Case Statement for Faculty PD Workgroup

Who is the Faculty Professional Development Workgroup?

The Achieving the Dream Faculty Professional Development Workgroup is composed of faculty and staff working to improve student course completion rates and close equity gaps through coordinated, systematic faculty development. Members include faculty and staff from across campus and representatives from professional development providers, such as the Faculty Commons, RISE Learning Institute, eLearning, and others.

Why focus on faculty professional development?

Teaching and learning are the primary functions of our institution, and evidence demonstrates that teaching practices are directly related to student success and learning. (Brown McNair 2016 and Community College of Baltimore County Library 2019) Faculty have the highest amount of contact with students and have a measurable impact on the student experience. As a result, their use of evidence-based teaching practices has been shown to close equity gaps (Kistner & Henderson, 2015; Kuh, 2008; Winkelmes et al, 2016). For example, course success rates have been shown to vary widely by instructor, showing the significant role instructors play in student learning and success. Therefore, providing faculty with the tools to continuously improve teaching practices will contribute to improving student learning and the closing of equity gaps.

C or better pass rate for 2016/17 to 2018/19

High Enrollment Courses	Range for all instructors	Range for instructors with 100 or more students.
ENGL 101	37% - 94%	37% - 94%
MATH 099	43% - 83%	52% - 83%
BUS 101	59% - 97%	59% - 94%
BIOL& 160	60% - 96%	60% - 96%

*These data are not disaggregated for course modality (online, hybrid, on ground) nor FT/PT faculty.

The ICAT (Institutional Capacity Assessment Tool) conducted in Fall 2017 indicates Teaching and Learning as an area of improvement, particularly in Faculty Professional Development. **The data suggested the need to develop a more cohesive Faculty PD program, connect and encourage faculty to use existing PD resources, and engage all faculty in professional development to improve instructional practices.** The ICAT also showed a need to use data to improve educational practice in the classroom and use outcomes for improving curriculum and instruction (the work of the Faculty Assessment Coordinating Team).

Today, Bellevue College is fortunate to have a rich selection of professional development opportunities for faculty, including an increase in division PD funding. There remains a need to engage faculty in high impact, evidence-based PD resources and improve access to broaden the reach to all faculty including part-time, full-time, remote, etc. and measure impact of these practices on student learning.

What is the workgroup's primary goal?

The goal of the Faculty Professional Development Workgroup is to help establish a coordinated, collaborative, and cohesive system of professional development to ensure that all faculty are supported and equipped to meet the learning needs of students. The intended result is to eliminate equity gaps and improve course success rates.

To this end, the workgroup will:
- Identify and communicate core, high-impact, and evidence-based practices that all faculty can access and benefit from in their teaching,

- Adopt an institutional structure to facilitate the coordination of PD providers in communicating and delivering high-impact, evidence-based core practices to all faculty,
- Employ methods for BC to track and measure the impact of professional development on the elimination of student equity gaps,
- Encourage an institutional culture of teaching and learning excellence that incorporates high-impact, equity-creating practices in daily interactions with students.

References

Kistner, Natalie A. & Henderson, Carrie B. (2015) The Drop Rate Improvement Plan at Odessa College. Retrieved from https://www.achievingthedream.org/system/files_force/resources/ATDTechCaseStudy_Odessa-Zogotech.pdf?download=1

Kuh. George D. (2008). High-Impact Educational Practices: What they are, who has access to them, and why they matter. Retrieved from https://provost.tufts.edu/celt/files/High-Impact-Ed-Practices1.pdf

Winkelmes, et al. (2016). A Teaching Intervention That Increases Underserved College Students' Success. Retrieved from https://www.aacu.org/peerreview/2016/winter-spring/Winkelmes