CSUDH-Logo-Email-Signature

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**Spring Senate Retreat Preliminary Topics  
01/23/2019**

**Table 1 UCC & Curriculum Review:** These are questions that have surfaced in meetings of the college curriculum chairs as part of efforts since last spring to strengthen the curriculum review process.

* What is the purpose of Curriculum Review? What is it supposed to accomplish/ensure?
* What do we value about our current process? What do we definitely want to keep?
* What problems consistently arise?
* What is the role and purpose of each level/step in the process? What is each step responsible for and what information/documents does each step need in order to fulfill these responsibilities?
* What does it really mean to “consult” with other departments?
* What criteria and process do we use to navigate the territory wars?
* What is the relationship between Curriculum Review and Assessment/USLOAC?
* What role do budget resources play in curriculum approval? What is the process/mechanism for having budget conversation and who ultimately gets to make what decisions?
* How much autonomy and how much consistency can we stand across the Colleges? Once we decide what needs to be consistent, we need to define what those consistencies are.

**Table 2 General Education:** Dean Costino is working with GEC Chair Kalayjian and others to hold student focus groups regarding G.E. We’d like faculty perspectives for some of the questions.

* What is General Education?
* Why do students need to take G.E. courses?
* What role does G.E. play in a university education?
* How do departments decide what G.E. classes to offer?
* What are the important connections between G.E. and your major or minor program?
* How is G.E. important to student success on campus? In life after the degree?

**Table 3 Cultural Pluralism:** As a result of requirements in EO 1100R, Cultural Pluralism is now a stand along requirement outside of G.E. We are using the current change to initiate dialog on the topic:

* What do we mean by the term "cultural pluralism"?
* What "cultures" are included?
* What do we want students to know and be able to do with respect to the term?
* Do we like this term or do we want to modify it?
* In what ways and to what extent should attention to "cultural pluralism" be included in our G.E. outcomes? In our institutional outcomes?
* Could we this outcome by creating "cultural pluralism" designations for other GE, major, and minor courses that meet agreed upon criteria? We could consider requiring students to take x number of classes (major and/or G.E.) in order to fulfill the requirement.

**Table 4 PTEs & Best Practices for Assessing Teaching:** As a result of recent PTE issues and the email discussion that followed, we are taking the opportunity to: 1) consider the current goals of administering PTEs; 2) consider the ideal goals of administering PTEs.

* What are the current CSUDH goals of student teaching evaluations?
* What are the ideal goals of student teaching evaluations?
* How do students benefit by assessing their learning experience and what questions might better facilitate such goals?
* How do professors’ benefit and what questions might better facilitate such goals?
* What are additional ways of assessing teaching effectiveness?
* What should be the next steps to continue this discussion and *move into action steps*?

Faculty recommendations for readings:

* There is much research that shows them to be discriminatory (just one article from Inside Higher Ed is here <https://www.insidehighered.com/advice/2018/02/09/teaching-evaluations-are-often-used-confirm-worst-stereotypes-about-women-faculty>, but there are many, many more going back many, many years, and there is a good review of the whole process, independent of race and gender bias, at <https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1304016>).
* Here's an article linked below that I found useful (in particular, giving too much weight to umbrella questions and including more process and student engagement questions - see the excerpts below). So simple improvements could address the PTE questions themselves. Bigger improvements could invest more in other methods for evaluating teaching - to be more in line with how we evaluate service and scholarship, such as using observations more. Lastly, I love Margaret’s idea of requiring students to do teaching evals (esp, if we include more process questions, which require more concentration and effort on their part). <https://www.insidehighered.com/news/2018/05/22/most-institutions-say-they-value-teaching-how-they-assess-it-tells-different-story>.
  + Strategies for students to complete online assessments: USC requires all students to complete PTEs before they are permitted to sit exams = 100% participation!!!!
* Here's a great twitter thread from Brian DeLay (historian at UC Berkeley) on the systematic problems with the types of teaching evals CSUDH uses. (FYI for non-twitter users: You don't need a twitter account to view posts.) <https://twitter.com/BrianDeLay/status/1066721849734615041>
* My understanding is that while Brian DeLay's Twitter post makes some important points, many of the problems that he and others flag about teaching evaluations is responding to the improper interpretation of those evaluations. It is important to ask students to evaluate faculty, and at the same time it is important for faculty and administrators to know how to properly structure and interpret those surveys. This article can be useful to share with those who might think it's a good idea to abolish or ignore student evaluations: <https://www.sciencedirect.com/science/article/pii/S0191491X16300232>

**Table 5: Faculty & Setting the Curve for Student Retention/Graduation** President Parham recently sent a CSUDH team to learn more about the change in practices at Georgia State Universitythat has significantly moved their needle on student retention and graduation. What we’ve both noticed is that changes in practices did not largely include faculty, except in Math. So how can our faculty set the curve in this area?

* What are faculty practices that are currently working? What would we need to do to take the practice to scale?
  + High Impact Practices?
  + First Year Experience?
  + Design Your Life?
  + Writing Across the Curriculum?
  + Service Learning?
  + Undergraduate Research
  + Other BA/MA faculty practices, including librarian faculty practices?
* What do faculty need to support these practices (e.g. compensation for independent study, thesis supervision, etc.)?