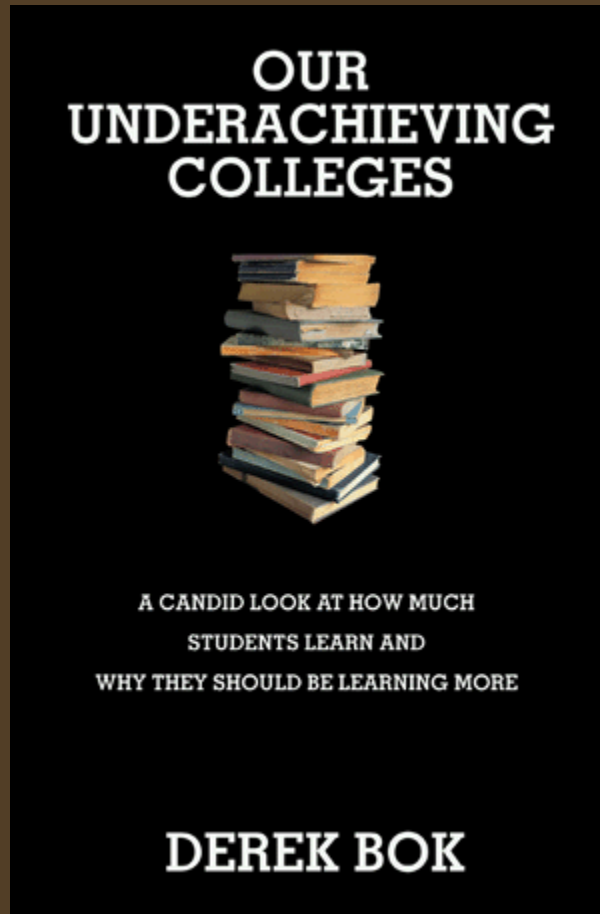


Achieving Bok's Vision: An Exploration of What It Might Take



W. David Conn

Cheryl Ney

Cal Poly, San Luis Obispo

Mary Allen

Formerly CSU Bakersfield &
CSU Institute for Teaching &
Learning

Linda Buckley

San Francisco State University

Overview

- Brief summary of Bok's Book (Allen)
- Review of CSU initiatives that address issues raised by Bok (Allen)
- Bok and faculty involvement (Buckley)
- A response to the challenge at Cal Poly, San Luis Obispo (Conn)
- Promoting integration through service-learning (Ney)

Our Underachieving Colleges:

A Candid Look at How Much
Students Learn and Why They
Should Be Learning More

Derek Bok

5-Minute Summary of a 400-Page Book

Don't blink.

Bok's Suggested Learning Goals

1. Communication skills
2. Critical thinking
3. Moral reasoning
4. Citizenship
5. Diversity
6. Globalization
7. Breadth of interests
8. Career preparation

Recurring Themes

1. Much room for improvement in learning
2. Culture of inquiry and evidence to improve academic programs (assessment)
3. Apply research on teaching and learning
4. Attention to “purpose” in curriculum design
5. Majors—build on GE, build in integration
6. The importance of the co-curriculum
7. Graduate programs
8. External Forces—focus on assessment, rather than mandating standardized tests

CSU Efforts: Faculty Development

- Faculty development at each campus
- System-wide FDC,
<http://www.calstate.edu/itl/fdc/>

Assessment

- Assessment leadership at each campus
- Assessment Council
<http://www.calstate.edu/acadaff/sloa>
- Multi-campus discussions of learning in the disciplines
- Several system-wide conferences on GE assessment

NSSE & CLA

NSSE—National Survey of Student Engagement—focus on student engagement

CLA—Collegiate Learning Assessment—focus on value-added learning of critical thinking, analytic reasoning, and written communication

Community-Service Learning

- Campus and system-wide efforts, www.calstate.edu/CSL
- Related to a number of Bok's goals, such as civic engagement, moral reasoning, and communication skills

Study Abroad Programs

- Currently in its 43rd year of continuous operation
- Opportunities for students and faculty to broaden global understanding and develop intercultural competence
- <http://www.gateway.calstate.edu/csuienet/index.shtml>

Technology

- Faculty research: *From Email to Earthquakes: On Teaching and Learning with Technology in The California State University* (California State University Press, 2004)
- MERLOT, initiated by the CSU, has grown into a national repository of peer-reviewed online materials and resources related to effective online teaching and learning.

<http://www.merlot.org>

Assessment of Student Affairs Units

- System-wide Quality Improvement Program—QIP, <http://www.calstate.edu/QI>

Information Literacy

- Ilene Rockman and Associates:
Integrating Information Literacy into the Higher Education Curriculum: Practical Models for Transformation (Jossey-Bass, 2004)
- System-wide grants and other services to support campus information competence efforts, <http://calstate.edu/LS/>

Have we arrived?

- The conversations have started.
- “Pockets of excellence” vs. institutionalized culture of evidence
- Enormous impact of 2001 WASC Standards
- Difficult to provide on-going infrastructure to support faculty development and assessment in tight budget years
- More people are beginning to “get it”—to see value in focusing on student learning
- Lots of “preaching to the choir”

Recognize and reward
those who join the choir.

Encourage the choir to sing louder.

-Jamie Webb, CSU Dominguez Hills
retiree

Bok and Faculty Involvement

Bok on Faculty

“Why do colleges seem so reluctant to make major changes in the way they conduct their educational programs?...The great majority of professors enjoy their teaching, like their students, and devote much time to their classroom responsibilities. Yet enjoying teaching and caring about students do not necessarily bring a willingness to reexamine familiar practices and search for new methods that could serve the purpose better. Indeed, the opposite is often true, at least for professors whose classes are going reasonably well.”

Ten Years of Faculty Push-Back

CSU Specific Reasons:

- How assessment was originally presented
- Absence of a clear understanding of what was expected.
- Assessment became a moving target.

- Language differences among disciplines:
 - **student learning outcomes**
 - **mindfulness**
 - **discernment**
 - **care-ism**
 - **magis**
 - **scholarship of teaching and learning**

- **Original funding that was not renewed after the first couple of years**

Philosophical Reasons for Push-Back:

- Paradigm shift in faculty responsibility
 - Faculty should focus on teaching as well as content
 - Shift away from student responsibility for learning

Paradigm shift for those with a constructivist approach to learning

- Faculty in some fields see their interactions with students as a dialectic.

Solutions

- **Bok's suggestions:**
 - Include teaching and pedagogical training in Ph.D. programs.
 - Accrediting agencies should examine what universities are doing with NSSE results and student evaluations.

- Include teaching more heavily or seriously in faculty appointments and promotions
- Make funds available for faculty to try out and assess new methods of instruction

- Seek external funding for a continuing *process* to improve the quality of UG teaching
- Trustees should inquire regularly into the efforts by their universities to become more of a learning organization.

Other Suggestions:

- Provide more assistance to departments through Offices of Institutional Research
- Learn the “languages” of the different disciplines by understanding their values

- Make expectations of students explicit to students
- Raise the value placed on teaching in the RTP process and find ways to evaluate teaching in addition to student evaluation forms.

- Pay more attention to what happens “in the middle”
- The CSU system should pick a few issues that lend themselves to measurement such as writing, quantitative reasoning and critical thinking and make sure that we have excellent systems and resources for diagnostics, teaching, and assessing those areas.

A Response to the Challenge at Cal Poly, San Luis Obispo

Cal Poly San Luis Obispo

- Pride in emphasis on teaching
- Past evidence of *learning* mostly indirect
 - Graduates in demand
 - Employers happy
- Bok's challenge to do better
 - Confluence of events

Confluence of Events

External

- Spellings Commission report
- Voluntary System of Accountability

CSU System

- "Access to Excellence"
strategic planning initiative

Confluence of Events

Cal Poly (Internal)

- Focus on student learning finally gaining traction
- Strategic planning update
- Accreditation
 - WASC
 - ABET (Engineering)
 - AACSB (Business)
- GE program review
- Curriculum cycle
- Faculty turnover
- On-campus housing growth
- New provost

Initiatives

- Bok colloquia
- University mission statement
- University learning objectives
- Response to GE review
 - Integration plan
- Interdisciplinary major in Liberal Arts & Engineering Studies
- Student Affairs/Academic Affairs collaboration
 - First Year Experience
 - Service Learning

Dilemma

- Bok's challenge implies significant investment by faculty
 - Time to make up deficiencies in PhD preparation
 - Time to re-examine curriculum
 - Time to develop/implement active learning (despite “learn-by-doing,” lots of lecturing)
- But simultaneous push for more research/scholarship

Dilemma, continued

- Administration assertions
 - Both intended to improve teaching
 - Not a zero-sum game
- Faculty perceptions
 - Inherent conflict
 - Rewards lop-sided

Remedy

- Do better at communicating intent and expectations
- Seriously address reward system
- Do more to help the faculty to achieve appropriate balance
 - and still have a life!

Postscript

- Good news!
- Many junior faculty appear to embrace concept of student-centered learning
 - enthusiastically attending Center for Teaching & Learning workshops
 - bringing new knowledge to the way they teach

Promoting Integration Through Service Learning

Service Learning and the Aims of Undergraduate Education

“What students study in class often affects the value of their extracurricular experience, which in turn can enhance what they learn in class.”

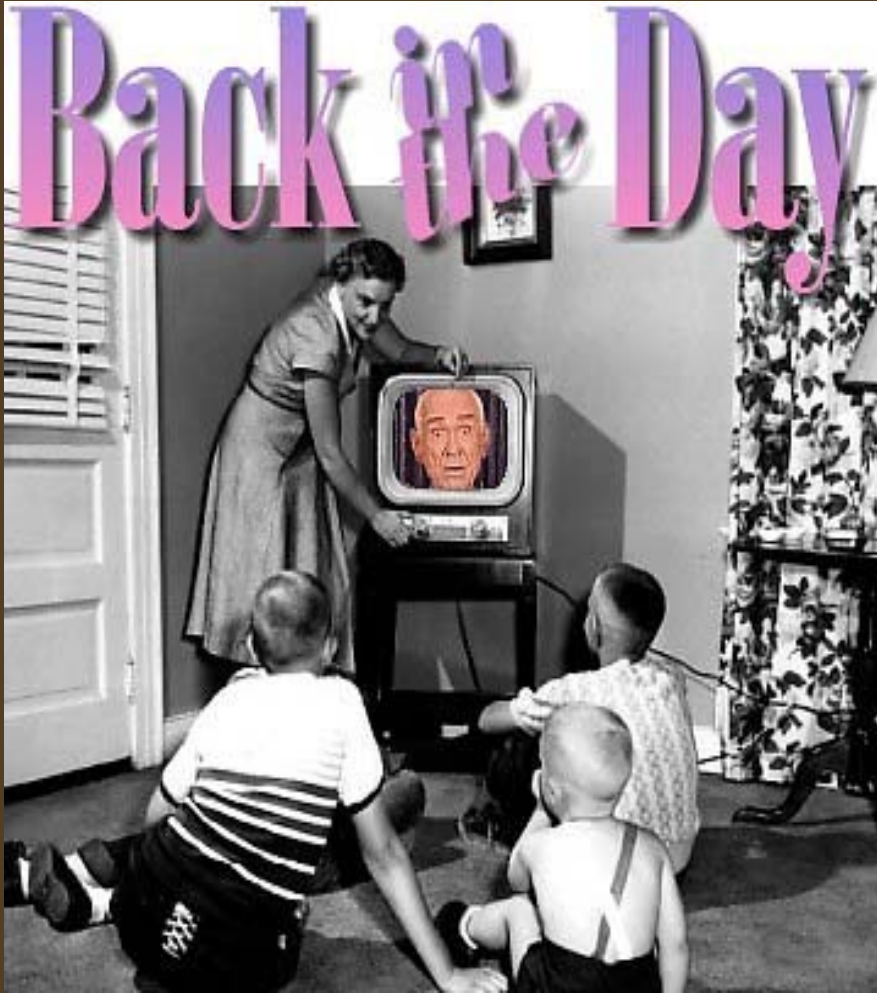
Bok, Chapter 2



Bok calls for clear aims about the purposes of UG education that includes a focus on:

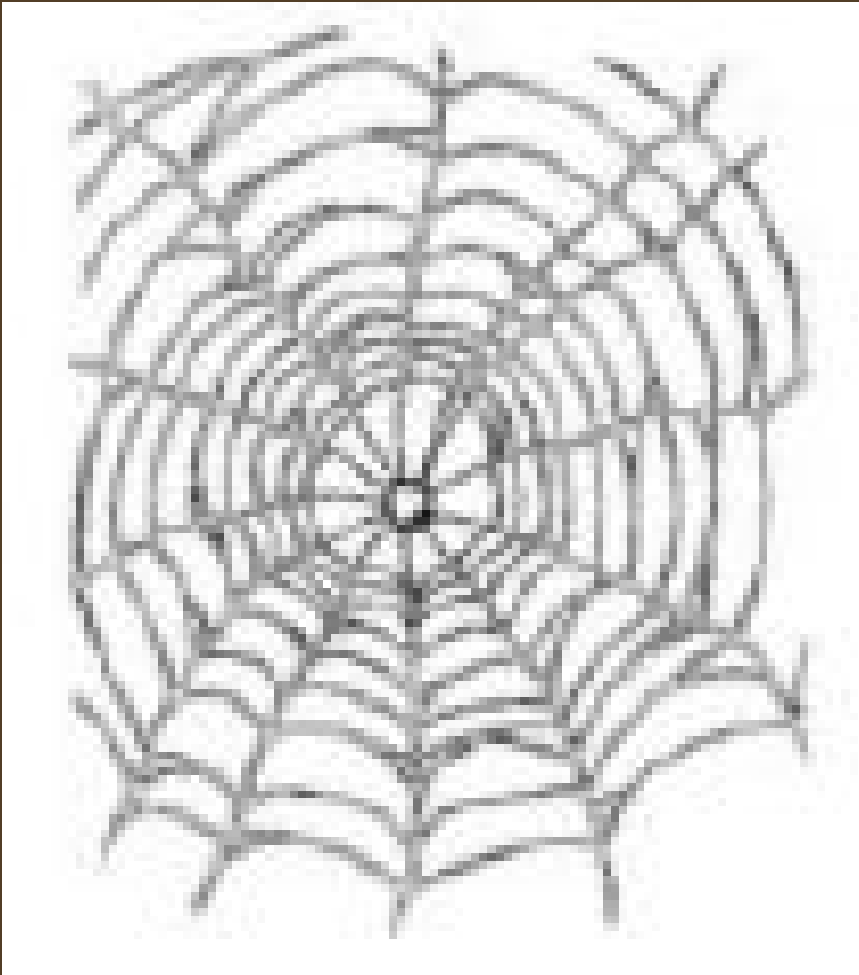
- Civic engagement and the fostering of ethical and moral development
- Revitalizing pedagogy and using the research on teaching and learning
- Integrating the educational experience: GE, major, Co- and extracurricular experiences
- Providing evidence of achievement of aims

Transforming, revitalizing, renewing the educational experience



- Faculty development activities and
- Curriculum Transformation projects

Service Learning: an integrative educational experience



Elements of integration

- Across disciplines
- Across general education and the major
- Across academic and student affairs
- University and the community

Uniting Academic and Student Affairs



Faculty, professional staff in academic and student affairs share commitments to:

1. *Students and their learning*
2. *Their own discipline(s) and/or areas of practice*
3. *The institutions they serve*
4. *The role of higher education in society*

(Attributed to Dr. Linda McMillan, Provost, Susquehanna University)

Strategic planning: bridging divides



- Working across GE and the major
- Working across units in the university
- Working across the campus and into the community
- Bringing a vision into action

Strategic planning: institutionalizing service learning in the CSU

- External team of SP consultants: project managers with a focus on process and product
- Program level strategic planning in the context of institutional, system-wide and public aims
- Program engages stakeholders across the campus and in the community
- Faculty development, curriculum transformation are elements of the plan

*Is this generalizable to other interdisciplinary efforts?
What about disciplinary ones?*

CSU

The California State University

WORKING FOR CALIFORNIA

POWERPOINT SLIDES

- If interested, please request from David Conn (email address in program)