Testimony in front of the Assembly Select Committee on the Master Plan
For Higher Education in California
"Meeting the Needs of Faculty and Staff to Support Students
May 4, 2018
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Academic Senate of the California State University
[slide 1]

Thank you, it's a pleasure to be with you today, talking about the role of faculty development in the Master Plan

I. [slide 2] You've all seen this sign from the London Metro: Mind the Gap
   a. It's a meme now, but it's also a way for me to develop a theme in my remarks
II. [slide 3] I'm going to talk about the gaps to mind in California higher education, gaps in
   a. Skills
   b. Achievement
   c. Completion
   d. Workforce
   e. Tenure density
   f. Funding
III. [slide 4] The first gap I'm going to discuss relates to student basic skills, and how faculty development efforts address these gaps
   a. Skills gaps have to do with the preparation and capabilities students need to succeed in post-secondary education; we talk about this as whether students are "college ready"
   b. Skills gaps are addressed in the CSU by developmental education initiatives
      i. Executive Order 1110 was recently released as part of our Graduation Initiative 2025
      ii. The Order mandated that courses formerly known as "remedial" must be transitioned into credit-bearing classes
      iii. Converting such courses has required a great deal of faculty development, in the form of course redesign
         1. We use approaches such as supplemental instruction and stretch courses
         2. We had been piloting these approaches at some campuses on a limited basis, but the Executive Order accelerated the change, and faculty across system had to catch up
   c. So, webinars have helped faculty meet directive of the Order
      i. [slide 5] If you go on the Graduation Initiative 2025 website, you'll see this screen: "Math/Quantitative Reasoning Professional Development Calendar Archive"
      ii. Notice the word "archive" in the title; even if faculty can't participate "real time" in these webinars, they can watch (or re-watch) later
         1. Faculty can filter by month when it is offered on left
         2. Faculty can filter by category on right

3. The categories are:
   a. Becoming Student-Ready
   b. Course Redesign with Technology
   c. Equity-Minded Teaching
   d. Mathematics / Quantitative Reasoning
   e. Multiple Measures Placement
   f. Supplemental Instruction

   iii. <mark>[slide 6]</mark> If you explore those categories, you'll find the number of meetings, and the number of hours
      1. Just this year, 32 webinars have been offered, with 105 hours of faculty development content
      2. Notice the most attention has been paid to math/QR, but "equity-minded teaching" is a close second!

   d. In sum, there is a great deal of faculty development related to closing skills gaps and helping students succeed, so we are minding the gap here

IV. <mark>[slide 7]</mark> The next gap has to do with differential graduation rates for historically underserved populations such as students of color, so I'd like to highlight how faculty development is helping close the achievement gap

   a. The achievement gap is addressed by targeting underserved student populations
   b. As an example: faculty develop and receive support for what are called High Impact Practices (HIPs)
      i. HIPs are things like study abroad, service learning, internships, learning communities
      ii. The literature identifies 11 categories of student learning experiences as HIPs
   c. The link between HIPs & achievement gaps can be seen in examples like CSU Northridge, who reports that Latino students are 10% more likely than their peers to earn a baccalaureate degree if they do just one HIP, and if they do more than one, the effect is cumulative.
   d. But there's a big caveat here: quality matters, and faculty development matters
      i. There was a study published in the Journal of Higher Education that questioned whether High Impact Practices really *are* high impact
      ii. The take-away from the study is this: just offering and labeling an activity as a HIP doesn't guarantee students will benefit from it
         1. Implementation quality is critical
         2. You can "scale" HIPs and require widespread participation, but as Inside Higher Ed notes, "simply increasing the number of available HIPs is not an effective approach to scaling"
         3. What *is* effective is supporting faculty development to make them high quality experiences, and then they can really move the needle on achievement gaps
   e. So again, we're minding the gap on student achievement by devoting resources to helping faculty develop HIPs

V. <mark>[slide 8]</mark> We're also paying close attention to completion gaps

a. It's one thing to let a student in the door—the access imperative—but it's another thing to make sure they walk out a different door with diploma in hand—the graduation imperative

b. What we want to see is that when a student enters the university, they persist, at whatever pace works for them
    i. We'd rather not see them "stop out," and we certainly don't want them to "drop out"
    ii. So, we look for ways that faculty can help persistence rates, which ultimately closes completion gaps

c. There are many reasons why students might not stick with their education, but one key reason is cost, including cost of textbooks
    i. A recent Florida study found that
        1. Almost half of student surveyed took fewer courses because textbook costs were so high
        2. More than a quarter of them dropped a course because of textbook costs
        3. One in 5 students failed a course because of textbook affordability
    ii. Let me assure you, the majority of faculty are extremely conscious of how much their required learning materials are costing students
    iii. That's why we're grateful for the faculty development opportunities offered by academic technology and textbook affordability initiatives, and I'm going to run through some of those efforts very quickly
        1. [slide 9] The Academic Technology Services division in the Chancellor's Office is devoted, among other things, to "supporting professional development," as you can see in the red box and on this slide
            a. ATS offers training and consulting services, online tools, conferences, and so on
            b. [slide 10] You can see here a whole suite of resources that are available, and descriptions for each one
        2. [slide 11] One of the signature resources for faculty offered by the Chancellor's Office is the CSU Affordable Learning Solutions (AL$) program
            a. It offers no-cost or low-cost digital teaching resources that are curated so that the highest levels of quality are maintained.
            b. [slide 12] Just look at the amount of money this Affordable Learning Solutions program has saved students
                i. Since the initiative started 2010, the CSU estimates that the total student savings on textbooks throughout the CSU has been over $230 million!
        3. [slide 13] One key venue for advancing these affordability efforts is through a portal called COOL4ED

a. That stands for California Open Online Library for Education
b. Notice the top of this image: it has the logos for all 3 segments of public higher education
    i. COOL4ED is truly an intersegmental effort
    ii. [slide 14] The Academic Senates have coordinated for several years on this project
    iii. Do you see the RFP information in the top right corner of this slide? It mentions AB 798, the California Textbook Affordability Act
    iv. That bill allocated $3million to support adoption of free and open educational resources
        1. So far, about half of that money has been spent
        2. The total number of students in the CSU & CCCs that have been impacted is almost 34k
        3. These funds paid for almost a thousand course sections to adopt open educational resources,
        4. And close to 4 and a half million dollars was saved just in one semester
    v. [slide 15] The second round of funding for these monies is about to begin, and the deadline for submitting a proposal is June 30
    4. So I want you to know that all three segment Senates are actively involved in reducing textbook costs for students by involving our faculty in ways to keep college affordable so students can complete their degree

VI. [slide 16] In addition to the completion gap, faculty are also mindful of the workforce gap
    a. You all know that the Public Policy Institute of California has warned that the State needs more than a million more college graduates by 2030
    b. In order to meet that need, more students need to graduate, quickly
    c. Let me say, as forcefully and unequivocally as I can, online education is *not* a silver bullet to get us there
    d. But, it certainly can help, with certain populations of students—those who are more mature, farther along in their degree programs, etc.
    e. I must also add that online education is *not* cheaper than other modes of instruction, owing partly to the faculty development support needed
    f. Still, since we're trying to close a workforce gap, online education is particularly good for working professionals
    g. [slide 17] In the CSU, faculty have been quietly toiling away, creating and teaching entire degree programs in cyberspace

        i. Did you know we have 234 degrees you can earn through CalState Online? I didn't.

        ii. We also offer 48 fully online certificate programs

    h. [slide 18] Faculty have also really stepped up in teaching fully online <u>classes</u>

        i. This is a snapshot of the number of fully online courses *just* in Fall semesters, comparing Fall 2015 to this Fall 2017

        ii. There were 900 *more* sections offered and 35,000 *more* enrollments

        iii. The more resources there are to support faculty, the more online offerings there can be to meet workforce needs

            1. In the last 5 years, over 2, 300 faculty have completed training to teach online

            2. That's almost 10% of the faculty, with the resources we've had so far

    i. [slide 19] How do students find out about these classes and degree programs?

        i. They go to Calstate Online, where they can find transferrable courses throughout the CSU and Community Colleges

        ii. They can search by school, degree requirement, and course, and when they find what they want, they just register right on the spot, they don't have to go to the website of the school offering the class

    j. It's efforts like this that make it clear the CSU is minding the workforce gap and doing its share to meet the needs of the State

VII. [slide 20] But we can't do it without more full-time, tenure-track faculty. There's a tenure density gap, as you know, and the only way to solve it is to hire more tenure-track faculty

    a. Attrition via retirements or separations isn't enough, we need a sustained focus on the number of "net new" faculty

    b. This isn't just a self-serving argument, studies show that whether a professor is full- or part-time affects student success and graduation

        i. An article last week in the Chronicle of Higher Education was called "It Matters a Lot Who Teaches Introductory Courses. Here's Why."

        ii. The article summarized research that found "a negative relationship between contingent faculty members and student outcomes."

        iii. For instance, in STEM fields, for every 1% increase in the proportion of non-tenure track faculty, student's chances of graduation drop almost 2%, and if most of the faculty are non-tenure track, students are 1.5% more likely to change out of a STEM major

        iv. Among the reasons for this is that non-tenure track faculty tend to have higher teaching loads and fewer resources

        v. So, closing the tenure density gap by hiring more "net new" tenure-track faculty will directly improve student success

    c. We also need to pay careful attention to supporting the tenure track faculty already we have, so they don't want to leave for better offers

    d. [slide 21] That means being intentional about faculty professional development, and supporting our campus Institutes for Teaching and Learning

e. It also means nurturing programs like our Chancellor's Doctoral Incentive Program, which is a "grow our own" initiative that offers loan forgiveness to CSU students who earn a doctorate and come back to the CSU as a faculty member
  i. It's been around for 30 years, and is the largest program of its kind in the US
  ii. It has loaned close to $50 million to about 2,100 doctoral students
  iii. 1,275 of those students completed their doctorate, and over half of them got jobs teaching in the CSU
f. [slide 22] But again, once you hire a faculty member, you need to support them through faculty development, and portals like this one featuring Learning and Development allow faculty to find resources to support them, such as online learning modules, instructor led training sessions, and specific campus training opportunities
g. As you can imagine, all of this costs money! That leads me to the last gap I'm going to talk about:

VIII. [slide 23] There's a gap between the amount of State funding we get and the amount of money we need to operate
a. All of the initiatives I've discussed aren't free, and you get what you pay for
b. The CSU relies on tuition and on state funding, in just about equal amounts, to meet its operating needs
  i. As you know, the Governor's proposed budget barely covers 1/3 of our need, and doesn't cover even our most basic mandatory costs
  ii. It also doesn't fund the GI, which is the linchpin of so much of what I've talked about today
  iii. Since there isn't going to be a tuition increase this year, it's even more critical that the State mind the funding gap
c. We've built up a lot of momentum with our GI
  i. For instance, this AY, we've offered 3,200 new courses, opened up 90,000 new seats, and hired 228 new academic advisors
  ii. Without full funding, that momentum will be stopped in its tracks, and we'll go backward, courtesy of significant cuts on every campus
  iii. This would be at a time when state reserves are huge, and the rainy day fund is full—it defies logic
    1. Instead of new classes, new seats and new advisors, we'll face fewer classes, fewer seats, and fewer advisors
    2. During austerity, faculty development programs are typically the first things cut, and tenure density gets even worse
d. None of those outcomes is in the best interest of the State of California, and that's where the Master Plan comes in
  i. The Master Plan is a flexible blueprint for public higher education
  ii. It offers a beacon light of hope for millions of people seeking to improve their lives through education
  iii. It's premised on a moral imperative, that the State should educate its citizenry

    iv. The responsibility of each segment within the Master Plan is to fulfil the public trust in accordance with their mission

    v. The responsibility of the State, in turn, is to provide the resources that the segments need to operate within the Master Plan

IX. <mark>[slide 24]</mark> So, for our part, we are minding the gaps in skills, achievement, completion, workforce needs, and tenure density, but all we can do is advocate when it comes to the funding gap

  a. We need funding to close all these gaps

  b. We need faculty development to close all these gaps

  c. And we need all of you in the legislature to mind the gaps with us