF files by mid-June with Office of Faculty Personnel Services, and create guidelines for use by mentor/mentee pairs.
- Develop new faculty resources and links on CTL website.
- Continue bi-weekly e-mail mentor tips.
- Design recruitment materials for second year faculty.

- Meet with Deans to discuss mentor issues and assignment for next group of first year faculty.

Challenges

- Some departments don't have enough available faculty to mentor new faculty with same subject matter.
- It is difficult to monitor the level of mentor involvement.
- Not all mentors are willing to attend retreats/meetings.

Summary.

We are off to a good start in creating a mentoring culture and ensuring that new hires feel well supported by more experienced faculty. Special thanks to Roberta Ambrosino for her leadership and guidance.

Annual Program Effectiveness Report as Faculty Associate for Student Learning Outcomes Assessment, 2005 (Mary J. Cruise, Professor of Nursing and Faculty Associate, CTL)

Introduction

The faculty position of Student Learning Outcomes Assessment (SLOA) Coordinator with release time was initiated in Fall 1999. In Spring 2000 I officially became the first SLOA coordinator and have continued to present. In 2002 the Faculty Associate Program was instituted by the Director of the Center for Teaching and Learning and my designation as Faculty Associate for Student Learning Outcomes Assessment was implemented. My primary responsibility for coordinating campus academic student learning outcomes and assessment activities has remained unchanged.

Criteria for Review

The Criterion addressed in this report is Quality of Instructional and Instructional Support Programs as it relates to the CTL Goal # 4, Sustain "best practices" in the assessment and evaluation of student learning outcomes, as an essential component of the continuous improvement of academic programs.

Achievements

- Chaired two University Committees; University Student Learning Outcomes Assessment Committee (USLOAC) and University Curriculum Committee (UCC)
- Created the USLOAC Programs and Assessment Report Schedule Integrated with the Program Review Schedule to show merge of USLOAC and PR processes as pertains to student learning outcomes and assessment
- Member of Program Review Committee and WASC Steering; subcommittee member of Academic Quality (WASC)
- Consultant for the General Education Committee
- Consulted with individual faculty and faculty groups on SLOA matters as they pertain to either USLOAC or UCC as requested, needed, or recommended
- Presented seminar on student learning outcomes, assessment, and syllabus requirements at DH to new faculty in the New Faculty Success Program. Provided written feedback to participants
- Presented two seminar session for the Monday Morning Workshop Series (ECLP) on learning outcomes and outcomes assessment
- Held the first CTL grant proposal writing workshop for faculty resulting in 18 attendees, 7 of which are new faculty (04 and 05) who submitted proposals, and 5 of the seven were funded. Verbal comments were positive.
- Chaired two faculty readers' groups to review proposals and make recommendations for CTL travel funding.
- Attended the Faculty Mentoring initial planning retreat and participated in the selection of the Faculty Associate for Mentoring; also, participated in CTL Faculty Associate meetings, and CTL Advisory Committee meetings as scheduled
- Attended two CSU Assessment Coordinators Council meetings, the annual WASC meeting and co-presented a symposium on DH as a learning community in progress, and the first annual international conference on student learning outcomes and co-authored with COE and CHHS colleagues a paper presentation on DH General Education Program Evaluation as well as participated on a panel to present the DH Essential Elements of Learning Outcomes Assessment
- Third author with colleagues in CBAPP on an article on student-centered teaching and learning through teamwork slated for publication in March, 2006; third author on the paper revised for publication regarding DH General Education Program Evaluation in review for publication (slated to hear in February, 2006); second author on paper with a COE colleague on infusing aging content in a second grade curriculum approved for publication, but no date as yet

Objectives for 2006

- Strengthen USLOAC membership and prepare/mentor next chair

- Evaluate (with USLOAC) the Essential Elements document for its ongoing utility, clarity, and currency and revise as needed
- Shepard the Graduate and Undergraduate Outcomes document through the university process
- Implement (with USLOAC) the USLOAC Programs and Assessment Report Schedule Integrated with the Program Review Schedule and note effectiveness of the matrix
- USLOAC will read and provide feedback to program faculty re their assessment reports due 2/1/06 and other programs whose assessment reports will be due 4/1/06; USLOAC will participate in reading and reporting on 16 program review self-studies in Spring 2006

Challenges

As always a major challenge is one of resource (especially human in the case of USLOAC and Faculty Associate for SLOA) availability and commitment. On behalf of USLOAC members including myself, I thank Provost Mori, Vice Provost Dote-Kwan, and acting CTL Director Ambrosino for their support of and commitment to our ongoing work by providing to the extent possible the resources to accomplishment our objectives.

Summary

Through varied and numerous collegial and partnering activities the Faculty Associate for SLOA and USLOAC attend to their charge which is to oversee the implementation and assessment of the university academic program student learning outcomes assessment plan.



Comprehensive Faculty Development Program
The Center for Teaching and Learning
California State University, Dominguez Hills

Submitted by Roberta Ambrosino, James L. Cooper,
Mary J. Cruise, & Jamie Dote-Kwan
to Provost Allen Mori
October 2004

Mission Statement

With a continuing goal of fostering student engagement and success, our mission is to provide faculty and academic programs at California State University Dominguez Hills with resources and services that sustain excellence in a dynamic teaching and learning environment, and other forms of professional development in our diverse, multicultural setting. The Center is dedicated to promotion of ongoing improvement and reflection through providing faculty with opportunities and resources for professional development in teaching, scholarly activity, and service.

Comprehensive Faculty Development Program

To achieve these goals the Center works in partnership with faculty, staff and administration, contributing to the achievement of the CSUDH Strategic Plan... Toward 2010, Goal 3, Objective 1: "Identify, disseminate, and implement 'best practices,' including service learning in academic programs that will maximize learning for a diverse student population" (CSUDH Strategic Plan... Toward 2010).

1. Share and disseminate information on effective, learner-centered teaching methods that foster student engagement in active learning.
2. Provide support and teaching/learning mentoring services to faculty by sponsoring individual and group activities that offer faculty the opportunity to examine and critically reflect upon their pedagogy including evaluation of teaching performance.
3. Promote professional development and renewal by providing grant support dependent upon availability and recognition for faculty efforts to improve or extend pedagogical skills and scholarship activity including integration of new instructional methodologies and emerging technologies into the teaching/learning environment.

4. Sustain “best practices” in the assessment and evaluation of student learning outcomes, as an essential component of the continuous improvement of academic programs.
5. Foster networking among faculty and interdisciplinary collaboration focused on student engagement and success.
6. Use ongoing evaluation findings to improve CTL resources and services.
7. Serve as resource center for faculty who wish to integrate instructional methodologies and emerging technologies into their teaching.
8. Promote good practice in the evaluation of teaching performance.

Note - CTL operates with advice from the CTL Advisory Committee which is a group consisting of the CTL’s Director, Faculty Associates, and faculty members representing the colleges, and the Library.

CTL’s Comprehensive Faculty Development Program was developed with their input.

CTL’s Five Year Plan and proposed activities are an extension of this Comprehensive Faculty Development Program. This document is reviewed annually and changes made as needed based on data obtained in support of program goals and objectives.