

What is the Faculty Formative Feedback Project (FFFP, pronounced triple FP) and why should I do it?

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Are you ready to take your teaching to the next level? Look no further than the Faculty Formative Feedback Project (FFFP).

Since Spring 2021, FFFP has developed **20 Partners** across five academic colleges and 18 departments. As of Spring 2024, FFFP has directly supported **168 distinct CSULB faculty** (45 have participated at least twice) who have served roughly **20,000 students** during the semester of their participation.

FFFP is a dynamic program designed to enhance your teaching practices through formative feedback. Although the showing has been strong for Assistant Professors and Part-Time Lecturers (Figure 1), it welcomes all instructional faculty (i.e., tenured and tenure-track faculty as well as full-time and part-time lecturers). Unlike traditional evaluations, FFFP provides a safe space for growth, allowing you to receive constructive insights without the pressure of formal assessment.

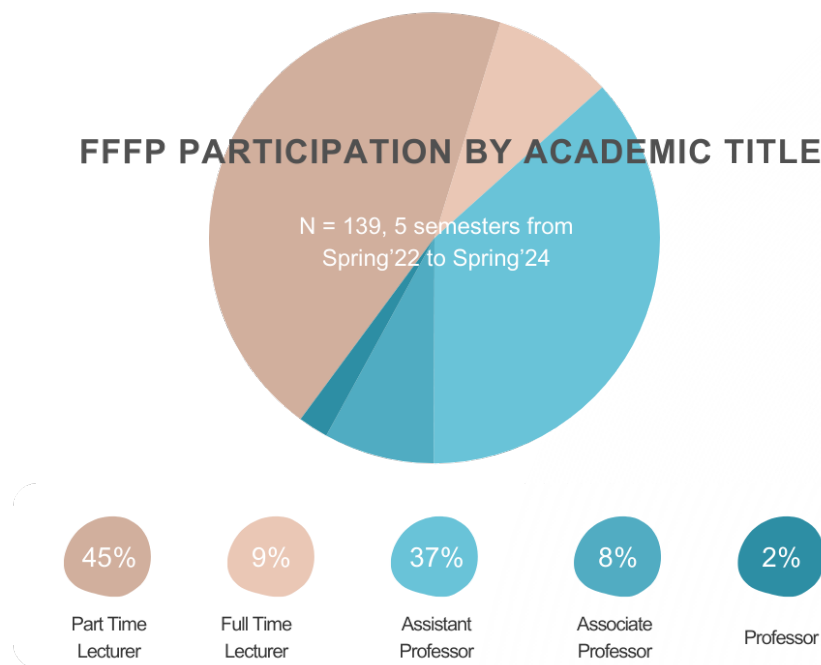


Figure 1. FFFP participation by academic title between Spring 2022 and Spring 2024.

Why Participate?

There are so many reasons why you should consider participating in FFFP. Here is what some of the past participants said.

*“This process has been extremely beneficial to me. One of the highlights is that a **mentorship/collaborative bond has been created with my collaborator**; and, as a part-time lecturer I believe that this resource has been, and will be, **a truly positive game changer for my teaching career.**”*

*“I wish this was a mandatory program for new instructors. We need **mentorship and networking** with experienced instructors. It was **truly invaluable to my teaching.**”*

*“This was **one of the best programs I have participated in as a faculty member since arriving at CSULB.** It was **highly beneficial on many different levels.** I think this **should be a required program for all faculty on the tenure-track.**”*

Specifically, participants will

- Gain fresh perspective: qualitative feedback comes from trained faculty Partners out of your department and college
- Access research-based tools: periodic check-in surveys and peer observations
- Boost student engagement: Whether your classes are online, hybrid, or in-person, FFFP equips you with organic strategies to captivate your students

Figure 2 shows that most faculty sought participation in FFFP to (1) improve their teaching skills, and (2) increase student engagement.

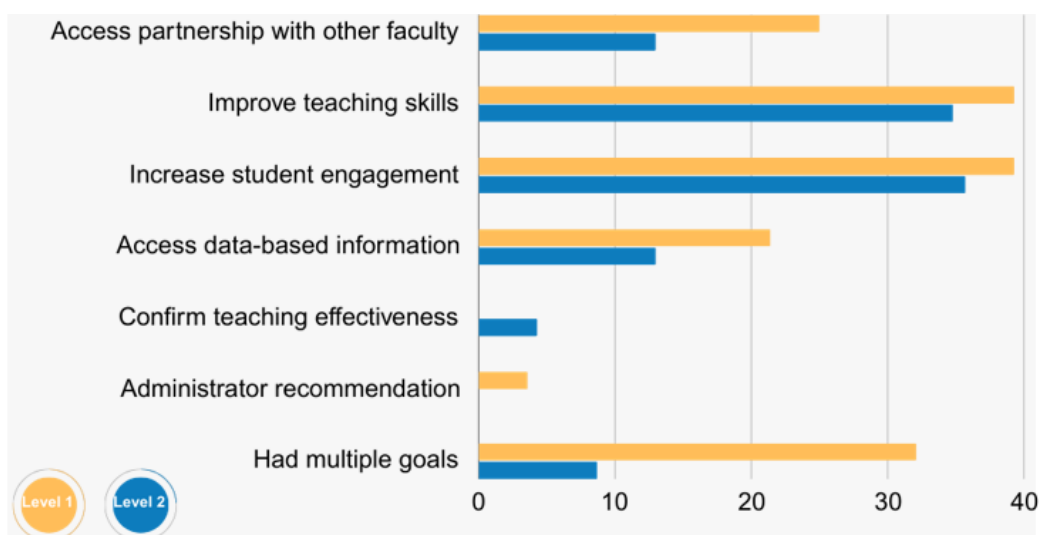


Figure 2. 2023-24 AY FFFP Participant goals grouped by themes.

How Does It Work?

Use the QR code or click [here](#) to apply to the program by the end of Week 4 of each semester. You can even check out the official [website](#) to request a specific Partner to collaborate with.



You will need to choose your level of involvement.

1. Level 1: Set goals with a Partner, administer student engagement survey, analyze survey data and debrief with assigned Partner
2. Level 2: Set goals with a Partner, administer student engagement survey, complete an instructor self-reflection survey, receive a class observation, and analyze qualitative (i.e., observation) and quantitative (i.e., survey) data with assigned Partner

Not sure what levels you should choose? Level 1 takes roughly 2 hours including an introductory meeting with your assigned Partner and a debriefing meeting to discuss survey result. Level 2 takes roughly 3 hours including an introductory meeting with your assigned Partner, the completion of a self-reflection survey, and a debriefing meeting to discuss data from the survey and class observation. With an additional hour of time commitment, Level 2 Participants reported a higher level of satisfaction in nearly all areas of the program evaluation (Figure 3). If you are concerned about the time commitment, FFFP recommends that you start with Level 1 during your first participating semester and sign up for Level 2 in any subsequent semester. You are encouraged to participate in FFFP every time you are teaching a new class, looking for fresh ideas, or just want to connect with other faculty who care deeply about teaching.

PARTICIPANT SATISFACTION

N = 64 FOR LEVEL 1 & N = 62 FOR LEVEL 2 ACROSS 7 SEMESTERS FROM SP'21 TO SP'24

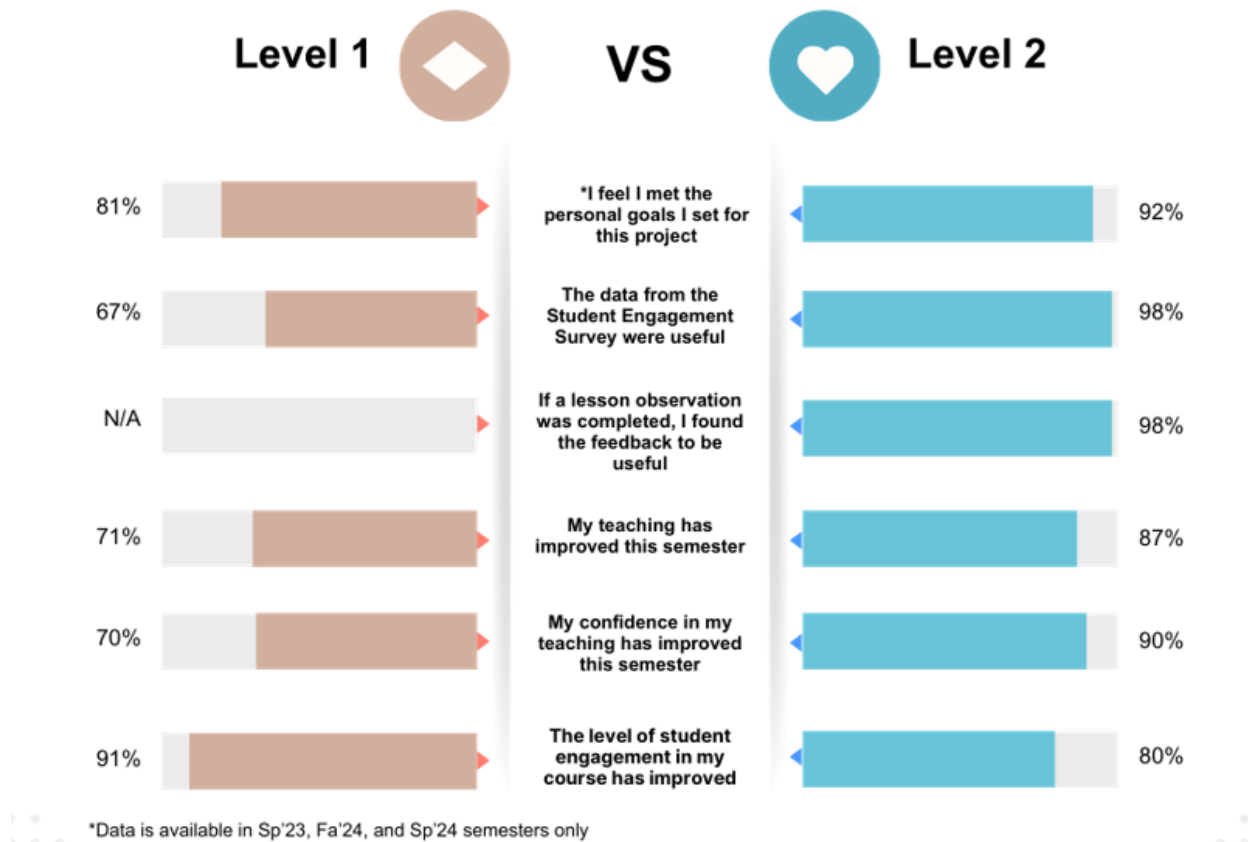


Figure 3. Self-reported satisfaction from 64 Level 1 and 62 Level 2 Participants across seven semesters.

Expected Outcomes

With a time-commitment of 2-4 hours a semester with a Partner, Participants of FFFP

- Learn to administer a student engagement survey and interpret the collected data,
- Identify opportunities to make changes in their teaching, and
- Develop skills to increase student engagement and learning in classes they teach.

Instructors who have participated in FFFP reported tangible benefits:

- Enhanced RTP submissions with nuanced quantitative and qualitative feedback
- Demonstrated commitment to teaching improvement
- Practice strategies for skill-building and curriculum adjustment

Guess what? FFFP is also known to surprise its participants with many more perks. Here are some from the past participants:

*“Having PARTNER’s insight and suggestions was incredibly helpful and I was able to implement them for **immediate impact**. I am so grateful for this opportunity.”*

*“My collaborative partner’s experience was invaluable. She **found trends and connections that I overlooked**, which made my engagement and instruction improve.”*

*“FFFP program has been very constructive for me. I feel that **I have support from the University.**”*

*“I strongly believe that **the project dramatically improved my teaching, my confidence in teaching and my motivation to succeed**. I truly appreciate both survey and especially the observation because **it is hard to see certain important things by myself.**”*

*“The collaborative process **not only yielded tips and tricks for eliciting student feedback**, but also **directed my attention to the need for developing and integrating additional skill-building activities** in my course.”*

*“I was made **more aware of different student’s priorities** and I adjusted the curriculum accordingly. I also **received advice on dealing with some student issues** that were helpful in resolving the problems.”*

*“This ... have helped me realize how important it is **to be clear in aligning my assignments and evaluations with learning objectives** and especially to **show students these relationships**. I also see the importance of **being extremely clear about course expectations**. This will help in further development of my project-based approach to instruction.”*

*“I **put more time to planning, small details and think more carefully on how I will engage All my students to participate.**”*

For more details on who participated, why they participated, and what they gained from FFFP, check out this [poster](#).

Still Not a Believer, “Yet”?

Before you decide that FFFP is not for you (again?), think about the impacts FFFP might have on your RTP file or periodic evaluations. FFFP contributes to a campus-wide culture of reflective teaching, further aligning with CSULB’s recommendations for instructional enhancement. Although FFFP isn’t about evaluations – it’s a collaborative journey toward better teaching practices – the updated university RTP policy (PS 23-24; effective Fall 2024) identified formative assessment as a necessary piece in candidates’ reflection of their instructional activities. Specifically, *Section 2.1.2 Reflection & Instructional Adaptation: Formative Assessment* of PS 23-24 University RTP Policy reads,

*Effective instruction requires that faculty members reflect on their teaching practices and the impact of those practices on student learning. Effective teaching is thoughtful teaching. Deliberate efforts to improve instructional effectiveness are expected of all faculty members. **Effective instructors are aware of their instructional goals, formatively assess students, reflect upon the information gathered, and change their instructional practices if the assessment results indicate the need to do so.***

*Within their narratives, candidates should discuss (and the committees should consider) their **formative assessment practices, including (1) discussion of one or more course goals, aims, or practices the candidate decided to change, (2) the evidence alerting the candidate something needed to change, and (3) how the candidate ultimately decided the course(s) would change.** Evidence supporting the narrative could include but is not limited to evidence that prompted the changes, and documents such as syllabi, assignments, or other materials that show what the course was like before and after the changes.*

People say what happens in Vegas stays in Vegas; it's the same with FFFP. What's discussed in FFFP stays between you and your Partner. We will, however, share why some of the participants decided to include their FFFP work in their RTP file.

"I have decided to include the information and insights gained from this process for my RTP submission because it provides (1) quantitative feedback that is more nuanced and complex than what the current SPOT evaluations offer and (2) it is vital to have evaluations of my teaching that come from other professionals and experts, not just students."

"I will include it [FFFP documentation] in my RTP process because I can show my commitment to improving my teaching and how I've taken concrete steps in learning better instruction and engagement strategies."

Questions?

If you are wondering whether this is the right semester to join FFFP as a Participant or interested in becoming a Partner:

- send the program leaders an email at aa-fffp@csulb.edu
- visit the [FFFP website](#)
- ask a colleague who has done it!

Of course, general feedback and suggestions are always welcome.

