Teaching & Learning Toolkit

A Research-Based Guide to Building a
Culture of Teaching & Learning Excellence

Achieving the Dream ™

ACKNOWLEDGMENTS

Suggested citation

Eynon, B., & Iuzzini, J. (2020). *ATD teaching and learning toolkit: A research-based guide to building a culture of teaching and learning excellence*. Silver Spring, MD: Achieving the Dream.

About Achieving the Dream

Achieving the Dream leads a growing network of more than 277 community colleges committed to helping their students, particularly low-income students and students of color, achieve their goals for academic success, personal growth, and economic opportunity. ATD is making progress in closing equity gaps and accelerating student success through a unique change process that builds each college's institutional capacities in seven essential areas. ATD, along with nearly 75 experienced coaches and advisors, works closely with Network colleges in 44 states and the District of Columbia to reach more than 4 million community college students.

Achieving the Dream ™

Achieving the Dream is pleased to share this inaugural version of our *Teaching & Learning Toolkit*. Grounded in research and informed by the strong work of many of our network colleges, we have designed this resource to support college teams in building institutional capacity in teaching and learning.

Our recent work in two key teaching and learning initiatives—*Engaging Adjunct Faculty in the Student Success Movement* and the *Open Educational Resources (OER) Degree initiative*—has yielded deep learning for us and our colleges. We have gained considerable insight into how educators and college leaders collaborate to create new opportunities for professional learning done well, how educators leverage evidence-based practices to support student learning and success inside and outside of the classroom, and how institutions reinforce the centrality of teaching and learning to their student success mission through their policies and practices. We have recently begun to leverage these learnings with colleges in the Achieving the Dream Network, offering in-person and virtual coaching to support your teaching and learning capacity building.

As we release this *Toolkit* in August 2020, the COVID-19 pandemic has laid bare our nation's health and economic inequalities. The pandemic has surfaced anti-Asian bigotry and hatred, has hit our Native American communities with force, has illuminated health disparities in impact, access and treatment for Black and Latinx communities, and has exposed us in tangible ways, beyond disaggregated data, to the vulnerabilities of the students who need us the most. We are also reeling from witnessing the legacy and depth of systemic racism in practice through the senseless killings of Ahmaud Arbery, George Floyd, and Breonna Taylor, who are but a few of the many lives cut short, sending a wave of deep introspection and community action across our country. Our students and communities are depending on the response, the relevancy, the resiliency, the

This *Toolkit* synthesizes research from the field and stories from our colleges and offers you and your team a vast array of worksheets and planning templates to take this work forward at your institution. Our goal is that college teams of faculty, faculty/educational developers, Student Affairs professionals, and Academic Affairs leaders will use this resource as you

Addressing equity on community college campuses requires a systemic approach that permeates the institution in policy and practice. The role of faculty is essential in creating campus climates that challenge, inspire, and promote critical thinking and the exchange of ideas that will help to cultivate citizens and community leaders of action.

collaborate to change your institutional culture. ATD colleges have worked hard over the past 15 years to build cultures of evidence. It is now time to build on that foundation as we build cultures of excellence in teaching and learning. We hope this *Toolkit* will offer a roadmap as you strengthen your work in this key capacity area.

strength, and the adaptability of their local community college to address in an intentional and bold way the path forward for education and opportunity for all. Addressing equity on community college campuses requires a systemic approach that permeates the institution in policy and practice. The role of faculty is essential in creating campus climates that challenge,

3

Dr. Karen Stout with 2020 DREAM Scholars, DREAM Scholar alumni, and Dr. Joye Hardiman

inspire, and promote critical thinking and the exchange of ideas that will help to cultivate citizens and community leaders of action. The work of faculty, staff, administration and community partners in cultivating college communities that are free of micro-aggressions, representative of the populations that they serve, skillful in culturally relevant practices, and intentional in development of pedagogical approaches, programs, business practices, and support services that propel economic opportunity and community impact is the mighty imperative that we must all work towards with a sense of pace and urgency. Achieving the Dream's racial equity work has moved even more boldly into the center of its mission and therefore its work with community colleges, including developing webinars and professional learning summits and providing services and resources for institutions in and outside of the Network.

We must now build adaptive capacity to help our communities heal and recover from two pandemics: the pandemic of COVID-19 and the pandemic of systemic racism. In times of rapid change like now, the ability to be flexible and to adapt is critical. Research shows that many organizations are not well equipped to handle the uncertainty, the unpredictability, the volatility, and the complexity that characterize disruptive times. But ATD colleges that have worked on strengthening their Institutional Capacity Assessment Tool (ICAT) fundamentals are prepared. These seven fundamental capacity areas are rooted in principles of change management: leadership commitment to change; embracing the power of data to inform decision making; communicating why change is needed; restructuring core operations, policies, and procedures to effect change; bringing people together to plan and execute change; fostering a culture of continuous learning and improvement; and centering equity in all organizational decisions. We are seeing colleges leverage their strengths in these areas as they position themselves to be responsive to COVID-19. Many of our colleges are moving from strategic planning to scenario planning. You are doing strategic resource allocation in new ways. You are preparing for

multiple potential futures and a "new normal" when the new academic year begins this fall.

The framework and resources provided in this *Toolkit* will support our institutions as we respond to the pandemic of COVID-19 and the pandemic of systemic racism. Over the past few years, ATD has begun to argue that we must focus new attention and energy on teaching and learning, that to move the needle on student success in a really meaningful way, we must support the work of full-time and adjunct faculty inside and outside of the classroom. We must design our student success efforts at an institutional level so that faculty are at the table, helping to lead this critical work. Educators are our students' primary and most frequent point of contact, regardless of whether this communication is face-to-face or virtual. It is important, now more than ever, to invest in building institutional capacity in teaching and learning.

Our DREAM 2020 opening plenary speaker, James Fallows, said, "Community colleges are America's institutions of the moment." This rings even more true today. That localness, innovation, and commitment to work hard to find solutions is at the center of our current response and will be at the heart of our recovery as a sector. I want to thank all the faculty, staff, and administrators for the work that you're doing on the front lines of the student success movement. These are difficult times, and your resolve and commitment to create compassionate, student-centered institutions will improve the lives of our students and their families and communities.

Sincerely,

Dr. Karen A. Stout

President & CEO
Achieving the Dream
July 2020

4

TABLE OF CONTENTS

"Study after study demonstrates that students' experiences in the classroom and with faculty are one of the most important factors in student outcomes ranging from persistence, graduation, sense of belonging, and academic self-efficacy to other important psychosocial outcomes associated with learning and graduation."

— Adrianna Kezar

Reforming Our Reforms

Achieving the Dream is strengthening its focus on a key element of educational achievement: learning and teaching. Guided by new research, we encourage college leaders to support enhanced learning and teaching excellence by providing faculty and staff educators with high-impact professional learning opportunities and engaging them as collaborative partners in all student success initiatives. In this *Toolkit,* we offer resources designed to help college teams advance this strategic effort.

In recent decades, colleges and higher education organizations nationwide have launched multiple initiatives to build student success. Spotlighting the goal of "completion," these groups have helped many campuses make substantial structural changes and focus concerted effort on improved student outcomes. ATD has played a prominent role in this work, supporting hundreds of community colleges nationwide in the effort to build success for students.

Now, ATD and other education reform networks increasingly recognize that greater success will require a sharper focus on the quality of learning and teaching and strategies that support educators. In a recent talk entitled *The Urgent Case*, ATD President & CEO Karen Stout signaled this change:

> If we are to put students at the center, excellent teaching and support for quality instruction must be at the core of our work. Creating greater urgency for teaching and learning in institutional reform is long overdue… But the onus cannot be solely on faculty to do more.

They need support and time for more reflective practice and to participate in ongoing collaborative professional development. They need support and incentives to enable them to teach and learn in new ways.[1]

We are strengthening network-wide attention to learning and teaching and the professional development processes necessary to support quality instruction. We recognize improved teaching and learning as critical to our goals of increasing student success and advancing equity in American society. This *Toolkit* offers resources for cross-functional teams to use as they build a culture of teaching and learning excellence at ATD colleges.

This *Teaching and Learning Toolkit* is a preliminary version of a resource for our entire network. It will be revised through field testing and engagement with educators nationwide, leading to publication of a refined *Toolkit* in 2021. This process reflects our commitment to supporting our network colleges in building institutional cultures of excellence in teaching and learning.

---

1   Stout, K. A. (2018). *The urgent case: Focusing the next generation of community college redesign on teaching and learning.* Dallas Herring Lecture, Belk Center for Community College Leadership and Research, North Carolina State University.
    https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning

Teaching & Learning in Higher Education

Learning and teaching stand at the core of higher education. This comes as no surprise to faculty, particularly community college faculty, who have long focused on teaching and whose efforts have generated many successful innovations. Yet, in broader conversations about higher education, the vital importance of teaching has been overshadowed by other issues. "An odd feature of the public policy discussion of higher education is the near absence of attention to the quality of teaching," wrote Sandy Baum and Michael McPherson, who led the Commission on Undergraduate Education for the prestigious

Guided by new research, we encourage college leaders to support enhanced learning and teaching excellence by providing faculty and staff educators with high-impact professional learning opportunities and engaging them as collaborative partners in all student success initiatives.

American Academy of the Arts and Sciences. "In higher education, questions about what and how much students are learning and how their learning is related to the quality of instruction they receive tend to take a back seat. Instead, questions about college admissions, pricing and cost, debt, and financial returns dominate the news and policy discussion."[2]

This oversight is not limited to the media and public policy. It's deeply embedded in the structures and cultures of higher education itself. Status is bestowed on colleges and universities based on their research output rather than undergraduate teaching quality. Support for ongoing improvement in the craft of teaching has been erratic at best, an afterthought at many institutions. Meaningful assessment of learning—an essential tool for improvement—has only recently gained visible traction. The failure to value teaching

quality extends to the ways faculty themselves are educated. An alien visitor observing graduate programs where future faculty are trained might conclude that teaching was almost irrelevant to faculty work. As one engineering educator who studied the field once commented, "College teaching may be the only skilled vocation that neither requires prior training of its practitioners nor provides it to them on the job."[3]

Student success movements of the past two decades have largely replicated this pattern. According to the Aspen Institute's Josh Wyner, "Our reform conversations center on everything but teaching."[4] Reform efforts such as Completion by Design, Complete College America, Guided Pathways, and ATD have spurred attention to advisement, admissions, and curricular reorganization, but have not prioritized instructional quality and professional learning. "Focusing on teaching and learning is still not central to the field's overall theory of change," Karen Stout has argued. "We still have much more to do to build a deep focus on pedagogy and to support our colleges in building a culture of teaching and learning excellence." Partially as a result, Stout contends, the impact of a decade of higher education reform has not fully met expectations:

> Our collective reform efforts have not yielded the desired results. By almost any measure, as community colleges, we are still not meeting our goals, particularly for low-income students and students of color who now make up most of the students at our nation's community colleges.[5]

With this in mind, Stout suggested, "we are now in the stage of 'reforming our reforms.'" Building on the strides made in advancing cultures of evidence, ATD is now focusing increased attention on strategies that help institutions create cultures

---

2   Baum, S., & McPherson, M. (2019). Improving teaching: Strengthening the college experience. *Daedalus, 148*(4), 5–13.

3   Brent, R., & Felder, R. M. (2003). A model for engineering faculty development. *International Journal of Engineering Education, 19*(2), 234–240.

4   Wyner, J. (2014). *What excellent community colleges do: Preparing all students for success.* Cambridge, MA: Harvard Education Press.

5   Stout, K. A. (2018). *The urgent case: Focusing the next generation of community college redesign on teaching and learning.* Dallas Herring Lecture, Belk Center for Community College Leadership and Research, North Carolina State University.
    https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning

of excellence in teaching and learning and position faculty as leaders in the work of equity-focused educational change. Initial efforts in this direction include ATD's work with Open Educational Resources and our initiative focused on support for adjunct faculty. We have also expanded on our ICAT and now offer colleges a diagnostic tool to help them better understand the landscape of teaching and learning on their campus. Our Holistic Student Support work addresses the role of faculty in supporting student learning and development outside the classroom as well as inside. This *Toolkit* aims to advance campus-based efforts to support all educators in using evidence-based practices, to build campus cultures of teaching and learning excellence, and to help the entire ATD network strengthen our work around this key issue.

Teaching and Learning in a Time of Upheaval

As this *Toolkit* was being prepared, the world changed. First, the COVID-19 pandemic swept the country, disrupting higher education along with the rest of our national life. We are painfully aware of the challenges that this situation has created for students, educators, and entire institutions.

Then, in late May, the brutal murder of George Floyd, coming on the heels of centuries of racial injustice, sparked a passionate national self-examination and debate. As we write, the movement around police violence, justice, and inequality in American society continues to evolve and raise powerful questions for all.

In response to these developments, we have created an Appendix that spotlights the implications of these developments for teaching and learning and suggests possible strategies for campus teams. This Appendix cannot be comprehensive—that will take many new books and unfolding conversations—but we could not ignore these developments as the *Toolkit* went to press.

While we cannot predict the future with any clarity at the time of this writing, we remain firmly convinced that the challenges we face will underscore rather than diminish the importance of quality teaching and learning. We must advance teaching and learning for the sake of our students—and our institutions. The Appendix represents an initial attempt to consider the implications of this new situation for those seeking to advance equity-focused teaching and learning on their campuses.

Evidence-Based Change

Chapter 1 of this *Toolkit* summarizes the growing body of research that demonstrates the value of evidence-based teaching practices and their impact on student learning. It highlights key active learning and culturally inclusive pedagogies that have been shown to advance equity while building student engagement, retention, and achievement. When done well, accelerated remediation and High-Impact Practices (HIPs) such as First-Year Experience, Undergraduate Research, and ePortfolios have demonstrated similar impact. "Study after study," writes USC educational researcher Adrianna Kezar, "demonstrates that students' experiences in the classroom and with faculty are one of the most important factors in student outcomes ranging from persistence, graduation, sense of belonging, and academic self-efficacy to other important psychosocial outcomes associated with learning and graduation."[6]

Changing pedagogy at scale requires broad effort. Faculty must be engaged to adapt, test, and refine new approaches to fit campus contexts. Faculty work must be understood as part of the larger educational ecosystem. We must go deeper to spur systemic change, creating the conditions needed for individual and collective transformation of practice.

As a field, how can we do more to support these proven approaches to learning and teaching quality? Our effort cannot focus on hectoring faculty or offering cookie cutter prescriptions. Changing pedagogy and practice at scale requires broad, sustained, and thoughtful effort. Faculty must be engaged to consider, adapt, test, and refine new approaches to fit campus contexts. Faculty work must be understood as part of the larger educational ecosystem. We must go deeper to spur systemic change, generating the conditions and support needed for individual and collective transformation of practice.

---

6   Kezar, A. (2017). Foreword. In C. Haras, S. C. Taylor, M. D. Sorcinelli, & L. von Hoene (Eds.), *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development* (pp. vii–viii). Washington, DC: American Council on Education. https://www.acenet.edu/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf

Building on Kezar's work, the Community College Research Center (CCRC) argues that systemic change involves organizational development on three broad fronts. **Structural change** occurs when policies, structures, and procedures create a framework for new behaviors that improve the student learning experience throughout the institution. **Process change** alters how people do their jobs and is transformative when enough individuals change their practices to ensure that large numbers of students encounter innovative forms of learning and teaching. **Attitudinal change** occurs when individuals understand their work in new ways and they together create a new culture that encourages a keen and productive focus on teaching and learning.[7]

In this *Toolkit*, ATD argues for the systemic changes needed to create a culture of excellence in teaching and learning. In Chapter 2, we discuss the importance of connecting faculty with Student Affairs professionals and understanding their shared responsibility for student learning and success. In

Just as quality teaching matters to student learning, so quality professional development matters in supporting pedagogical change.

Chapter 3, we spotlight the particular importance of professional development, which has the potential to engage educators across difference, support the adoption of evidence-based practices, and link structural, process, and attitudinal change. Chapter 4 discusses the institutional commitment necessary to support sophisticated, accessible, and effective professional development programs.

---

7   Kezar, A. (2013). *How colleges change: Understanding, leading, and enacting change.* New York: Routledge.

Karp, M. M., & Fletcher, J. (2014). *Adopting new technologies for student success: A readiness framework.*
https://ccrc.tc.columbia.edu/publications/adopting-new-technologies-for-student-success.html

Why do we focus such considerable attention on professional development (or as it is increasingly termed, professional learning)? As discussed in Chapters 3 and 4, research shows that educators who engage in well-designed professional learning processes are more likely to effectively implement new strategies and improve student outcomes. For example, in their acclaimed study, *Faculty Development and Student Learning: Assessing the Connections*, Condon and colleagues asked and answered key questions related to professional development.[8] They start with the fundamentals:

Research provides new insights into the characteristics of effective professional learning programs—the qualities of professional development 'done well'.

▸ When faculty take part in sustained professional development, do they learn the intended new skills and approaches?

The answer to this question, based on surveys and focus groups, was a clear "Yes."

The researchers then asked more challenging questions and examined an array of evidence from syllabi and activity plans, student work and student achievement. In each case, the answer was significant and positive:

▸ Do faculty who take part in sustained professional development then make the desired changes in their teaching practice? *Yes.*

▸ Is this improved teaching associated with improved student learning? *Yes.*

Chapter 3 will examine the Condon study at greater length. It will discuss other examples of research on the impact of professional learning. Together, Chapters 3 and 4 spotlight the implications of this research for designing effective professional learning strategies on ATD campuses.

Given the vital importance of professional learning to building a culture of teaching excellence and our equity-focused efforts, it is encouraging that professional development programs and

Centers for Teaching and Learning (CTLs) are increasingly common in higher education. More than half of college faculty report having taken part in professional learning activities.[9] In Chapter 5, we suggest ways that campuses can build upon this foundation to launch new Centers and strengthen those that already exist.

As we do this work, we must recognize that not all professional development processes are created equal. A one-hour workshop in which faculty sit and listen to a lecture is not the same as a thoughtful process that engages faculty in sustained collaborative inquiry into their practice. Just as quality teaching matters to student learning, so quality professional development matters in supporting pedagogical change. Fortunately, research not only demonstrates that professional learning makes a difference. It also provides new insights into the characteristics of effective professional learning programs—the qualities of professional development "done well."

These characteristics are summarized in a new research-based resource, the *New Learning Compact: A Framework for Professional Learning and Educational Change*.[10] Created by a team of nationally known professional development experts, including ATD staff, the *NLC Framework* identifies key evidence-based strategies for supporting all educators in effective professional learning activities. It also provides guidelines for the institutional strategies and commitment required to sustain an effective professional development program. The *Framework* includes inquiry tools for self-assessment and planning related to professional learning and educational development. Using these tools, campuses can more strategically deploy best practice in professional learning, engaging educators as respected partners in the effort to advance student success and equity-focused change. With permission from the authors, we have adapted resources from the *NLC Framework* and incorporated them into Chapters 3 and 4 of this *Toolkit* in order to help teams consider evidence-based design principles as they build professional learning on their campuses.

8   Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., & Willett, G. (2016). *Faculty development and student learning: Assessing the connections.* Bloomington, IN: Indiana University Press.

    Wright, M., Horii, C. V., Felten, P., Sorcinelli, M. D., & Kaplan, M. (2018, January). Faculty development improves teaching and learning. *POD Speaks.* https://podnetwork.org/content/uploads/POD-Speaks-Issue-2_Jan2018-1.pdf

9   Haras, C., Taylor, S. C., Sorcinelli, M. D., & von Hoene, L. (Eds.). (2017). *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development.* Washington, DC: American Council on Education. https://www.acenet.edu/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf

10 Bass, R., Eynon, B., & Gambino, L. M. (2019). *The new learning compact: A framework for professional learning and educational change.* Every Learner Everywhere. https://www.everylearnersolve.com/asset/YAhR8dclZb0mzn4v2zXh

Building a Culture of Excellence in Teaching and Learning: ATD's Four Cornerstones

What would a culture of teaching and learning excellence look like? How would we recognize it? What are its signature features or characteristics?

To support the work of cross-functional teams and campus stakeholders, ATD has identified four Cornerstones of Excellence that would shape a campus with a culture of learning and teaching excellence. Building on evidence-based research and the best new thinking in the field, these Cornerstones of Excellence together outline a forward-looking vision that campuses can use to inform their work.

1. **Full-time and adjunct faculty use evidence-based instructional practices to foster student learning.** Research into learning and teaching highlights an array of pedagogically rich strategies that, when done well, enhance learning and success, particularly for students who are first generation, low-income, and/or students of color. To close the equity gap, faculty leaders must adapt these strategies to local contexts and guide implementation at scale by both full- and part-time faculty.

2. **Collaborative partnerships link faculty and Student Affairs professionals in shared efforts to cultivate learning and support student success.** Student success initiatives have done powerful work, spurring structural reform and strengthening holistic student supports that benefit students—and strengthen faculty pedagogical innovation as well. To advance this work, and support the students who need it the most, educators from both Academic and Student Affairs must be engaged as valued partners in campus-wide student success efforts such as Guided Pathways.

3. **Educators join students as active learners in an accessible, empowering, personalized, and supportive academic community.** Building a culture of teaching and learning excellence asks faculty and staff to examine their practice, test new evidence-based approaches, and see themselves as learner/teachers. Inquiry and reflective practice are crucial to ongoing professional learning processes. Engaging students as partners in this effort ensures broader, more meaningful, and more equitable change.

4. **The institution embraces professional learning for continuous improvement, realigning related expectations in hiring, evaluation, promotion.** Institutions must support faculty and staff engagement in professional learning with policies, practices, and resources. This is vital to improving outcomes and closing the equity gap. Strategic support for professional learning is essential to meaningful and enduring institutional improvement.

1 Full-time and adjunct faculty use evidence-based instructional practices to foster student learning.

2 Collaborative partnerships link faculty and Student Affairs professionals in shared efforts to cultivate learning and support student success.

4 The institution embraces professional learning for continuous improvement, realigning related expectations in hiring, evaluation, promotion.

3 Educators join students as active learners in an accessible, empowering, personalized, and supportive academic community.

These Cornerstones of Excellence fit together to outline the parameters of a culture of teaching and learning excellence. They offer campuses a vision to strive for, a pathway to greater equity and student success. Their broad nature suggests that realizing this vision will involve changes in structure, behavior, and attitudes. The *Toolkit* is designed to help teams plan and work toward such change.

How to Use this *Toolkit*

Our four Cornerstones of Excellence serve as the basic architecture for this *Toolkit*. Each of the next four chapters explores one specific Cornerstone and helps cross-functional campus teams develop action plans for addressing it. Across Cornerstones, we encourage teams to consider the issues their campus confronts, what evidence-based practices might work best for them, what processes will support change, and who needs to be engaged to advance and support teaching and learning excellence.

Each chapter combines three linked elements:

▶ **Narrative:** The narrative in each chapter explains the rationale and the research behind a specific Cornerstone of Excellence. While this *Toolkit* is not a scholarly treatise,

The NLC Framework identifies key evidence-based strategies for supporting all educators in effective professional learning activities.

carefully exploring every nuance in the literature, we do base recommendations on evidence-rich research. We are confident that awareness of the research will help teams develop informed strategies and make an effective case to campus leaders and other stakeholders.

▶ **Sidebars:** Where available, we have added sidebars, including resource lists and small case studies of campus work. We look forward to adding additional case studies in future iterations of the *Toolkit*.

▶ **Worksheets:** Each chapter includes downloadable worksheets, designed to help teams process the information shared in that chapter and translate it into effective campus strategy. Many worksheets involve a combination of campus self-assessment and action planning, inviting teams to collectively adapt nationally recognized best practices to local conditions and needs.

The worksheets offer you and your team an opportunity to transform the way you engage the entire *Toolkit*. Using the worksheets, you can explore the narrative and sidebars as resources in a structured and purposeful group inquiry process. Taking this active learning approach can not only help your team get more out of the *Toolkit*. It also models precisely the kinds of pedagogical and professional learning dynamics that we recommend you advance on your campus.

The worksheets build cumulatively from chapter to chapter. The worksheets for this Introduction, for example, focus on: A) assembling a team to do this work; B) launching a process of campus self-assessment; and C) brainstorming a preliminary list of goals. These are important first tasks, and the worksheets offer a way to think about them.

The **Chapter 1** worksheets are designed to help your team identify key campus needs related to student learning and consider promising evidence-based instructional strategies you might use to build equity and broad student success. **Chapter 2** worksheets address similar questions related to holistic student supports, focusing particularly on possible collaborations between faculty and Student Affairs educators.

14

Chapter 3 examines ways to use high-impact professional learning to implement the evidence-based practices your team identified in Chapters 1 and 2. The worksheets help teams assess current campus professional learning practice, identify strategies for strengthening it, and plan ways to leverage professional learning to address the campus challenges identified in earlier chapters.

Chapter 4 highlights the institutional and systemic support needed for high-impact professional learning. The worksheets are designed to help teams identify strategies for mobilizing that support.
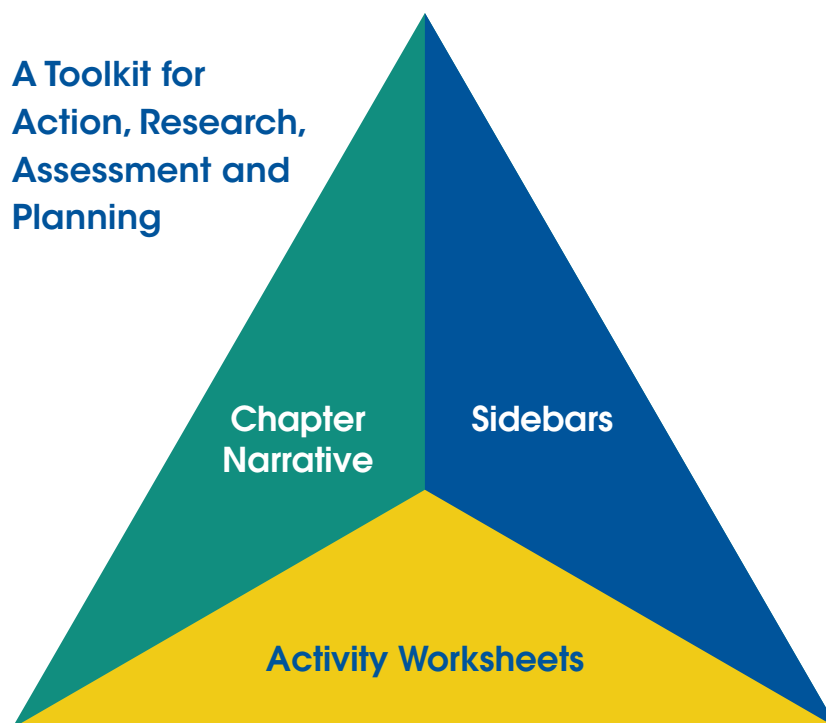
Chapter 5 focuses on the role of CTLs. CTLs and other Professional Learning Hubs (PLHs) can be a vital resource for supporting effective professional learning and advancing evidence-based instruction. The worksheets in this chapter help teams plan a strategy for launching a new PLH or strengthening an existing one.

A Toolkit for Action, Research, Assessment and Planning

Chapter Narrative

Sidebars

Activity Worksheets

The Worksheets can help your team engage the Chapter narratives and Sidebars as inquiry resources for a dynamic, active learning process.

As you can see, the worksheets are sequential and cumulative in design. In Chapter 5, we invite teams to go back and review worksheets from earlier chapters. **With this in mind, we encourage teams to retain their worksheets and other discussion records.** Our goal is to support a cohesive process, enabling teams to develop a comprehensive approach to building an institutional culture of teaching and learning excellence that benefits students, faculty, staff, and the institution as a whole.

Each worksheet includes brief directions about ways to consider using it. Teams may want to adapt the worksheets or create their own processes.[11] However your team proceeds, we encourage you to engage the team with active learning processes, modeling the kinds of productive learning and engagement that we value in our classrooms.

As mentioned above, we have added a special Appendix to this *Toolkit*, addressing the implications of powerful developments taking place in Spring 2020. As we prepared this *Toolkit*, the COVID-19 pandemic and a resurgent national debate over racial justice transformed the landscape of higher education. Without pretending to be comprehensive, our Appendix considers the

implications of these developments for efforts to build a culture of teaching and learning excellence. It argues that support for improved teaching and learning will be critical to higher education's effort to respond effectively to these challenges. Educators need support to integrate inclusive pedagogy and develop active learning strategies for the pandemic era. The Appendix builds on the strategies explored throughout the book to spotlight four key steps campuses can take to address this unprecedented situation.

We see all aspects of this *Toolkit* as a work in progress. We look forward to getting your feedback on it. We will be interested to hear the ways it helped you and your campus and the ways that it could be strengthened. We have created a feedback survey, available at https://achievingthedream.qualtrics.com/jfe/form/SV_efXnrXLUG0Pi2wd, and look forward to focus groups and other conversations. We invite you to complete our feedback survey and to share stories of the work your college is doing to build its capacity in teaching and learning.[12] Our hope is to refine the *Toolkit* in 2021, based on feedback from the field. We look forward to working with you on this effort to build quality learning and teaching for our students.

---

11 Worksheets can be downloaded at https://www.achievingthedream.org/teaching_and_learning_toolkit

12 Toolkit feedback survey: https://achievingthedream.qualtrics.com/jfe/form/SV_efXnrXLUG0Pi2wd

Building Your Team

A key early step is to carefully assemble a team to work on this initiative, thinking through the different people who could be helpful, depending on this project's objective. Worksheet Intro.1 provides a space for thinking about the ideal composition of your team and a broader group of stakeholders you may need to engage as the process unfolds.

Worksheets Intro.2A and Intro.2B offer alternative ways for your team to begin assessing the climate related to learning and teaching on your campus, using tools developed by ATD. This can lay groundwork for discussion as you move through the *Toolkit*.

Worksheet Intro.3 focuses on your team's goals. It can serve as the spur and notes for a brainstorming conversation. Alternatively, if your initiative has an institutionally defined charge or mission, you may want to prepare a preliminary draft to be discussed by the team as it assembles.

We will suggest that you revisit notes from Worksheets Intro.2 and Intro.3 once the team completes its work with the *Teaching and Learning Toolkit*. Please save notes from these conversations for that purpose.

Our team's primary objective: *(Examples)*

This team will work with full-time and adjunct faculty teaching English, psychology, and chemistry to implement collaborative learning strategies across all sections of key gateway courses.

This team will examine our college's policies and practices around faculty hiring, professional learning, and evaluation and create a plan to bring these into greater alignment.

This team will design and launch our college's new Center for Teaching & Learning.

Who will serve on this team? *(Add rows as needed)*		
Institutional role	**Name**	**Key skills/perspective this person brings to the team**
Aside from members of the working team, please identify other key stakeholders you should engage in this work.		
Institutional role	**Name**	**Key skills/perspective this person brings to the team**

16

Reviewing Campus Self-Assessments

Directions: If your institution has recently completed one of ATD's diagnostic self-assessments (e.g., the ICAT or the Teaching and Learning diagnostic), we suggest you obtain copies of the results and share them with your team for individual review and collective conversation.

We suggest each team member individually review the results and make notes, considering the reflective questions. As a group, use the results, your expertise, and the discussion questions to share thoughts and consider a plan of action.

If your team has **not** recently completed one of ATD's diagnostic self-assessments, we recommend that you move on to Worksheet Intro.2B.

Reflective Questions: As an individual, review the results of your college's ATD diagnostic, and take some time to think about these questions before you begin discussion with your group.

A. What did the results of this diagnostic suggest to you about the culture of excellence in teaching and learning at your college?

B. What strengths does your college have in this regard? What areas of need did you identify?

C. What surprised you? Why? What would you want to learn more about?

Discussion Questions: When you gather as a group, consider these suggestions and questions as possible prompts for group conversation and planning activity:

A. What do these results suggest about college strengths? What areas of need emerged? Are there ways to use your campus strengths to address the areas of need?

B. How does your team view these results? Do they seem accurate? What questions do they raise?

C. As a group try to agree on a list of at least three to five priority areas for action aimed at deepening quality in learning and teaching. Please agree on a list of at least two areas of strength that could help the college move forward in this effort. (Please save these notes for later review and consideration.)

Self-Assessment Tool:
Culture of Excellence in Teaching & Learning

Directions: If your institution has **not** recently done one of ATD's diagnostic self-assessments (e.g., the ICAT or the Teaching and Learning diagnostic), your team can do a short assessment activity using this worksheet.

We suggest that each member of your group individually complete this worksheet and the reflective questions. As a group, compile the results, and use your expertise and the discussion questions to consider a plan of action.

These items are intended to help you assess your college's relative strengths and areas for growth in relation to each of ATD's Cornerstones for Building a Culture of Excellence in Teaching & Learning.

1 = completely false   2 = mostly false   3 = somewhat true/false   4 = mostly true   5 = completely true

		1	2	3	4	5
1.	Most faculty in most departments and programs are learning about and implementing evidence-based instructional practices. [Excellence Cornerstone #1]	1	2	3	4	5
2.	Most faculty in most departments use student learning data to inform their process of reflecting on and improving their classroom practices. [Excellence Cornerstone #1]	1	2	3	4	5
3.	Faculty have frequent opportunities to learn about supports and resources available to their students and are equipped to connect their students with these resources. [Excellence Cornerstone #2]	1	2	3	4	5
4.	Faculty regularly collaborate with their colleagues in academic affairs and student affairs (e.g., on committees and task forces; in joint professional development activities). [Excellence Cornerstone #2]	1	2	3	4	5
5.	Students are regularly socialized to be active learners and advocates in their academic experience. [Excellence Cornerstone #3]	1	2	3	4	5
6.	Academic experiences are intentionally structured to ensure equity, accessibility, and relevance to the student population. [Excellence Cornerstone #3]	1	2	3	4	5
7.	My institution prioritizes faculty professional learning for both full-time and adjunct faculty. [Excellence Cornerstones #1, 4]	1	2	3	4	5
8.	Professional development expectations are clearly articulated in position descriptions. [Excellence Cornerstone #4]	1	2	3	4	5
9.	Each year, faculty can reflect on how their participation in professional learning activities is making an impact on their teaching practice. [Excellence Cornerstone #4]	1	2	3	4	5
10.	Hiring, faculty evaluation, and promotion policies and procedures are intentionally and thoroughly aligned with the institution's teaching and learning priorities. [Excellence Cornerstone #4]	1	2	3	4	5

Self-Assessment Tool:
Culture of Excellence in Teaching & Learning

Reflective Questions: As an individual, after you complete the survey, please take some time to think about these questions before you begin discussion with your group.

A. What did the results of this diagnostic suggest to you about the culture of excellence in teaching and learning at your college?

B. What strengths does your college have in this regard? What areas of need did you identify?

C. What question or questions were hard to answer? What would you want to learn more about?

Discussion Questions: When you gather as a group, consider these suggestions possible prompts for group conversation.

You might start by sharing your answers to the survey. Depending on the size of the group, you might want to walk through them together. Alternatively, you could gather the sheets and tally them, coming up with an aggregate rating for each question.

Then, discuss with these questions in mind:

A. What do these results suggest about college strengths? What areas of need emerged? Are there ways to use your campus strengths to address the areas of need?

B. How does your team view these results? Do they seem accurate? What questions do they raise?

C. As a group try to agree on a list of at least three to five priority areas for action aimed at deepening quality in learning and teaching. Please agree on a list of at least two areas of strength that could help the college move forward in this effort. (Please save these notes for later review and consideration.)

Worksheet Intro.3

Planning for Action

As your team prepares to begin using the *Toolkit* to explore strategies for building a culture of teaching and learning excellence, we suggest you work together to identify concrete goals for this work. Based on your discussion of the team's mission and your review of diagnostic data, please develop a preliminary set of goals and some benchmarks. (Please save your notes on this for later review.)

What does the team hope to accomplish in the next three to five years? Articulate your goals in broad terms and then in terms of the changes you hope to see at multiple levels of your institution (e.g., academic division, department, courses, full-time faculty, adjunct faculty, students).
Key milestones along the way

Three months from now	
Six months from now	
One year from now	
Two years from now	
Three years from now	
Five years from now	

20

NOTES

"Our results support calls to replace traditional lecturing with evidence-based active-learning course designs across the STEM disciplines and suggest that innovations in instructional strategies can increase equity in higher education."

— Elli Theobald and colleagues

Evidence-Based Pedagogy & Practice

Excellence Cornerstone I: Full-time and adjunct faculty use evidence-based instructional practices to foster student learning

To improve student learning and success, higher education must value and support quality teaching. Research has confirmed this common sense yet often overlooked idea. Study after study shows that what faculty do in the classroom makes a difference to shaping the student learning experience, building achievement and increased persistence to graduation. "Instructional quality," found one major review of the research literature, "is positively correlated with student learning and motivation, retention, course pass rates, and subsequent interest in a subject, all of which have the potential to decrease course retake and time to the degree."[1] As Lorelle Espinosa wrote after studying the success of women of color in STEM fields at 135 colleges, "Simply stated, pedagogy matters."[2]

This chapter discusses the best new research, which helps us understand what kinds of pedagogies and practices make a difference. When "done well," active learning pedagogies such as inquiry and collaborative learning build student achievement and help to close equity gaps, as do High-Impact Practices such as First-Year Seminars and learning communities. Inclusive pedagogy and active learning strategies for using digital tools such as Electronic Student Portfolios (ePortfolios) and Open Educational Resources also help build student learning and success.

None of these pedagogies and practices work without skilled and insightful faculty. To achieve success with evidence-based strategies, ATD believes that colleges must support full- and part-time faculty—and engage them as respected partners in learning about these approaches, adapting them to specific contexts, and effectively putting them into use at scale. This chapter seeks to help teams prepare for that process, highlighting salient evidence-based practices that faculty and institutions should consider as they work to advance a culture of teaching and learning excellence.

Research, Pedagogy, and Practice

In recent years, research on learning and teaching has exploded. Cognitive researchers have deepened our understanding of how the brain functions and the science of learning. Building on the magisterial 2000 synthesis *How People Learn: Brain, Mind, Experience and School*,[3] thousands of new studies have examined

---

1   Brown, J., & Kurzweil, M. (2018). *Instructional quality, student outcomes, and institutional finances.* Washington, DC: American Council on Education. https://www.acenet.edu/Documents/Instructional-Quality-Student-Outcomes-and-Institutional-Finances.pdf

2   Espinosa, L. (2011). Pipelines and pathways: Women of color in undergraduate STEM majors and the college experiences that contribute to persistence. *Harvard Educational Review, 81*(2), 209–241. https://doi.org/10.17763/haer.81.2.92315ww157656k3u

3   Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.

the impact of specific approaches to classroom instruction, seeking to determine what practices build student learning and success. Synthesizing this research and translating it into practical tools for faculty, scholars have published dozens of helpful guides from *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* to *How Learning Works: Seven Research-Based Principles for Smart Teaching; Course-Based Undergraduate Research: Educational Equity and High-Impact Practice; Culturally Responsive Teaching and the Brain* and *Facilitating the Integration of Learning: Five Research-Based Practices to Help College Students Connect Learning Across Disciplines and Lived Experience.*[4]

Across this vast and varied body of research there runs a common thread: pedagogies that focus on active learning build student learning and success. To learn deeply, students must be actively engaged in grappling with authentic questions and constructing new knowledge. There are many specific methodological variants on this basic active learning precept:

inquiry learning, collaborative learning, problem-based learning, writing to learn, experiential learning, and so on. Faculty using active learning strategies design experiences that prompt students to consider and actively build connections between new information and prior knowledge—what is often called integrative learning—experiences that ask students to synthesize and apply their learning in new contexts. Common across variants is an emphasis on engaging students in exploring authentic questions, structured group work, and higher-order thinking. "Learning results from what the student does and thinks, and only what the student does and thinks," explained cognitive scientist and Nobel Laureate Herbert Simon. "The teacher can advance learning only by influencing what the student does to learn."[5]

One example of new research on active learning in STEM fields is suggestive of the broader pattern noted by Espinosa and others. Led by Elli Theobald, a team of University of Washington researchers conducted a meta-analysis, looking for patterns

---

4   Kuh, G. (2008). *High-Impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

    Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching.* San Francisco: Jossey-Bass.

    Hensel, N. H. (Ed.). (2018). *Course-based undergraduate research: Educational equity and high-impact practice.* Sterling, VA: Stylus.

    Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Thousand Oaks, CA: Corwin.

    Barber, J. P. (2020). *Facilitating the integration of learning: Five research-based practices to help college students connect learning across disciplines and lived experience.* Sterling, VA: Stylus.

5   Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching.* San Francisco: Jossey-Bass.

across multiple studies of active learning in STEM courses. In 2020, Theobald and her partners published their findings in the prestigious *Proceedings of the National Science Academy*. They discussed the lecture approach common in STEM courses and contrasted it with inquiry and collaborative approaches they defined as active learning. "Passive and active approaches to learning reflect contrasting theories of how people learn," they wrote.

> Although styles of lecturing vary, all are instructor-focused and grounded in a theory of learning that posits direct transmission of information from an expert to a novice. Active learning, in contrast, is grounded in constructivist theory, which holds that humans learn by actively using new information and experiences to modify their existing models of how the world works.[6]

Reviewing an array of studies, the authors compared the examination scores and course pass rates in courses using active learning with courses that did not. They found that students in the active learning courses were much more likely to demonstrate high levels of learning and achievement. They went further, disaggregating the data for what they called "minoritized" groups (low-income, African American, Native American, and Latinx students) and compared them with the rates for "dominant" groups (the white and Asian students who make up the majority in STEM fields). They found that while all students (both "minoritized" and "dominant" groups) did better in STEM courses that used active learning, students from minoritized groups benefited the most, reducing differences in achievement and closing the equity gap. Sophisticated statistical analyses showed that "on average, active learning reduced achievement gaps in examination scores by 33% and narrowed gaps in passing rates by 45%." Active learning pedagogies, in other words, benefited all students but were particularly beneficial for the most vulnerable students.

Significantly, researchers found that minoritized students' gains were most substantial in classes taught by the faculty who used active learning most intensively and incorporated inclusive strategies designed to build a sense that all students could succeed. "Our results support calls to replace traditional lecturing with evidence-based active-learning course designs across the STEM disciplines and suggest that innovations in instructional strategies can increase equity in higher education."

Across this vast and varied body of research there runs a common thread: pedagogies that focus on active learning build student learning and success.

Active learning is closely related to holistic learning approaches that speak to educating the whole student. In recent decades, research and learning theory as synthesized by diverse scholars—from Laura Rendón to Richard Keeling, Shaun Harper, Luke Wood, George Kuh, Linda Darling-Hammond, Lorelle Espinosa, Marcia Baxter-Magolda, Randy Bass, Ernest Pascarella, Carol Dweck, and others—has established a holistic view of student learning and success.[7] These scholars have persuasively argued that learning involves not only information acquisition

---

6   Theobald, E. J., Hill, M. J., Tran, E., Agrawal, S., Arroyo, E. N., Behling, S., Chambwe, N., Cintrón, D. L., Cooper, J. D., Dunster, G., Grummer, J. A., Hennessey, K., Hsiao, J., Iranon, N., Jones II, L., Jordt, H., Keller, M., Lacey, M. E., Littlefield, C. E., Lowe, A., Newman, S., Okolo, V., Olroyd, S., Peecook, B. R., Pickett, S. B., Slager, D. L., Caviedes-Solis, I. W., Stanchak, K. E., Sundaravardan, V., Valdebenito, C., Williams, C. R., Zinsli, K., & Freeman, S. (2020). Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math. *Proceedings of the National Academy of Sciences, 117,* 6476–6483. https://www.pnas.org/content/117/12/6476

7   Rendón, L. I. (2009). *Sentipensante (sensing/thinking) pedagogy: Educating for wholeness, social justice and liberation.* Sterling, VA: Stylus.

   Keeling, R. P. (2004). *Learning reconsidered: A campus-wide focus on the student experience.* Washington, DC: NASPA, ACPA.

   Harper, S. R. & Wood, J. L. (Eds.). (2016). *Advancing Black male student success from preschool through Ph.D.* Sterling, VA: Stylus.

   Kuh, G. (2008). *High-Impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

   Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development.* Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/product/teacher-prof-dev

   Espinosa, L. (2011). Pipelines and pathways: Women of color in undergraduate STEM majors and the college experiences that contribute to persistence. *Harvard Educational Review, 81*(2), 209–241. https://doi.org/10.17763/haer.81.2.92315ww157656k3u

   Baxter-Magolda, M. B. (2004). *Making their own way: Narratives for transforming higher education to promote self-development.* Sterling, VA: Stylus.

   Bass, R. (2012, March/April). Disrupting ourselves: The problem of learning in higher education. *EDUCAUSE Review, 47(2),* 22-33. https://er.educause.edu/articles/2012/3/disrupting-ourselves-the-problem-of-learning-in-higher-education

   Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., Wolniak, G. C., Pascarella, E. T., & Terenzini, P. T. (2016). *How college affects students (Vol. 3): 21st century evidence that higher education works.* San Francisco: Jossey-Bass.

   Dweck, C. S. (2016). *Mindset: The new psychology of success.* New York: Ballantine Books.

Key Evidence-Based Pedagogies

The literature on evidence-based pedagogy is vast, making any summary list inevitably flawed. Moreover, many pedagogies are interrelated and intersect with High-Impact Practices. With those caveats in mind, here is one possible list of major categories of evidence-based pedagogies to consider in developing strategies for advancing student learning and success. For each item listed, we've offered one scholarly source and one more accessible "Getting Started" source (often web based).

Active Learning/Learner Centered Pedagogy: Engaging students in active processes of gathering, considering, applying, and demonstrating knowledge.

- **Getting Started:** *Active Learning.* Resource page created by Cynthia J. Brame, Vanderbilt University Center for Teaching. https://cft.vanderbilt.edu/guides-sub-pages/active-learning

- **Scholarly Source:** *Active Learning: Creating Excitement in the Classroom,* by Charles C. Bonwell & James A. Eison. Published in 1991 by Jossey-Bass.

Holistic Pedagogy: Recognizes the complex interplay between the cognitive and affective dimensions of learning and calls on faculty to address "the whole student."

- **Getting Started:** *Holistic Education: A Comprehensive Guide,* by Becton Loveless. Published in The Education Corner. https://www.educationcorner.com/holistic-education.html

- **Scholarly Source:** Teaching to Promote Holistic Learning and Development. Baxter Magolda, M. B. (2000). *New Directions for Teaching and Learning, 82*, 88-98. https://doi.org/10.1002/tl.8209

Inclusive and Culturally Responsive Pedagogies: Forms of constructivist and active learning that emphasize the social capital and cultural knowledge that diverse students bring to the learning experience and prioritizes the message that everyone can learn and succeed.

- **Getting Started:** *Fostering Inclusion in the Classroom,* by Amy Buddie. https://cetl.kennesaw.edu/fostering-inclusion-classroom

- **Scholarly Source:** *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students,* by Zaretta Hammond. Published in 2015 by Corwin.

Constructivist Pedagogy: Assumes that students bring pre-existing knowledge and attitudes with them. Learning happens as students grapple with new information and experiences, integrating it with prior knowledge in a process that involves taking ownership, interpretation and meaning making.

- **Getting Started:** *Constructivism as a Theory for Teaching and Learning,* by Saul McLeod. Published in 2019 on SimplyPsychology.org. https://www.simplypsychology.org/constructivism.html

- **Scholarly Source:** Evolution of Constructivism. Liu, C. C., & Chen, I. J. (2010). *Contemporary Issues in Education Research, 3* (4), 63-66. https://files.eric.ed.gov/fulltext/EJ1072608.pdf

---

but also association with prior knowledge, reflective meaning making, personal development, and self-understanding. Being a successful student demands the development of academic and cognitive skills but also requires motivation, engagement, goal setting, self-regulation, and resilience.

Often taking place through group interaction—or what Peter Felten and Leo Lambert have called relationship-rich experiences[8]—holistic learning emerges from a complex interplay of social, emotional, cognitive, and developmental dimensions. Powerful learning that engages these dimensions has the potential to trans-

form how students see themselves and their world. In his celebrated 2004 essay, *Learning Reconsidered*, Keeling articulated this holistic view: "Learning as it has historically been understood, is now included in a much larger context that requires consideration of what students know, who they are, what their values and behavior patterns are, and how they see themselves contributing to and participating in the world in which they live."[9]

This holistic view shares much with the increasing interest in culturally responsive teaching. From this perspective, building equity and engaging increasingly diverse student bodies assumes

---

8   Felten, P., & Lambert, L. M. (2020). *Relationship-rich education: How human connections drive success in college.* Baltimore, MD: Johns Hopkins University Press.

9   Keeling, R. P. (2004). *Learning reconsidered: A campus-wide focus on the student experience.* Washington, DC: NASPA, ACPA.

(sidebar continued from previous page)

Inquiry and Problem-Centered Learning: A form of active learning where students engage in structured processes of gathering and analyzing evidence to solve complex, discipline-based and/or "real-life" problems.

- **Getting Started:** *What Is Inquiry Learning? 7 Benefits and Strategies You Need to Know.* https://www.prodigygame.com/blog/inquiry-based-learning-definition-benefits-strategies

- **Scholarly Source:** Science as Subject Matter and as Method, by John Dewey. In R. D. Archambault (Ed.), *John Dewey On Education: Selected Writings* (pp. 182-195). Published in 1964 by University of Chicago Press.

Collaborative Learning: Student active learning processes take place in structured groups with an emphasis on dialogue and carefully constructed shared tasks.

- **Getting Started:** *Collaborative Learning: A Handbook for College Faculty* (2nd ed.), by Elizabeth F. Barkley, Claire Howell Major, & K. Patricia Cross. Published in 2014 by Jossey-Bass.

- **Scholarly Source:** Collaborative Learning: What Is It? Laal, M., & Laal, M. (2012). *Procedia - Social and Behavioral Sciences, 31,* 491-495. https://www.sciencedirect.com/science/article/pii/S1877042811030217

Experiential Learning: A variant of active learning that stresses hands-on experiences, often outside the walls of the classroom. Often used to describe the pedagogy behind service learning, internships, study-abroad, and co-curricular activities.

- **Getting Started:** *Experiential Learning.* Resource page created by University of Texas's Faculty Innovation Center. https://facultyinnovate.utexas.edu/experiential-learning

- **Scholarly Source:** *Experiential Learning: Experience as the Source of Learning and Development* (2nd ed.), by D. A. Kolb. Published in 2014 by Pearson.

Integrative Learning: Seeks to help students make connections across courses and learning experiences, building capacity to transfer and apply learning and developing new identities as students and emerging professionals.

- **Getting Started:** *Integrative Learning,* by Hillary Steiner. https://cetl.kennesaw.edu/integrative-learning

- **Scholarly Source:** *Integrative Learning: Mapping the Terrain,* by Mary Taylor Huber & Pat Hutchings. Published in 2004 by the Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching. http://gallery.carnegiefoundation.org/ilp/uploads/mapping-terrain.pdf

Writing to Learn: A social pedagogy that posits the act of writing as thinking process and emphasizes scaffolded and low-stakes writing processes to help students build cognitive and communication skills.

- **Getting Started:** *What Is Writing to Learn?* WAC Clearinghouse, Colorado State University. https://wac.colostate.edu/resources/wac/intro/wtl

- **Scholarly Source:** Writing as Learning through the Curriculum. Knoblauch, C. H., & Brannon, L. (1983). *College English, 45,* 465-474.

that all students have what it takes to succeed and encourages faculty to pay persistent attention to the experiential tools and cultural capital that diverse students bring to campus. In *Culturally Responsive Teaching and the Brain*, Zaretta Hammond argues that cultural responsiveness is "an educator's ability to recognize students' cultural displays of learning and meaning-making, respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing."[10]

> *Often taking place through group interaction—or what Peter Felten and Leo Lambert have called relationship-rich experiences—holistic learning emerges from a complex interplay of social, emotional, cognitive, and developmental dimensions.*

---

10 Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.* Thousand Oaks, CA: Corwin.

"Cognitive development, perspective-taking, critical thinking skills, academic achievement, and problem-solving skills are among the outcomes that researchers have consistently noted in studies about the effects of inclusive pedagogy and curricula," point out Stephen Quaye and Shaun Harper, in a review of the research literature. "Institutions where faculty consistently neglect the cultural assets that diverse student populations bring to the classroom will continue to come up short and receive 'incomplete' grades concerning educational effectiveness."[11]

The lines between active learning pedagogies, holistic pedagogies, and inclusive pedagogies are highly permeable. As noted above, Theobald and colleagues found that the combination of active learning and culturally responsive or inclusive teaching was particularly effective in building equity. Lorelle Espinosa found that collaborative learning and active engagement in inquiry or research advanced persistence in STEM by helping women of color connect their pre-existing identities (based on their communities of origin) with new, integrated "science identities."[12] The eminent Laura Rendón has argued for *Sentipensante*

High-Impact Practices: Linking Structural & Pedagogical Change

Research has highlighted practices that involve structural as well as pedagogical change. The best known examples of this are the strategies identified as High-Impact Practices (HIPs). First identified as a group by researcher George Kuh and Carol Geary Schneider, then-president of the Association of American Colleges and Universities (AAC&U), this set of strategies ranges from the First-Year Experience to Capstone courses and includes learning communities, service learning, undergraduate research, and reflective student portfolio or ePortfolio practice.[15]

Drawing on a large body of educational research, Kuh highlighted widely tested practices that, when done well, "engage participants at levels that elevate their performance across multiple engagement and desired-outcome measures, such as persistence." Each of these practices has been the subject of multiple studies and has been shown to "have special benefit" on student outcomes such as retention, higher GPA, and graduation

> *"Cognitive development, perspective-taking, critical thinking skills, academic achievement, and problem-solving skills are among the outcomes that researchers have consistently noted in studies about the effects of inclusive pedagogy and curricula."*

Pedagogy,[13] which links attention to whole student learning to the cultural heritage of Latinx students. She points to the need for reflection that helps students think about the deeper meaning of what they are learning, the growth of *personas educadas*, well-rounded individuals who have both knowledge and wisdom. "What I'm offering, I hope, is an expanded view of integrative learning that has some cultural overlays to it, that honors indigenous wisdom and that is also attuned to the notion of social justice."[14]

from college. Moreover, research shows that they are particularly valuable for low-income and first-generation students and/or students of color, helping them even more than they help more traditional students. "While participation in effective educational activities generally benefits all students," Kuh notes, "the salutary effects are even greater for students who begin college at lower achievement levels, as well as students of color, compared to white students."[16]

11 Quaye, S. J., & Harper, S. R. (2007). Faculty accountability for culturally inclusive pedagogy and curricula. *Liberal Education, 93*(3), 32–39.

12 Espinosa, L. (2011). Pipelines and pathways: Women of color in undergraduate STEM majors and the college experiences that contribute to persistence. *Harvard Educational Review, 81*(2), 209–241. https://doi.org/10.17763/haer.81.2.92315ww157656k3u

13 Rendón, L. I. (2009). *Sentipensante (sensing/thinking) pedagogy: Educating for wholeness, social justice and liberation.* Sterling, VA: Stylus.

14 Rhem, J. (2009). Sentipensante pedagogy: An Interview with Laura Rendón. *The National Teaching & Learning Forum, 18*(2).

15 Kuh, G. (2008). *High-Impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

16 Kuh, G. (2008). *High-Impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

Finley, A. & McNair, T. (2013). *Assessing underserved students' engagement in high-impact practices.* Washington, DC: Association of American Colleges and Universities.

SPOTLIGHT • SIDEBAR 1.2

Validated High-Impact Practices

As designated by George Kuh and Association of American Colleges & Universities[17]

First-Year Experience: First-Year Seminar and extended co-curricular programs for new students that engage them in critical inquiry, frequent writing, and collaborative learning, working with faculty and other educators.

Learning Communities: Pairs or clusters of linked courses that encourage integration and engagement with "big questions" across disciplines.

ePortfolios: Deployed with integrative social pedagogy, ePortfolios help students reflect on their learning across courses, building metacognitive skills and supporting processes of identity development or purposeful self-authorship. Also used to support authentic assessment processes.

Writing-Intensive Courses: Courses in multiple disciplines that engage students in recursive, scaffolded writing projects with an emphasis on "writing to learn."

Collaborative Projects: Engaging students in well-structured shared projects that require students to listen to and depend on each other, working together to pool research and multiple perspectives to address substantial issues.

Common Intellectual Experiences: Common readings and other thematic approaches to curricular and co-curricular learning.

Undergraduate Research: Most prominent in STEM and social science courses, undergraduate research engages students in systematic investigation, evaluation of evidence, and disciplinary ways of knowing.

Diversity and Global Learning: Exploring cultures and life experiences different from one's own with an emphasis on "difficult differences" such as racial, ethnic, and gender inequality.

Service Learning, Community-Based Learning and Internships: Structures that engage students in experiential learning beyond the classroom walls, solving problems in "real-life" settings.

Capstone Courses and Projects: Culminating experiences that ask students to apply and integrate what they have learned in their college years and help prepare them for post-graduation challenges and possibilities.

---

17 Adapted from Kuh, G. (2008). *High-Impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

RESOURCE GUIDE • SIDEBAR 1.3

Promising Evidence-Based Practices

In addition to the validated list of 11 High-Impact Practices, other combinations of pedagogical and curricular innovation are showing promise for improving student learning and success. The list of salient promising practices includes:

Accelerated Remediation: Integrating basic skills students and remedial content into credit-bearing courses in English and mathematics has been shown to help students exit remediation, accumulate credit, and pass key gateway courses. Mathematics Pathways are related to accelerated remediation but extend to courses throughout the student's college career; these are "developmental and college-level course sequences that align to a student's academic and career goals. Research demonstrates that these intentionally designed pathways accelerate student completion of a gateway college-level math course."[19]

• **Getting Started:** Accelerated Learning Program Pushes the Envelope. Morris, C. (2015, May 5). *Diverse Issues in Higher Education*. https://diverseeducation.com/article/72451
For resources, tools, and impact reports related to Mathematics Pathways, visit:
- Dana Center Math Pathways:
  https://www.utdanacenter.org/our-work/higher-education/dana-center-mathematics-pathways
- Carnegie Math Pathways: https://carnegiemathpathways.org

• **Scholarly Source:** *New Evidence of Success for Community College Remedial English Students: Tracking the Outcomes of Students in the Accelerated Learning Program (ALP).* Cho, S-W., Kopko, E., Jenkins, D., & Jaggars, S. S. (2012). (CCRC Working Paper No. 53). New York: Teachers College, Community College Research Center.
A Top-Down/Bottom-Up Approach to Statewide Change: Mathematics Pathways to Completion. Bickerstaff, S., & Moussa, A. (2020, February). New York: Teachers College, Community College Research Center.
https://ccrc.tc.columbia.edu/publications/state-wide-change-mathematics-pathways-to-completion.html

Open Educational Resources: Instead of relying on textbooks and publishing companies, faculty are working together to develop and use course materials that are freely available on the web, saving students money and developing more engaging and empowering pedagogy.

• **Getting Started:** Visit https://openstax.org to access a library of high-quality, peer-reviewed openly licensed textbooks covering most college general education subjects, such as economics, physics, sociology, and U.S. history. OpenStax, a nonprofit charitable corporation that is part of Rice University, has a mission to "give every student the tools they need

(sidebar continued on next page)

HIPs link active learning pedagogy with curricular and structural change. Learning communities, for example, may well involve active learning pedagogies such as collaborative learning. They also involve a structural element, the creation of linked courses of different disciplines, where the students travel as a cohort

HIPs link active learning pedagogy with curricular and structural change.

group. Benefits include introduction to contrasting disciplinary perspectives on authentic problems and increased engagement but also increased persistence and credit accumulation as well as accelerated exit from basic skills courses.[18] ePortfolios engage reflection, digital tools, and social pedagogy to help students integrate their learning across courses and semesters; linking academic learning to lived experiences, students develop new identities as successful learners and emerging professionals. A rigorous multi-year study at LaGuardia Community College, involving more than 10,000 students, showed that the classroom use of ePortfolio in a new student seminar was associated

---

18 Bonet, G., & Walters, B. R. (2016). High impact practices: Student engagement and retention. *College Student Journal, 50*(2), 224–235.

Virtue, E. E., Maddox, G., & Pfaff, K. (2019). The lasting effects of learning communities. *Learning Communities Research and Practice, 7*(2), Article 6. https://washingtoncenter.evergreen.edu/lcrpjournal/vol7/iss2/6

Weiss, M. J., Mayer, A., Cullinan, D., Ratledge, A., Sommo, C. & Diamond, J. (2014). *A random assignment evaluation of learning communities at Kingsborough Community College:* Seven years later. New York: MDRC. http://www.mdrc.org/publication/random-assignment-evaluation-learning-communities-kingsborough-community-college

19 Getz, A., & Ortiz, H. (2016). *DCMP call to action.* Austin, TX: The Charles A. Dana Center at the University of Texas at Austin. https://dcmathpathways.org/sites/default/files/resources/2016-11/The%20Case%20for%20Mathematics%20Pathways.pdf

(sidebar continued from previous page)

to be successful in the classroom." The digital versions of these textbooks are available to download for free, or you can order a print version at minimal cost. For an additional fee, OpenStax also offers digital platforms to accompany many of the titles for faculty accustomed to online homework platforms and test banks.

• **Scholarly Source:** The Impact of Open Educational Resources on Various Student Success Metrics. Colvard, N. B., Watson, C. E., & Park, H. (2018). *International Journal of Teaching and Learning in Higher Education, 30*(2), 262-276. http://www.isetl.org/ijtlhe/pdf/IJTLHE3386.pdf

Adaptive Digital Learning Tools: Taking advantage of digital capacities and learning science, adaptive learning tools provide feedback and personalize the pace and content of learning, ensuring that students master crucial content while freeing instructor time for group projects and other active learning processes.

• **Getting Started:** *A Guide for Implementing Adaptive Courseware: From Planning through Scaling.* Vignare, K., Lammers Cole, E., Greenwood, J., Buchan, T., Tesene, M., DeGruyter, J., Carter, D., Luke, R., O'Sullivan, P., Berg, K., Johnson, D., & Kruse, S. (2018). Joint publication of Association of Public and Land-grant Universities and Every Learner Everywhere. https://www.aplu.org/library/a-guide-for-implementing-adaptive-courseware-from-planning-through-scaling/File

• **Scholarly Source:** *Next Generation Courseware Challenge Evaluation: Final Report.* House, A., Means, B., Peters Hinton, V., Boyce, J., Wetzel, T., & Wang, S. (2018, December). Menlo Park, CA: SRI International.

Transparency Framework: Links High-Impact Practices and Problem-Based Learning with a structured approach that helps students understand clearly articulated learning goals and their relationship to lifelong success.

• **Getting Started:** Visit *TILT Higher Ed* at https://tilthighered.com for examples, tools, and resources.

• **Scholarly Source:** A Teaching Intervention that Increases Underserved College Students' Success. Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). *Peer Review, 18* (1/2). https://www.aacu.org/peerreview/2016/winter-spring/Winkelmes

Growth Mindset: Research by Carol Dweck and others shows that small interventions by faculty help students shift to a growth mindset, where struggles are seen as opportunities for learning rather than enduring indictments of potential. Related activities focus on resilience and belongingness, addressing the affective elements of learning and success.

• **Getting Started:** *Mindset: The New Psychology of Success,* by Carol S. Dweck. Published in 2016 by Ballantine Books.

• **Scholarly Source:** Visit *Mindset Scholars Network* at https://mindsetscholarsnetwork.org for a library of research resources.

---

with increased engagement in higher-order thinking and significant improvement in student outcomes. Next semester persistence was increased by 15 percentage points and one-year retention by 12 percentage points. Gains in GPA and credit accumulation were similarly dramatic.[20]

A valuable feature of the High-Impact Practice movement is its emphasis on implementation quality. As Kuh has written, "to engage students at high levels, these practices *must be done well*" (emphasis in the original). Research has uncovered the key design features that are essential to quality implementation of each HIP. Understood as a "done well" framework for effective deployment, these features can guide educators and institutions seeking to launch or strengthen HIP use on their campus. And the idea of a "done well" framework can also be productively

employed to help faculty ensure quality with other innovations in pedagogy, curriculum, and practice.

In addition to High-Impact Practices, an array of other instructional innovations combine improved pedagogy and structural change to demonstrate benefits for students. Accelerated remediation, Open Educational Resources (OER), adaptive digital learning tools, and growth mindset have all shown substantial promise in supporting improved outcomes for students.

Common to all these innovations is a crucial fact: they are not "plug and play" innovations that can be implemented with the push of a button. To be effective, they must be done well, with attention to quality—perhaps through the use of a "done well" framework. Moreover, these innovations must all be adapted to local contexts. Moving the needle with any of these innovations

---

20 Eynon, B., & Gambino, L. M. (2017). *High-Impact ePortfolio practice: A catalyst for student, faculty, and institutional learning.* Sterling, VA: Stylus.

Bhika, R., Quish, E., & Hofmann, E. (2018). Critical junctures: Professional development in an evolving ePortfolio landscape. In B. Eynon & L. M. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice* (pp. 125–140). Sterling, VA: Stylus.

takes faculty time and recursive effort, a sustained process that includes planning, development, testing, assessment, refinement, and integration at scale.

> All High-Impact Practices have associated "done well" frameworks that help define the practice and outline what it takes to do it with quality. Here is a sample framework, this one for First-Year Seminars.[21]
>
> ▸ Establish seminar goals before designing a program, and choose the seminar format that fits those goals.
>
> ▸ Use instructional teams whenever possible; for example, build a resource team that includes faculty, advisers, librarians, and technology professionals.
>
> ▸ Use engaging pedagogies that are active and collaborative in nature including group work, interactive lectures, experiential learning, and problem-based learning.
>
> ▸ Help students see that the skills they need to succeed in the seminar are skills they will use throughout college and after graduation.

While many of these innovations in pedagogy and practice are complementary, it would be challenging to implement them well all at the same time. Faculty and institutions must carefully choose what innovations to focus on, based on careful examination of the issues facing their students, the potential capacity for change, and the available resources—including human resources. As the pivotal players in any meaningful effort to improve teaching and learning, faculty must play a central role in shaping those decisions and designing the processes of change.

Assessment for Learning

Assessment is a critical element of effective pedagogical innovation. As faculty develop and test new approaches, the question inevitably arises: is this working? Is it improving student learning? How do we know? Meaningful evaluation or assessment informs an ongoing process of adaptation and refinement. When assessment is done well, institutions can develop what Natasha Jankowski calls "learning systems," advancing curricular reform and pedagogical innovation based on meaningful evidence of student learning.[22]

---

21 Brownell, J. E., & Swaner, L. E. (2009). Outcomes of high-impact educational practices: A literature review. *Diversity and Democracy, 12*(2). https://www.aacu.org/publications-research/periodicals/outcomes-high-impact-educational-practices-literature-review

22 Jankowski, N. A., & Marshall, D. W. (2017). *Degrees that matter: Moving higher education to a learning systems paradigm.* Sterling, VA: Stylus.

SPOTLIGHT • SIDEBAR 1.4

Open Educational Resources

Enhancing content engagement and student learning experiences within courses is critical to improving student success. A growing number of faculty nationwide are adopting Open Educational Resources (OER), defined as "digital materials that are free and openly licensed, allowing instructors and students to adapt, use, and share them."[23] OER can be any type of learning content from assessments, articles, lesson plans, videos, textbooks, and images to entire courses; faculty select, combine, and revise high-quality course materials that best support their course objectives and reflect their students' interests. The process of redesigning a course using OER can also introduce valuable instructional design techniques and reflective practices.

From 2016–2019, ATD led the OER Degree Initiative, a project that helped educators at 38 community colleges adapt and use OER materials for courses in high-enrollment degree programs such as criminal justice, business, and social sciences. Nearly 2,000 faculty took part in the initiative, adapting OER materials from the growing catalog of high-quality, openly licensed resources shared on the web.

Over the two and a half years of the project, approximately 160,000 students enrolled in over 600 new OER courses, saving "at least $10.7 million in instructional material costs,"[24] according to a project evaluation. Data showed that many students used the savings to enroll in additional courses, speeding their progress toward graduation. Sixty percent of the students found OER courses to be of comparable or higher quality than their non-OER courses and "appreciated that the materials were closely aligned with what instructors wanted them to learn and were well organized and easy to navigate. Some commented that the course content was more up to date and relevant."[25]

When using openly licensed materials, faculty can create opportunities for students to contribute to course content. Using Open Pedagogy, "instructional practices that are made possible through the use of openly-licensed course materials,"[26] educators can "remix" their courses by having students contribute their own open content such as test bank questions, problem sets, or case studies, resources that can be used by peers in future courses. Open pedagogy positions students as creators of knowledge, as learner/teachers, building motivation and enriching the learning process for all.

"Open Pedagogy invites us to focus on how we can increase access to higher education, and how we can increase access to knowledge, both its reception and its creation,"[27] write Robin DeRosa and Rajiv Jhangiani. From their perspective, the pedagogical aspect of OER is particularly valuable, "as a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons."

In the ATD project a significant majority of faculty reported that students responded well to OER courses, coming to class better prepared and more engaged in course discussions and projects. "Students are more engaged, and with that engagement comes better grades and more completion," reported Mike Reynolds, who taught an OER-based Astronomy Course at the Florida State College at Jacksonville, one of the 38 colleges in ATD's OER Degree Initiative. "These students are non-science major students, and they're coming to Astronomy Club meetings, going out on observations with the Astronomy Club. They're getting engaged beyond the classroom."

While OER projects typically require an up-front institutional investment (to compensate faculty to develop OER course materials and acquire needed technical infrastructure), ATD's evaluation found that campuses recouped this investment after several semesters. The evaluation further demonstrates that strategic OER initiatives can not only reduce costs and increase access but also help faculty invigorate their classroom practice and more deeply engage their students.

Those interested in considering OER can learn more at ATD's website on the OER Degree Initiative.[28]

23 Griffiths, R., Mislevy, J., Wang, S., Ball, A., Shear, L., & Desrochers, D. (2020). *OER at scale: The academic and economic outcomes of Achieving the Dream's OER Degree Initiative*. Menlo Park, CA: SRI International.

24 Ibid.

25 Ibid.

26 Wiley, D. (2017, May 2). *OER-enabled pedagogy: Iterating toward openness*. https://opencontent.org/blog/archives/5009

27 DeRosa, R., & Jhangiani, R. (2017). Open pedagogy. In E. Mays (Ed.), *A guide to making open textbooks with students* (pp. 7–20). Montreal: The Rebus Community for Open Textbook Creation. https://press.rebus.community/makingopentextbookswithstudents

28 *Achieving the Dream, OER Degree Initiative:* https://www.achievingthedream.org/resources/initiatives/open-educational-resources-oer-degree-initiative

Transparency in Learning and Teaching

Are the objectives of your course and your assignments clear? Do students understand them? Do they understand how they'll be graded and how to succeed? Do they see ways that the skills and knowledge they'll develop in your course will help them succeed in education, career and life?

The Transparency Framework created by Mary-Ann Winkelmes helps educators strengthen the way they address these questions. It combines pedagogy with attention to assessment and curriculum alignment, suggesting ways that educators can take the course, program, and institutional learning outcomes usually used for assessment and put them to use in practical ways in classroom practice. And, importantly, the Transparency Framework has been shown to improve key aspects of student learning.[29]

The core of the Transparency strategy is to encourage faculty to pay close attention to the ways their assignments address key learning outcomes. It is not only a question of ensuring that assignments squarely address those outcomes—it is also a matter of how those outcomes are communicated to students. The Framework (which could be applicable to co-curricular experiences as well as the classroom) asks educators to be more clear and explicit with students in three areas of the learning experience:

- Purpose: Set and communicate clear goals around content, skills, and larger competencies to be developed, helping students understand the real-life relevance of the course.

- Task: Help students understand how to do the assignment—what steps to take.

- Criteria: Ensure that students understand how the assignment will be graded and what success will look like.[30]

At some level, this is simply sound basic teaching practice, but it is all too often overlooked. The Wabash National Study examined instructional clarity and organization, and very often,

(sidebar continued on next page)

Faculty at ATD colleges are familiar with the multiple levels of assessment, starting with their own grading processes. Broader student learning outcomes assessment, at either the programmatic or institutional level, is increasingly common. When done poorly, such assessment can seem like busy work undertaken solely for purposes of accountability. When done well, however—when assessment processes are led by faculty and grounded in authentic student work—student learning

There are many approaches to consider when designing the evaluation of pedagogical innovations, and the choice of measures depends in part on the specifics of the innovation and the campus context. Course completion, GPA, retention, and credit accumulation are all common measures for student success initiatives. More challenging but ultimately worthwhile are measures rooted in the specifics of the courses involved, such as examination of student work against rubrics that reflect course, program, and institutional outcomes. Deep learning involves more than simply being able to regurgitate information; it involves understanding, the ability to make

Faculty can use shared learning outcomes to guide the development of more cohesive and intentional curriculum.

outcomes assessment can provide powerful insights into what students are learning across their courses. Faculty can use shared learning outcomes to guide the development of more cohesive and intentional curriculum; and they can "close the loop," using assessment outcomes to strengthen innovations in a continuous improvement process.

connections, to transfer and apply concepts from one context to another. The goal of active learning pedagogies is to help students engage in higher-order thinking, evaluating and synthesizing concepts and information in order to better address complex, unscripted real-world problems. Assessment of such learning is challenging and labor intensive but highly rewarding. We will return to evaluation and assessment in Chapter 5

29 McNair, T. B. (2016). Designing purposeful pathways for student achievement through transparency and problem-centered learning. *Peer Review, 18*(1/2). https://www.aacu.org/peerreview/2016/winter-spring/guesteditor

30 Mulnix, A. B. (2018, November 12). The power of transparency in your teaching. *Faculty Focus*. https://www.facultyfocus.com/articles/course-design-ideas/power-transparency-teaching

34

(sidebar continued from previous page)

students do not understand the goals of their courses and assignments. Nearly half of students surveyed reported that they had difficulty understanding course goals, course content, and assignment instructions.

Faculty from eight campuses, including the Community College of Philadelphia and Queensborough Community College (CUNY), tested the tools created by the Transparency project. The courses were from multiple disciplines—from biology to sociology and first-year writing courses—but all addressed "problem solving" as a key competency. Techniques for greater clarity started with syllabus design and built from there to steps including:

• Clarifying wording of assignments, including goals and instructions

• Scaffolding the assignments

• Engaging students in explicit in-class discussion of assignment goals and expectations, and purpose, in terms of real-life relevance

• Articulating clear guidelines for evaluation[31]

Faculty found the process helpful in focusing their attention on not only thinking about their own intentions but also what students actually understood. And the study found significant student gains in terms of three areas that are important predictors of students' success: academic confidence, a sense of belonging, and mastery of the skills that employers value most when hiring. Significantly, the gains were largest for first-generation students and students from underrepresented communities.[32]

These findings were reinforced by a separate research project conducted by the Wabash National Study. There, improved instructional clarity correlated with higher grades, student satisfaction, and persistence. "Experiencing clear and organized instruction" improved student motivation and "has a positive impact on the extent to which students engage in higher order learning, reflective learning and integrative learning."[33]

For more information, visit the Transparency in Learning and Teaching (TILT) Higher Ed website.[34]

---

in a different context, but it is important to start considering these issues early in the process of developing a pedagogical innovation initiative.

Whatever assessment processes are put in place, the ultimate goal must be to help faculty and college leadership consider ways to strengthen the innovative practice. Assessment from this perspective is not about accountability. It is rather a process of inquiry, a way of seeing the classroom as a site for experimentation and learning—for faculty and the institution as well as for students.

Faculty Leadership, Faculty Learning

Faculty are essential to all these efforts to ensure quality teaching and learning. Whether we're talking about active learning pedagogy, High-Impact Practices, or adaptive learning tools, all

To make these innovations work, key faculty must be involved in selecting them and adapting them to local contexts—designing ways to implement them that take into account specific disciplinary issues and curricular structures and the needs of specific students.

efforts to improve student learning require thoughtful and well-informed faculty effort. To make these innovations work, key faculty must be involved in selecting them and adapting them to local contexts—designing ways to implement them that take

31 Salis, A., Ferrari-Bridges, F., Kaur, S., Stroumbakis, K., Traver, A., & Zhelezcheva, T. (2016). Advancing student success through faculty intentionality in problem-centered learning. *Peer Review, 18*(1/2). https://www.aacu.org/peerreview/2016/winter-spring/Salis

32 Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review, 18*(1/2). https://www.aacu.org/peerreview/2016/winter-spring/Winkelmes

33 Blaich, C., Wise, K., Pascarella, E., & Roksa, J. (2016). Instructional clarity and organization: It's not new or fancy, but it matters. *Change: The Magazine of Higher Learning, 48,* 6–13.

34 *Transparency in Learning and Teaching Framework (TILT Higher Ed):* https://tilthighered.com

into account specific disciplinary issues and curricular structures and the needs of specific students. Faculty must address curricular alignment, connecting changes in one course to their impact on other courses, within and beyond the course of study. Knowing the impact that assessment has on instruction, innovators must also address the ways student learning is assessed at the course, program, and institutional levels—and faculty must have access to assessment results to plan the refinements that improve outcomes. Only faculty can do the important work of connecting assessment to pedagogy and course and program design.

More broadly, to move the needle on student learning, innovations must be brought to scale. Boutique innovations with a small handful of early-adopter faculty can play a helpful role in piloting change. But meaningful impact depends on the engagement of all faculty, both full- and part-time, who teach a particular course or set of courses. Scaling in size without losing quality is vital, which means that all faculty must actually understand an innovation, test it out and reflect on their experience, and master it, making it their own so that they can implement it effectively with their own students.

This aspect of improving teaching and learning is particularly challenging and points to the need for effective support for faculty learning and professional development or professional learning programs. Most faculty, not surprisingly, teach the way they were taught and have relatively little experience with active learning pedagogies. Graduate schools focus on research and rarely provide meaningful training around effective teaching. Campuses must support professional learning processes to engage the skills and expertise of faculty in the effort to improve student learning.

The issues related to professional learning and support will be discussed in depth in Chapters 3 and 4. Before we move to that, however, we need to expand our scope beyond the classroom and consider other campus change initiatives such as advisement redesign or Guided Pathways. These important student success efforts are reshaping campuses, particularly community college campuses. What is the role of academic faculty and staff in these processes? How can faculty engagement strengthen these efforts and further advance student success? This is the focus of the next chapter of this *Toolkit*.

To move the needle on student learning, innovations must be brought to scale.

Note on Worksheets

We encourage you to use the Worksheets for Chapter 1 to help your team identify key campus needs related to student learning and success and to consider promising evidence-based instructional strategies you might use to address those needs.

▶ **Worksheet 1.1** invites your team to review the evidence-based practices discussed in this chapter and identify those that seem particularly promising.

▶ **Worksheet 1.2** focuses on creating a campus-specific inventory of current evidence-based practices and instructors who might serve as assets for your work.

▶ **Worksheet 1.3** invites your team to review student learning and success data from your Institutional Research office as a way of identifying campus areas of need and possible target areas for your work. It then invites you to use that data to consider what evidence-based practices could be particularly helpful in addressing the areas of need you have identified.

▶ **Worksheet 1.4** suggests that you pause and consider the ways you can use the research literature discussed in this chapter to make your case to colleagues you wish to engage as well as campus leaders and other stakeholders you'll need to organize support for this work.

These are just suggestions, of course. If your team already has a clearly defined institutional project or charge, you'll want to modify these Worksheets and this process to fit the focus and status of that work. However you organize your work, we encourage you to keep notes on your discussions to review at later stages in your process. These Worksheets are available on the ATD website for you to download and modify at https://www.achievingthedream.org/teaching_and_learning_toolkit.

Identifying Options:
Surveying a Menu of Evidence-Based Practices

Chapter 1 has summarized the field of evidence-based pedagogies and practices. The list is not complete or comprehensive, but it can serve as a starting point for planning discussions. Based on your reading of the *Toolkit* and your own expertise, which of these practices could hold particular promise for your campus and your students?

To consider your options as a college, we suggest that you work as a team to discuss these questions.

1. Review the lists of evidence-based pedagogies and practices presented in the chapter and summarized in Sidebars 1.1, 1.2, and 1.3. Which of these practices is your team initially most interested in? Why?

2. Which of the evidence-based practices listed in Sidebars 1.1, 1.2, and 1.3 might help faculty address student learning and success challenges on your campus? Are there combinations of more than one practice that you think could be particularly productive?

3. Which of these evidence-based practices in Sidebars 1.1, 1.2, and 1.3 are you most familiar with? Which would you like to know more about? How could you collectively do some research and gather more information?

4. Are there significant evidence-based practices that are overlooked by this chapter? What are they? How are they similar or different from those listed in the chapter?

Summarizing your conversation: Based on your discussion, please use your answers (particularly to Question 2) to create a list of the top two to four evidence-based pedagogies and practices that your team feels could be most valuable on your campus. Your list will be particularly helpful if you note down some of the reasons behind each choice. Please hold onto your notes for future reference and review.

Creating an Inventory of Evidence-Based Instructional Practices at Your College

Some of your faculty colleagues are already using evidence-based instructional practices, and this can be a valuable resource for your project. This Worksheet offers your team a way to identify strengths and gaps in evidence-based instructional practice on your campus.

We suggest you start by reviewing the evidence-based pedagogies and practices identified in Sidebars 1.1, 1.2, and 1.3, as outlined in the prior Worksheet.

As a group, list your most promising pedagogies and practices in the left-hand column of this chart. Then, for each, do your best to answer the questions listed at the top of each of the other columns. (This is an estimate, necessarily imprecise.) When you're done, consider the reflective questions, either as individuals or as a group. To add rows for additional promising evidence-based practices, please use the editable version of this worksheet from the ATD website.

Promising evidence-based practice	Where is this practice common? (If possible, identify course number/name)	What % of full-time faculty and adjunct faculty use this instructional practice? What percent of course sections?	What do we know about how well this practice is being used? Have all faculty utilizing this practice come to agreement on what it means to use it well?
Example: Collaborative learning	*Psychology 101 (Introduction to Psychology)*	*60% of full-time faculty* *15% of adjunct faculty* *35% of course sections*	*Full-time faculty worked together to create a standardized set of collaborative learning experiences for students in Psychology 101; there are eight collaborative in-class activities (one per week in an eight-week term) and two out-of-class collaborative projects.* *Full-time faculty led a professional learning program to support adjunct faculty in the adoption of this set of standardized activities.*

Questions for reflection and discussion:

1. What were some of the reasons behind your list of chosen evidence-based instructional pedagogies and practices? How might they be particularly helpful for your students?

2. When you review this chart, what patterns emerge? What evidence-based instructional pedagogies and practices are widely used on your campus?

3. What do we know about the impact of faculty use of these practices on our students' experience and learning?

4. What gaps do you see? What support do faculty need to expand their use of these practices?

39

Where to Pilot Evidence-Based Instructional Practices?

Adapted from the Digital Promise resource kits created by Every Learner Everywhere

One way to focus your initiative is to identify courses that could particularly benefit from teaching and learning innovation by examining disaggregated course outcome data.

Step 1 of this assessment will help to surface possible target courses with large equity gaps and barriers to student success. This sets the stage for Step 2: considering which evidence-based instructional practice could be helpful for this course.

Step 1: Collect and Analyze Disaggregated Course-Level Data

Work with your Institutional Research office to gather and review data on possible target courses.

A. List courses that are being considered (course name, code, and discipline).

B. With the help of your IR Office, collect course-level data (number of sections, instructors, students enrolled and overall course success and DFW rates).

C. Break down the number of students enrolled and success rates by different student groups (e.g., Pell eligible, African American, Latinx, female, part-time).

D. Calculate differences between the overall course success rate for each subgroup identified.

E. Based on the analysis, identify courses that have large equity gaps.

F. Think about the relationship between this data and the data you reviewed for the Introduction, based on ATD's ICAT. What might the juxtaposition suggest?

Step 2: Identifying Evidence-Based Practices to Address Campus Needs

Review the results of Worksheet 1.2, through which your team considered strengths and gaps in terms of evidence-based instructional practices on your campus. Think about the implications of your findings in terms of possible interventions.

A. Which evidence-based instructional practice(s) could help faculty address the identified equity gaps? Are there combinations of pedagogies and practices that you think could be powerful?

B. What aspect of these practices would make them a good fit for the course(s)? In what ways would the innovation be used? What issue or barrier to student success will it impact? For whom?

C. What kinds of support would full-time and part-time faculty need to implement this practice well, at scale? What might faculty need to learn? What campus resources could help support their learning?

D. What implementation barriers within the team's sphere of control and influence might you encounter when implementing this evidence-based instructional change? How might you address these barriers?
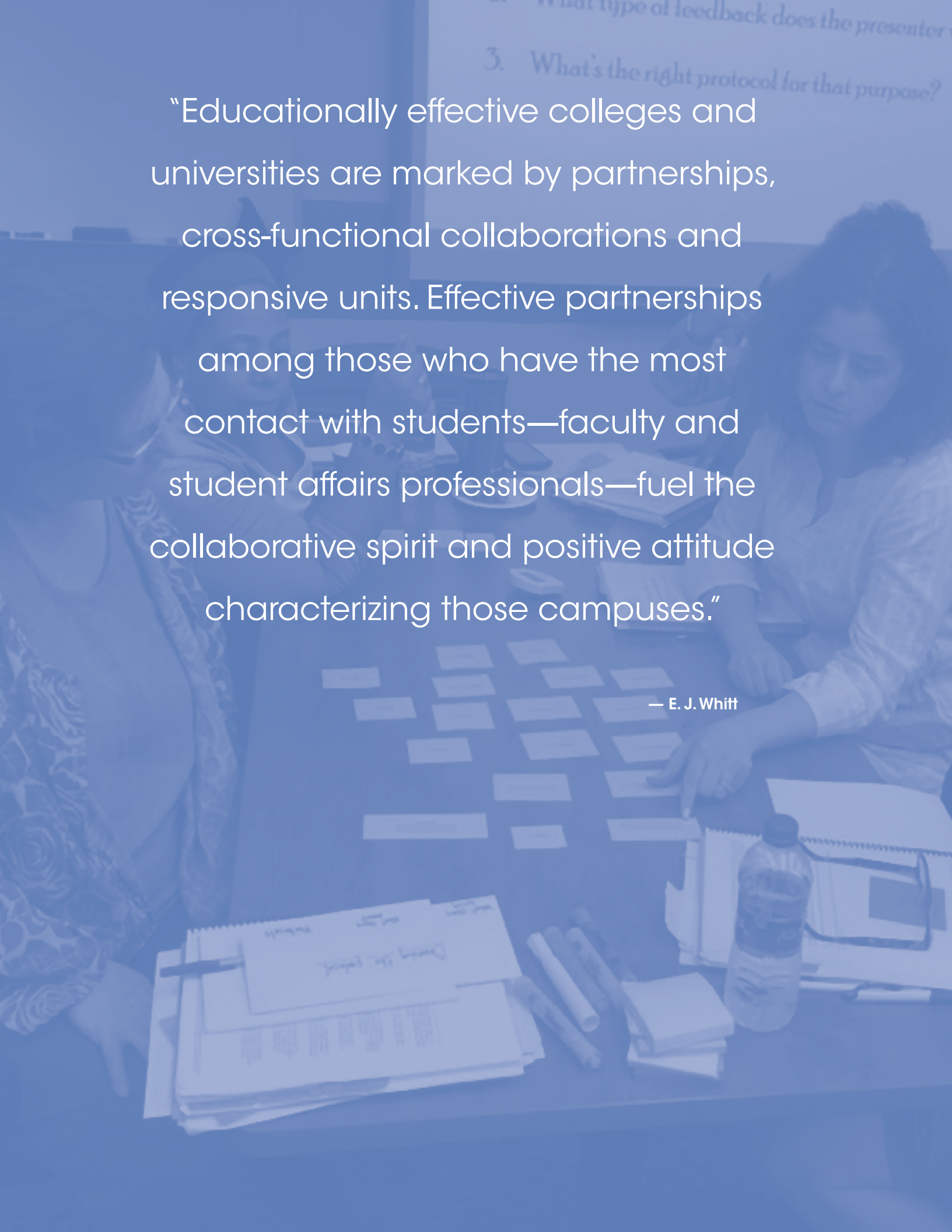
We encourage you to create and save notes summarizing your team's thoughts related to these questions, as they will be useful at later stages of this process.

Making the Case

Imagine you are having a conversation with other leaders at your college who are not part of your working team. You want to make a case for the importance of advancing faculty use of evidence-based teaching and learning practices. Take a minute to think about it and make some notes, using the following reflective prompts as your guide.

1. What evidence or arguments presented in this chapter did you find particularly persuasive? Why? What are the implications of this evidence or argument? What ideas, references, or sources would you want to remember and be able to use in your work?

2. Sketch a two- to three-minute "elevator speech" arguing for the value of a college effort around this issue. What key points would you include?

3. What ideas or issues discussed in this chapter would you want to know more about? Are there references you'd like to explore in greater depth? How else might you deepen your knowledge base on the issue(s) you've identified?

"Educationally effective colleges and universities are marked by partnerships, cross-functional collaborations and responsive units. Effective partnerships among those who have the most contact with students—faculty and student affairs professionals—fuel the collaborative spirit and positive attitude characterizing those campuses."

— E. J. Whitt

Supporting Student Success

Excellence Cornerstone II: Collaborative partnerships link faculty and Student Affairs professionals in shared efforts to cultivate learning and support student success.

The Guided Pathways movement has played a powerful role in reshaping community college education. Emerging from the work of Thomas Bailey and the Community College Research Center (CCRC), Guided Pathways scholarship built from insightful analysis of community college history to a compelling vision for structural reform.[1] In an era that emphasized completion, Bailey argued, community college students needed clearer, simpler curricular choices and stronger, more cohesive academic support. The four pillars of the Guided Pathways vision—Clarify the Paths, Help Students Get on a Path, Help Students Stay on Their Path, and Ensure Students Are Learning—promised a comprehensive student success model. Delivered with clarity and skill, the Guided Pathways vision transformed the conversation around improvement and change on literally hundreds of campuses nationwide.

Growing rapidly, Guided Pathways helped many campuses to strengthen efforts to build student success. It paid particular dividends around the model's first three pillars, spurring redesign of advisement and student supports. However, work around the fourth pillar, "Ensure Students Are Learning," lagged behind. Early Guided Pathways efforts paid comparatively little attention to teaching and learning. Curriculum alignment was highlighted, but issues of pedagogy, assessment, and professional development were often afterthoughts. A 2017 assessment of progress at early adopter colleges provided a detailed review of progress on the first three pillars. The section on Ensuring Learning, however, was brief and focused on curriculum mapping. Regarding pedagogy, the report simply noted, "While there is experimentation and innovation around teaching at all of the colleges, in general these efforts are not yet linked to pathways reforms."[2]

Recognizing (as ATD has) that "in many large-scale reform efforts, what happens inside the classroom has received less attention," CCRC in 2019 launched a blog focused on teaching and learning. It explained:

> Instructional improvement is also a sticky lever for effecting large-scale improvements in student success. Changes to organizational infrastructure and institutional and system-level policies can impact large numbers of students relatively quickly. Improving teaching is slow, labor-intensive work …[3]

---

1   Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success.* Cambridge, MA: Harvard University Press.

2   Jenkins, D., Lahr, H., & Fink, J. (2017). *Early insights from the AACC Pathways colleges.* New York: Teachers College, Community College Research Center.

3   Bickerstaff, S. (2019, June). Studying teaching in community colleges: Creating the conditions where effective instruction can flourish. *CCRC Mixed Methods Blog.* https://ccrc.tc.columbia.edu/easyblog/conditions-effective-instruction-flourish.html

Guided Pathways to Success

In developing the Guided Pathways model, the Community College Research Center (CCRC) argued that community colleges had historically emphasized discrete course-focused offerings. They called this the "cafeteria model" of community college education in which students would take courses to suit their needs with little attention to graduation or programmatic coherence. In contrast, CCRC identified four "pillars" of a new Guided Pathways model, designed to provide more cohesive structures, support students, and build "completion."

Community colleges across the nation adopted the Guided Pathways model and adapted it to suit their needs. Prince George's Community College articulated their approach and success with this model in the recently released *Voices of Pathways* film series.[4] Likewise, Yuba Community College in Arizona described how it interpreted the Guided Pathways model on its website.[5]

Clarify the Paths—*Create clear curricular pathways to employment and further education.* Simplify students' choices with program maps developed by faculty and advisors that show students a clear pathway to completion and employment. Establish transfer pathways through alignment of pathway courses with transfer institutions.

Help Students Get on a Path—*Help students choose and enter their pathway.* Bridge K-12 to higher education by assuring early remediation in high school. Redesign traditional remediation as an "on-ramp" to a program of study, contextualizing the study of math and other foundation skills. Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.

CLARIFY THE PATH

ENTER THE PATH

STAY ON THE PATH

ENSURE LEARNING

FOUR PILLARS OF GUIDED PATHWAYS

Help Students Stay on Their Path—Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology.

Ensure Students Are Learning—*Ensure that learning is happening with intentional outcomes.* Establish program-level learning outcomes aligned with the requirements for success in employment and further education. Ensure incorporation of effective teaching practice with group projects, internships, and other applied learning experiences.

Guided Pathways is in many ways emblematic of the student success movement of the past decade. Education reform tended to focus on developmental education requirements, use of data, advising, and other non-classroom issues and often excluded faculty from the equation for change. "Critical reforms that pertain to curricular requirements, academic policies, advising practices and transfer articulation all rely on the willingness of faculty to redesign the instructional approach and carry out a new set of procedures, but many academic administrators have neglected to involve faculty from the outset," concluded a recent study.[6] Describing the student success movement, Karen Stout made a similar point.

---

4   *Voices of Pathways* film series: https://www.pathwaysresources.org/voices-of-pathways

5   Yuba College, *About Guided Pathways*: https://yc.yccd.edu/guided-pathways/4-pillars-guided-pathways

6   EAB. (2016). *The evolving role of faculty in student success.* https://eab.com/colleges-and-universities/student-success

   See also: Association of American Colleges & Universities. (2016). *Designing guided learning pathways for quality and inclusive excellence.* AAC&U. https://www.aacu.org/sites/default/files/files/AM16/Symposium_BringQualityEquityTogether.pdf

These new approaches [Guided Pathways, Completion by Design and other "completion" initiatives] focus significantly on structural and process change and mutually reinforce our collective efforts to support colleges in improving student outcomes. Yet these efforts have lacked an explicit focus on teaching and learning as a primary lever for institutional transformation.[7]

Where the student success movement has underemphasized learning, teaching, and faculty, it has limited its effectiveness. Yet a comparable critique could be made of the movement to advance evidence-based pedagogical innovations; for the most part, that effort focuses narrowly on faculty and the classroom and ignores other elements of the educational experience. The research on pedagogy and transformative learning practices tends to be faculty-centric, minimizing or leaving out entirely the significant role of advisement and co-curricular learning in advancing meaningful learning and success.

This dysfunctional dynamic has deep roots. The gap between Academic Affairs and Student Affairs is a long-standing problem in higher education. On many campuses, faculty rarely cross paths with advisors, and vice versa. Faculty work is privileged, and Student Affairs educators are often treated as second-class citizens. Lee Knefelkamp described Academic and Student Affairs as speaking different languages and living in distinct cultures, which she called a kind of "apartheid."[8] "A line runs down the center of most colleges and universities today," writes David Ebenbach of Georgetown University, pointing to the divide between faculty and Student Affairs staff. As a result, he says, "the two groups may regard each other with feelings ranging anywhere from indifference to suspicion or even, in extreme cases, hostility."[9]

This gap limits the impact of both student success movements and pedagogical innovation. Most importantly, it is detrimental to students. It discounts the real-life needs of first-generation and low-income community college students and the ways that holistic student supports help students, making it more possible for them to effectively participate in faculty-designed learning experiences. As one recent study argued, "Student needs are academic needs."

> Students often struggle with balancing their personal, professional, and academic responsibilities, including affording their most basic needs in conjunction with course expenses. While many of their most significant challenges take place outside of the classroom, these difficulties nonetheless can have a substantial impact on their academic success.[10]

At the same time, the dysfunctional disconnect between Academic and Student Affairs ignores the reality that while the classroom is central, student learning happens at multiple sites in diverse ways. "Learning is a complex, multi-centric activity that occurs throughout and across the college experience," wrote Richard Keeling in the landmark *Learning Reconsidered*. What happens outside the classroom—in advisement, tutoring labs, student clubs, and co-curricular activities—plays a key

Where the student success movement has underemphasized learning, teaching, and faculty, it has limited its effectiveness. Yet a comparable critique could be made of the movement to advance evidence-based pedagogical innovations; for the most part, that effort focuses narrowly on faculty and the classroom and ignores other elements of the educational experience.

role in learning. "Student development and the adaptation of learning to students' lives and needs," Keeling argues, "are fundamental parts of engaged learning."[11] Ebenbach puts it this way: "Students bring their full selves with them wherever they go on campus. Their academic work informs their personhood and vice-versa. If we want to take this multidimensionality into

7   Stout, K. A. (2018). *The urgent case: Focusing the next generation of community college redesign on teaching and learning.* Dallas Herring Lecture, Belk Center for Community College Leadership and Research, North Carolina State University. https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning

8   Knefelkamp, L. L. (1991). *The seamless curriculum.* Keynote address from the Council of Independent Colleges' Deans Institute. Washington, DC.

9   Ebenbach, D. (2017, December 14). *Crossing the divide.* Inside Higher Ed. https://www.insidehighered.com/advice/2017/12/14/collaborations-between-faculty-and-staff-improve-student-well-being-opinion

10 Blankstein, M., Wolff-Eisenberg, C., & Braddlee. (2019, September 30). *Student needs are academic needs: Community college libraries and academic support for student success.* https://doi.org/10.18665/sr.311913

11 Keeling, R. P. (2004). *Learning reconsidered: A campus-wide focus on the student experience.* Washington, DC: NASPA, ACPA.

account," he concludes, "both faculty and staff members have the ability to contribute to the conversation."[12]

Transforming our campuses and advancing student learning and success demands … that we bring faculty into the student success conversation. It also requires that we understand what advisors and Student Affairs professionals do as a form of teaching—designing and guiding crucial learning processes—and acknowledges that they and faculty have much to learn from each other.

Transforming our campuses and advancing student learning and success demands that we overcome this gap. It requires that we bring faculty into the student success conversation. At the same time, it requires that we understand the complementary and connected nature of learning in multiple settings and the importance of both Academic and Student Affairs. It requires that we understand what advisors and Student Affairs professionals do as a form of teaching—designing and guiding crucial learning processes—and acknowledges that they and faculty have much to learn from each other. It requires that we build shared student success efforts that engage faculty and Student Affairs professionals as vital educators jointly critical to student success. It requires that we think more boldly and persistently across boundaries in our institutions. As Knefelkamp put it in *The Seamless Curriculum*:

> Academic affairs and student affairs have a reciprocal obligation to students—to serve them well, to serve them better. Have the courage to cross the campus mall. Have the courage to convene a meeting with academic affairs and student affairs educators in attendance, where all are working on common intellectual, psychological and sociological problems that exist in the education of students … Talk to each other, respect each other, listen to each other—then bring those behaviors and attitudes into daily exchanges, into committee meetings, into financial practices, so that the education of the whole student becomes increasingly facilitated because that student is being served by the whole educational faculty, student affairs and faculty members alike.[13]

This chapter focuses on the shared responsibility for student learning and success. It briefly reviews new approaches to holistic student supports and identifies ways that faculty engagement could strengthen this work. It then highlights ways that cross-divisional partnerships can help faculty advance effective approaches to holistic learning. And it concludes with a look at what dynamic and intentional collaboration looks like as we design and build a new culture of teaching and learning excellence.

Holistic Student Supports

Community college students face an array of challenges on top of the academic challenge of demanding courses, disciplinary content and concepts, and academic skills. Financial issues and family obligations, including the need to work to help support a family, are high on the list. Getting to and from campus. Finding a quiet place to study in a crowded home. Dealing with prejudice and discrimination, subtle and explicit, related to race, ethnicity, immigration status and other issues. Internet access. Childcare. A safe, stable place to live. Having enough food to eat. In one recent survey, more than 10,000 community college students rated the challenges they faced, and academic challenges did not make the top five. Writing academic research papers, the most daunting of academic challenge for many undergraduates, came in sixth, well behind issues such as "Having enough money to pay for my basic needs" (such as housing, food, and clothing) and "Balancing work and school responsibilities." The survey clearly shows that these support needs, traditionally understood as "non-academic supports," are actually academic needs as they are critical to a student's ability to show up to class ready to learn. In this context, community colleges must find effective ways to support students and help them achieve their educational and career goals.[14]

12   Ebenbach, D. (2017, December 14). *Crossing the divide.* Inside Higher Ed.
      https://www.insidehighered.com/advice/2017/12/14/collaborations-between-faculty-and-staff-improve-student-well-being-opinion

13   Knefelkamp, L. L. (1991). *The seamless curriculum.* Keynote address from the Council of Independent Colleges' Deans Institute. Washington, DC.

14   Blankstein, M., Wolff-Eisenberg, C., & Braddlee. (2019, September 30). *Student needs are academic needs: Community college libraries and academic support for student success.* https://doi.org/10.18665/sr.31191

ATD has worked with many community colleges around issues of holistic student supports. As ATD's *Holistic Student Supports Toolkit* explains, "In the typical student support experience, students often encounter disconnected services and technologies and are bounced around when seeking the supports they need. For many students, navigating the enrollment, financial aid and registration processes can be formidable, especially when facing financial instability and life challenges (e.g., food, housing, childcare, health care, transportation, and tuition)." In response, ATD and our network colleges have rethought the way they provide such services from advisement to childcare and financial aid. "Institutions are increasingly re-emphasizing the vital role of a seamless, personalized student experience that holistically connects students to the supports they need to reach their educational and career goals."[15] While holistic student supports covers a wide array of student needs, the rest of this section will explore in depth the relationship between faculty and advisement as one example of a support service integral to student learning.

Advisement is one of the central elements of holistic student supports, given the opportunity for developing a strong relationship focused on student learning. Facing a conglomerate of course offerings shaped by complex certificate, degree, financial aid, and transfer requirements, students need assistance from advisors in understanding and navigating the system. The challenge is particularly steep for first-generation and academically underprepared students, who are less likely to be familiar with campus processes and may be less clear about career goals and their relation to programs of study. Ironically, at community colleges, where students' needs are often greatest, advising departments tend to be small and under-resourced. "As a result, most advisors can afford to do little more than provide basic course information and register students for courses. They rarely have time to engage in long-term educational planning, discuss career goals, or provide comprehensive support for at-risk students."[16]

---

15 Achieving the Dream. (2018, October 4). *Holistic student supports redesign: A toolkit for redesigning advising and student services to effectively support every student.* https://www.achievingthedream.org/resource/17502/holistic-student-supports-redesign-a-toolkit

16 Karp, M. M., Kalamkarian, H. S., Klempin, S., & Fletcher, J. (2016). *Integrated planning and advising for student success (iPASS) to transform student support* (CCRC Working Paper No. 89). New York: Teachers College, Community College Research Center.

What Does Holistic Student Support Look Like? Think SSIPP

On campuses nationwide, there are many different models for holistic student support. The most effective embody these common features or design principles, often labelled the SSIPP principles: Sustained, Strategic, Integrated, Proactive, and Personalized.[17]

Sustained: Students are supported throughout their full journey at an institution, particularly at key momentum points. *Examples include: Assigned advisors, including faculty, staff, and peers; long-term coaching; and mandatory advising at key momentum points.*

Strategic: Students are connected to the specific supports they need, when they need them, and in the delivery mode that is most effective and efficient. *Examples include: Data analytics to customize outreach; group advising and technology for routine tasks.*

Integrated: Students are seamlessly connected to information, resources, and services without being bounced around from one department to another. Services function as interconnected tools rather than stand-alone interventions. *Examples include: Shared case notes and communication flows link faculty, staff, and peer advisors; and connecting students to resources and intensive student support services (such as financial aid).*

Proactive: Students are connected to supports at the first sign of trouble, not after a situation builds to a crisis point. *Examples include: Strategic data use informs early alerts and student-specific supports, facilitating work by faculty, staff and peer advisors.*

Personalized: Based on the insights emerging from meaningful student interactions with faculty and staff, each student receives the type and intensity of support that they need. This requires that faculty and staff have a deep understanding of who students are. *Examples include: Customized outreach, shared case notes, and assigned advisors, including faculty, staff, and peers, who have a teaching relationship with students.*

Strengthening advisement can take many forms, including establishing cross-functional advisement teams that leverage the expertise and relationship of the faculty with their students and/or creating a caseload structure. Some advisement reforms have incorporated new digital advising tools that support communication across teams or provide advisors with accessible information on their advisees. Mobilizing students as peer advisors has also proven effective on some campuses. Across innovations, research suggests the importance of five design principles that can be applied according to each institution's structure and culture. These design principles are often referred to by the acronym SSIPP—effective holistic student support is Sustained, Strategic, Integrated, Proactive and Personalized. Applying the SSIPP design principles can help ensure that institutions plan structural reforms that reflect evidence-based best practice.

What does this mean for students? How does it translate into an improved student experience? How would a support network like this help students engage in their in-classroom learning more effectively? ATD has found that colleges see the greatest equity gains when they create structures to engage students with advisement and other support services early and often, in ways that meet their individual needs and help them build relationships with educators across the college. In effective advising structures, all students:

▶ Are supported in achieving their goals through intentional and early development of academic, career, and financial plans.

▶ Have to tell their story only once and are not running from office to office to get answers.

▶ Are proactively connected with supports targeted to their individual needs, so they enter the classroom best prepared to learn.

▶ Feel confident that faculty, staff, and administrators are invested in their success.

As mentioned in the Introduction to this *Toolkit*, successful reform efforts develop strategies that address three levels of

---

17 CCRC Research Overview. (2013). *What we know about nonacademic student supports*. Community College Research Center.
https://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf

organizational development: Structural change, process change, and attitudinal change. Structural and process changes must be translated into behavior and attitude changes on the part of both faculty and staff. Professional learning processes provide crucial support for faculty and peers, helping them understand new roles, empowering them to co-create new processes, and reinforcing attitudinal change.

A cohesive environment makes a difference for students, like Tuan Nguyen, a 2020 DREAM Scholar from Northeast State Community College in Tennessee:

> Being a non-traditional student, I was not expecting the cost when I first came back to school. That first month almost killed me. I was tapped out, completely broke, barely had enough gas to get to school. I would just talk about that in class to a fellow student and one of my professors overheard the story and at the end of class she pulled me aside and asked me how bad my situation was, and she was able to refer me over to student services where we have a student needs program where they help us with gas, bills, food to get us by. Without that support, I probably wouldn't have made it past the first month of school. On top of that, it just showed me that the school, the teachers—they actually care about the students. When you feel that sense of care from the school, you reciprocate it back. It becomes a circle where they give to you and you try to give it back to the school.

"The collaboration between administration, student services, and the professors is really fluid and they are able to refer us when we have situations," says Tuan. "Northeast State is a great college."

Good advising makes it more possible for more students like Tuan to succeed as learners. And sophisticated discussions of advising describe it as a form of teaching. "Academic advising researchers, administrators and student service professionals alike make the case that advising is teaching," notes an article in *Academic Advising Today*.[18] Advisors talk about "the advising syllabus" that guides their work. The National Academic Advising Association (NACADA) suggests that academic advising consists of

curriculum, pedagogy, and student learning outcomes that go far beyond course selection to helping students build the skills they need to navigate higher education.[19] James Lowenstein, the author of *If Advising Is Teaching, What Do Advisors Teach?* suggests that advising must be an active learning process that won't work if it is a one-way transmission of information about course requirements and registration processes.[20] "The student has the task of constructing an education with the advisor serving as a facilitator or midwife, to use Socrates' metaphor,"[21] writes Lowenstein. He argues that the most powerful outcome of advising is a grounded form of integrative learning:

> The learning that happens in advising is integrative and helps students make meaning out of their education as a whole. In brief, what students accomplish in advising is to construct, intentionally and reflectively, an overall understanding of how the pieces of their education fit together, so that the whole emerges as more than the sum of its parts, and their educational decisions are informed by a sense of how they fit into that whole. Each course a student takes and each way of knowing that he or she masters takes on greater importance as it is experienced or re-experienced in the context of other, contrasting or complementary experiences.[22]

When faculty understand advising in this way, they are more likely to see its value, engage in it, and support it. Framing advising as more than simply registration, as a form of teaching and learning, can help faculty develop greater respect for the sophisticated educational work that professional advisors

What students accomplish in advising is to construct, intentionally and reflectively, an overall understanding of how the pieces of their education fit together, so that the whole emerges as more than the sum of its parts.

do. At the same time, it highlights ways that faculty knowledge is needed. It helps faculty find their own role in the advising process and build a shared language across the Academic Affairs-Student Affairs divide.

18   Lance, A. (2009, June 1). *Advising IS teaching: Advisors take it to the classroom.* Academic Advising Today. https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-IS-Teaching-Advisors-Take-it-to-the-Classroom.aspx

19   NACADA. (2006). *Concept of academic advising.* https://nacada.ksu.edu

20   Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal, 25*(2), 65–73. https://doi.org/10.12930/0271-9517-25.2.65

21   Lowenstein, M. (2014). Toward a theory of advising. *The Mentor: An Academic Advising Journal.* https://doi.org/10.26209/mj1661268

22   Ibid.

A Role for Faculty

Faculty engagement is crucial to effective student success initiatives, including those focused on advisement. Faculty are often students' primary point of contact with the campus; they understand the curriculum and set the tone for students. Nearly all faculty have opportunities to engage in informal advising—spontaneous interactions after class, in the hallways, or during office hours where they may find out information, often personal in nature, a student hasn't yet shared with their advisor. Many faculty using holistic, collaborative, and inclusive pedagogies find ways large and small to encourage students and help them connect with each other. For their forthcoming book, *Relationship-Rich Education: How Human Connections Drive Success in College*, Peter Felten and Leo Lambert interviewed Joshua Rodriguez, a student from Oakton Community College, who told them this story:

> Early in Calculus 2, we started getting into really difficult things and I suddenly began having these feelings like I didn't belong in this class, that my education, what I was trying to achieve, wasn't possible … I went to Professor Arco to say that I might have to drop out. He told me, Joshua, I don't want you to do the homework tonight. I want you to look up 'imposter syndrome' and then come talk with me. I did that, and I learned that it is extraordinarily common among students. That interaction bolstered my confidence to realize that I'm not alone in this, that everyone has these feelings. I went from contemplating dropping out to getting tutoring help, and then getting an A in the course.[23]

Some colleges ask faculty to play more formal roles in advising. Clark College and LaGuardia Community College ask faculty to take on a small advising load, providing professional development and linking them with professional advisors on cross-functional advising teams. And where faculty do not serve as formal advisors, they can still play a critical role by encouraging students and showing them how to take advantage of advisement and other support services.

Faculty need to know where to send students who need help around many different issues such as financial aid, emergency housing, tutoring, and other academic support services. Collaborations with advising professionals can be valuable in this regard, spurring information sharing and building the kinds of cross-functional personal relationships that facilitate mutual support. Meanwhile, collaborations can strengthen holistic supports in other ways as well; for example, faculty can play a role in helping to ensure that everyone involved in advisement understands the deepest logic of the curriculum, so advising conversations can effectively engage students in advisement's higher, more educative purposes. Engaging faculty as partners in advisement redesign empowers them to share what they know about the student story and help advisors shape effective structures and processes. It also ensures that faculty understand their role in advisement and can help to create a more pervasive and powerful culture of support for students.

The student support redesign at North Arkansas College offers an example of cross-divisional collaboration, the prerequisite condition for effective student success initiatives. To support its low-income student body, "NorthArk" focused on integrating academic support services into existing programs, building its "coaching" staff, and engaging all faculty and staff in understanding the challenges faced by high poverty students. They built career and financial literacy into the new student seminar course, working with faculty to shape the curriculum. All faculty were assigned several students to advise; faculty, financial aid officers, and registrar staff were cross-trained to better understand each other's work. And when college research revealed that many students faced food insecurity, faculty and staff collaboratively launched a free food pantry, publicizing it in classes, advisement sessions, and co-curricular events. According to ATD's *HSS Toolkit*, "Fundamental to implementing NorthArk's redesign was to imagine policies to ensure that work was not just one department's responsibility."[24]

In turn, strengthened support can make faculty work easier and more effective. Holistic student supports, including food banks and emergency housing, can help ensure that students are more likely to arrive in their classes ready to take part and learn. Tutoring services provide students with one-on-one support. The library, according to one recent study, plays an important role: "Students see the library as not only an informational resource or an academic resource, or simply as a quiet place to study, but also as a community resource," a place to get help locating other campus support.[25] And advisors are on the front lines, guiding students in countless ways. As Lowenstein

23   Felten, P., & Lambert, L. M. (2020). *Relationship-rich education: How human connections drive success in college.* Baltimore, MD: Johns Hopkins University Press.

24   Achieving the Dream. (2018, October 4). *Holistic student supports redesign: A toolkit for redesigning advising and student services to effectively support every student.* https://www.achievingthedream.org/resource/17502/holistic-student-supports-redesign-a-toolkit

25   Blankstein, M., Wolff-Eisenberg, C., & Braddlee. (2019, September 30). *Student needs are academic needs: Community college libraries and academic support for student success.* https://doi.org/10.18665/sr.31191

Adjunct Faculty Roles in Student Success

When a student asks a professor for help on a "non-academic" issue, it's vital that the faculty member know what kinds of support the campus offers and where to send the student. And this is just as true for part-time faculty as it is for those who are full-time. When a student needs direction, they don't care who is full-time or part-time—they just know they're coming to their professor and looking for support.

Because of their often fragmented and stressful work conditions, it is harder for part-time faculty to stay current on the campus' student supports. A recent CCRC study, conducted through ATD's Engaging Adjunct Faculty initiative, found that part-time faculty tended to be much less connected to campus initiatives and academic departments than their full-time peers. This is not surprising, given the nature of the challenges they face. As a result, CCRC found part-time faculty "tend to be less knowledgeable about supports available to students, such as academic advising and planning and financial aid."[26]

This can have a negative impact on students in ways that are not always obvious at first glance. CCRC research found that students in developmental and gateway courses taught by part-time faculty demonstrated strong achievement, as measured by GPA and pass rates equal to or greater than the achievement rates for students taught by full-timers.

However, CCRC found a striking gap around retention. Students taught by part-time faculty were much less likely to come back the next semester. Researchers were puzzled. What could explain the gap?

This wasn't a question of learning or academic capacity. Students of part-time faculty not only did well in the developmental and gateway courses. Their achievement also carried forward; students of part-time faculty who did come back the next semester and took follow-up courses passed those courses at rates equal to those who had been taught by full-timers.

Students taught by part-time faculty were learning well—so that wasn't the problem.

CCRC researchers found that one factor causing the retention gap had to do with advisement and student support. Because part-time faculty were less likely to know where to send students, they were "less likely to refer their students to these services than their full-time peers." Full-time faculty, because they have offices and are more likely to be fully engaged with the college, "can provide more personalized and targeted support and encouragement, and that helps students remain in college."

This finding underscores the importance of faculty knowledge and informal advising. But it also spotlights the challenge facing community colleges, where part-time faculty teach roughly half of the courses. If community colleges do not find ways to engage part-time faculty more effectively, student success initiatives will falter and students will pay the price.

The colleges in ATD's Engaging Adjunct Faculty initiative all developed ways to better support part-time faculty, and you can learn more about that in ATD's *Practitioner's Guide*.[27] Meanwhile, in this *Toolkit*, strategies for engaging part-time faculty are discussed in Chapters 3 and 4.

---

26 Ran, F. X., & Sanders, J. (2019). *Early academic outcomes for students of part-time faculty at community colleges: How and why does instructors' employment status influence student success?* (CCRC Working Paper No. 112). New York: Columbia University, Teachers College, Community College Research Center. https://ccrc.tc.columbia.edu/publications/early-outcomes-students-part-time-faculty.html

27 Achieving the Dream. (2020, February 18). *Engaging adjunct faculty in the student success movement: A practitioner's guide.* https://www.achievingthedream.org/resource/17994/engaging-adjunct-faculty-in-the-student-success-movement-a-practitioners-guide

CAMPUS CASE STUDY • SIDEBAR 2.4

Collaborative Innovation for Early Success at Houston Community College

The Every Learner Everywhere network helps colleges and universities use adaptive learning technology to improve teaching and learning with a focus on increasing the success of first-generation students, low-income students, and students of color. The network consists of 12 partner organizations, including Achieving the Dream, working collaboratively to provide advice, training, and community-vetted resources. Every Learner Everywhere's first initiative is Adaptive Courseware for Early Success (ACES), which focuses on the adoption and implementation of adaptive courseware in gateway courses.

When Houston Community College (HCC) sent out initial invitations to the college community to learn about the ACES initiative, they intentionally included colleagues from Academic Support Services. As a cross-functional team was developing to coordinate this work, the project lead saw value in having Student Affairs personnel at the table from the beginning. HCC's cross-functional Every Learner Everywhere team includes project management, faculty, instructional leaders (department deans and chairs), and staff from support services (online, academic success centers, instructional

design, and institutional research). By co-constructing the adaptive learning initiative with faculty and Student Affairs professionals, the team worked to ensure that students could access instructional support for their courses from tutors who were knowledgeable about the features and functions of the adaptive courseware.

HCC's decision to involve faculty and peer tutors in the Every Learner Everywhere initiative benefitted students by bridging gaps and assuring that they could access assistance that was aligned with the course. Involving academic support service leaders and staff in the implementation phase of the college's action plan also helped to promote the initiative, increased student and faculty commitment to this work and provided real-time feedback that informed future iterations. This collaboration also enabled the Academic Success Centers to track use of their tutoring services by students who were enrolled in adaptive courses. By engaging a wider spectrum of stakeholders, HCC took a system-wide approach to ensure that student learning would be supported inside and outside of the classroom.

---

suggests, meaningful advisement helps students understand the purpose of the curriculum, how it all fits together, and how it will help them succeed beyond college. This can deepen student motivation, helping them move beyond simply fulfilling what they often see as "meaningless" requirements. These efforts

Advisors can play a crucial role in helping students understand changes in the curriculum and the value of pedagogical innovation, reducing student resistance to new and unfamiliar forms of teaching. Advisors can help guide students to High-Impact Practices and other innovations that are likely to help them succeed.

combine to benefit both students and faculty, creating an environment more conducive to the integration of evidence-based teaching and learning practices.[28]

In *Creating Significant Learning Experiences*, Fink argues that faculty who are developing pedagogical innovation must engage with Student Affairs. He suggests that advisors can play a crucial role in helping students understand changes in the curriculum and the value of pedagogical innovation, reducing student resistance to new and unfamiliar forms of teaching. Advisors can help guide students to High-Impact Practices and other innovations that are likely to help them succeed. For example, when colleges implement accelerated remediation strategies, students often need help from an advisor to understand the new curriculum and the options it offers.[29]

---

28   Lowenstein, M. (2014). Toward a theory of advising. *The Mentor: An Academic Advising Journal.* https://doi.org/10.26209/mj1661268

29   Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (Revised and updated edition). San Francisco: Jossey-Bass.

Similarly, the implementation of OER, which can make college more affordable, can benefit from the involvement of both advisors and librarians, who are trained in how to organize and access digital resources. To advance its OER initiative, Florida State College at Jacksonville (FSCJ) linked faculty with advisors and librarians in a collaborative design team that selected, designed, and marketed the new courses, which have saved students hundreds of thousands of dollars. Had advisors not been involved, the redesigned pilot courses might not have run, and the program could have collapsed.

The value of Student Affairs to educational transformation extends past advisement to include "co-curricular learning." Taking place outside of the classroom, co-curricular activities are different than traditional "extracurricular" activities in that they are more intentionally aligned with key learning goals.

Participation in internships, clubs, community service, career exploration, and leadership workshops can provide experiential learning opportunities that not only build community but also competencies such as problem solving, teamwork, ethics, decision making, critical thinking, and the application of academic skills to real-life problems. Pointing to outcomes such as "student achievement, satisfaction, persistence and learning," one study from the National Survey of Student Engagement concluded that "The contribution of out-of-class experiences cannot be overstated."[30]

"For many students, it's the co-curriculum that offers the most interesting, compelling and institutionally defining educational experiences,"[31] write Michael Rutter and Steven Mintz. The co-curriculum is "developmental, transformative and future focused. It is also experiential, offering authentic hands

---

30   Whitt, E. J. (2005). *Promoting student success: What student affairs can do* (Occasional Paper No. 5). Bloomington, IN: Indiana University Center for Postsecondary Research.

31   Rutter, M. P., & Mintz, S. (2016, October 20). *The curricular and the co-curricular.* Inside Higher Ed. https://www.insidehighered.com/blogs/higher-ed-gamma/curricular-and-co-curricular

53

CAMPUS CASE STUDY • SIDEBAR 2.5

A Cross-Functional Team Approach

The Open Educational Resources (OER) Degree Program at Florida State College at Jacksonville (FSCJ) is an example of how innovations in pedagogy and teaching practice benefit from cross-functional partnerships. The OER Degree program directly supports two goals of the FSCJ strategic plan for 2017-2020: *promote access and equity*, and *increase retention and completion*. This alignment influenced faculty and staff to take on the transformative work required for implementing an OER degree.

FSCJ was a participant in ATD's OER Degree Initiative that provided support to 38 community colleges to develop OER courses, as described in Sidebar 1.4. FSCJ faculty redesigned 21 courses with OER materials. Over 3,000 FSCJ students enrolled in these OER courses over two and a half years, saving students an estimated $300,000.

In order to ensure successful development and implementation, the project leaders at FSCJ skillfully developed a team approach and built on a prior effort, the FSCJ Online program. The team consisted of not only faculty and department chairs but also instructional designers, librarians, and advisors. The library and FSCJ Online offered additional workshops at faculty meetings, college mini-conferences, and through FSCJ's professional development department. This helped provide the support necessary for continued OER development and implementation.

Librarians were useful in helping faculty search for, identify, and assess the use and rigor of potential OER resources. "There are a lot of great schools out there—Kansas State, Penn State, Old Dominion, University of Central Florida, where I did my doctoral work—that are creating materials, that are incentivizing faculty to make things available with a Creative Commons license," explains Dan Powell, an FSCJ English faculty member.

The wealth of available materials is an asset—as long as there is an effective way of finding what you need. Librarians played a crucial role in making the project approachable for faculty. Instructional designers helped faculty consider ways to incorporate these materials into courses and effectively make them accessible for students. Instructional designers and librarians worked together to provide training and support for participating faculty.

While a development team is essential in ensuring quality, students must know about the courses for them to have an impact. So, once the courses were launched, advisors promoted them to students and helped them understand the potential advantages of OER courses. Email blasts to students increased enrollment and helped ensure that the newly redesigned courses ran. A student-facing website provided additional information and offered students a chance to provide feedback on the OER project and how to improve it.

FSCJ's effort around OER redesign is a model for the ways that both pedagogical and student support innovations benefit from cross-functional partnerships. Such projects benefit from "a clear signal that cross-unit collaboration is needed across academic departments, advising, the registrar, IT, instructional design, the library and the bookstores." When cross-functional teams pull together, everyone's job is easier, and students are more likely to benefit.[32]

---

on opportunities" to "acquire the proficiencies, expertise and experience that will matter the most after graduation." For faculty struggling to address content, address student learning objectives and build resilience and grit, it is helpful to know that they can buttress the classroom with meaningful co-curricular learning, designed and supported by Student Affairs educators. Keeling goes one step further, connecting such experiences to the larger project of holistic learning and higher ed reform:

Since we know that learning involves the constant search for meaning by acquisition of information, reflection, emotional engagement, and active application in multiple contexts, we might have a more helpful view of higher education if we thought of each institution as an integrated system. The purpose of that system is to support learning in various contexts throughout and in some cases beyond the confines of the campus. Student affairs in this conceptualization, is integral to the learning process because of the opportunities it

---

32   Griffiths, R., Mislevy, J., Wang, S., Ball, A., Shear, L., & Desrochers, D. (2020). *OER at scale: The academic and economic outcomes of Achieving the Dream's OER Degree Initiative*. Menlo Park, CA: SRI International.
https://www.achievingthedream.org/resource/17993/oer-at-scale-the-academic-and-economic-outcomes-of-achieving-the-dream-s-oer-degree-initiative

provides students to learn through action, contemplation, reflection and emotional engagement, as well as information acquisition.[33]

However, as with advisement, the promise of rich co-curricular learning depends to no small extent on cross-divisional partnership, shared purpose, and planning. Student Affairs staff who design and manage co-curricular activities can make a stronger connection when faculty familiarize them with curricular learning goals. Similarly, faculty need help from Student Affairs educators in order to leverage the experiential power of co-curricular activities. Explicit faculty endorsement and in-class encouragement makes it much more likely that students will attend and take part. This is particularly true for community college students, who often juggle multiple responsibilities and obligations. The active learning that students experience in co-curricular activities can enhance the learning that they experience in the classroom—if and only if faculty and Student Affairs staff join in a collaborative partnership.

Collaboration to Enhance Learning

To come back to the point made so forcefully by Knefelkamp, engaging faculty and Student Affairs professionals in meaningful and collaborative conversation deepens the impact of any large-scale effort to build student learning and success. Combining structural, process, and attitudinal change requires sustained input and effort from multiple perspectives. Faculty are crucial to any campus reform, including those focused significantly on holistic student supports. In turn, Student Affairs can play a valuable role in advancing pedagogical innovations. Collaborative attention focused on learning must be integral to the design, testing, and scaling of all student success efforts.

"Educationally effective colleges and universities," reported one study of higher education, "are marked by partnerships, cross-functional collaborations and responsive units. Effective partnerships among those who have the most contact with students—faculty and student affairs professionals—fuel the collaborative spirit and positive attitude characterizing those campuses."[34]

Student success efforts such as Guided Pathways are stronger when they integrate faculty and teaching along with attention to holistic student supports. Fortunately, a growing number of reform efforts, including Guided Pathways, are incorporating this refined approach. A STEM professor at Wallace State Community College in Alabama has written about efforts there to engage faculty more fully, arguing that the "far reaching" nature of Guided Pathways "requires a diverse team, and faculty must be heavily involved, especially in leadership roles."[35] LaGuardia Community College in New York City is in the midst of a major multi-year effort to use its college-wide student learning outcomes to align curriculum and transform teaching, integrating this effort with redesigned advisement—a comprehensive effort that powered the doubling of graduation rates in five years. The Community College of Philadelphia recently reported on its efforts to build collaboration that brings Academic Affairs and Student Affairs under one administrator and to prioritize "aligning classroom learning…with coordinated support services, so that students experience the college as a unified learning environment."[36]

Faculty are crucial to any campus reform, including those focused significantly on holistic student supports. In turn, Student Affairs can play a valuable role in advancing pedagogical innovations.

The key to such efforts is authentic collaborative engagement of faculty and staff, across traditional divisional lines. One last example is telling in terms of strategies that work. Clark College, a two-year college in Washington State, has integrated faculty and staff in its impressive efforts that link holistic student supports into a Guided Pathways structure, and professional

---

33   Keeling, R. P. (2004). *Learning reconsidered: A campus-wide focus on the student experience.* Washington, DC: NASPA, ACPA.

34   Whitt, E. J. (2005). *Promoting student success: What student affairs can do* (Occasional Paper No. 5). Bloomington, IN: Indiana University Center for Postsecondary Research.

35   Rakestraw, W. (2019, September 12). Guided pathways at Wallace State Community College: The benefits of bringing faculty into pathways work. *CCRC Mixed Methods Blog.* https://ccrc.tc.columbia.edu/easyblog/guided-pathways-wallace-community-college.html

36   Generals, D. G. (2019, October 9). Guided pathways at Community College of Philadelphia: A catalyst for institutional change. *CCRC Mixed Methods Blog.* https://ccrc.tc.columbia.edu/easyblog/guided-pathways-ccp-catalyst.html
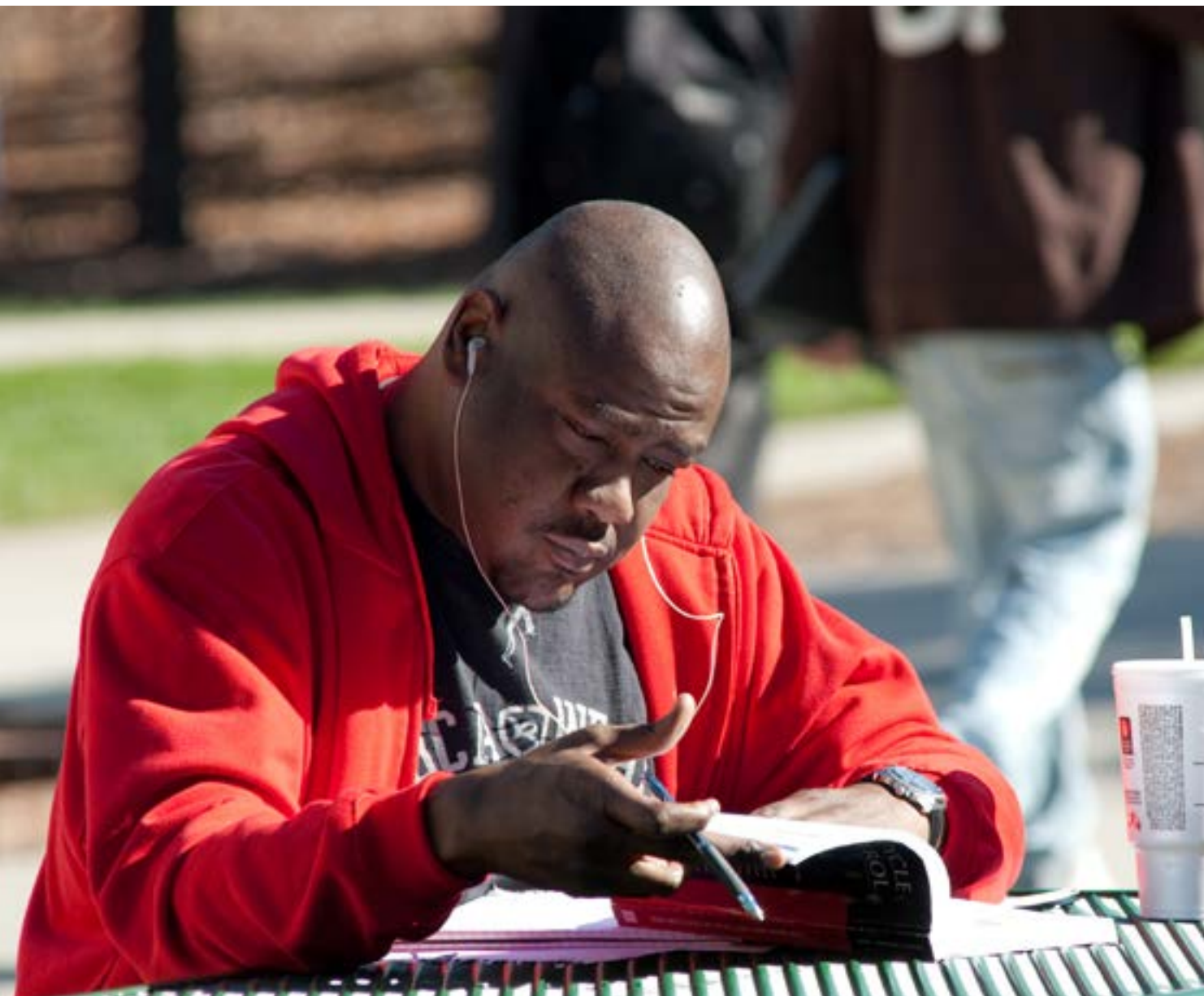
development has been an important key to success.[37] Faculty worked with advisors and staff from the offices of financial aid and career development to transform courses, build a new coaching system, and ensure that students get referred to offices that can meet their needs.

The work at Clark is ongoing, but it is already making a difference. "One of the strongest outcomes of this work has been the collaboration across departments that have not previously worked together," noted Clark's VP for Student Affairs. "Cross-departmental work has now become the regular way

that we do business." The effect on students is tangible. "I don't know that I've ever been anywhere where I felt like somebody's on my team so much," reported one student at Clark College, after a successful advising redesign. "Like, you want success for me as I want success for me, and that's an amazing feeling."

Clark's success is rooted in part in its strong emphasis on collaborative professional learning. The Clark Teaching and Learning Center partnered with Human Resources and the Office of Diversity and Equity to offer a broad array of seminars and workshops for both faculty and staff, linking Pathways and

---

37 Achieving the Dream. (2018, October 4). *Holistic student supports redesign: A toolkit for redesigning advising and student services to effectively support every student.* https://www.achievingthedream.org/resource/17502/holistic-student-supports-redesign-a-toolkit

issues of diversity and inclusion to course redesign and institutional transformation.[38] Collaborative professional development processes that bring faculty and staff together for shared inquiry and reflection can build community, personal relationships, and greater understanding of different ways that faculty and staff efforts combine to build student learning and success. The construction of powerful professional learning processes is the focus of our next Chapter on ATD's third Cornerstone of Excellence.

"I don't know that I've ever been anywhere where I felt like somebody's on my team so much," reported one student at Clark College, after a successful advising redesign. "Like, you want success for me as I want success for me, and that's an amazing feeling."

Note on Worksheets

We encourage you to use the Worksheets for Chapter 2 to help your team identify ways to strengthen advisement and other key student supports by engaging full- and part-time faculty and building partnerships that link Academic and Student Affairs.

▶ **Worksheet 2.1** invites your team to consider ways that your full- and part-time faculty are already engaging in formal and informal advising, and ways to support them in strengthening that practice.

▶ **Worksheet 2.2** focuses on faculty role in the broader processes of holistic student supports and student learning beyond the classroom. How are faculty connecting students to these supports? To what extent are they leading or taking part in the support activity itself? How can faculty input strengthen its benefits for students?

▶ **Worksheet 2.3** invites your team to identify opportunities for partnerships that link Academic and Student Affairs, including possibilities for shared professional learning programs.

▶ **Worksheet 2.4** suggests that you pause and consider the ways you can use the research literature discussed in this chapter to make your case to colleagues you wish to engage as well as campus leaders and other stakeholders you'll need to organize support for this work.

These are just suggestions, of course. If your team already has a clearly defined institutional project or charge, you'll want to modify these Worksheets and this process to fit the focus and status of that work. These Worksheets are available on the ATD website for you to download and modify.[39] However you organize your work, we encourage you to keep notes on your discussions to review at later stages in your process.

---

38 McCaulou, L. R. (2018, January 4). *Clear path to graduation.* Clark College Foundation Partners Magazine. https://www.clarkcollegefoundation.org/clear-path
    Additional information available from Clark College Teaching and Learning Center, http://www.clark.edu/tlc

39 Worksheets can be downloaded at https://www.achievingthedream.org/teaching_and_learning_toolkit

Faculty Engagement in Student Advising

Chapter 2 discusses a range of ways for faculty, Student Affairs professionals, and other key administrators and staff to collaborate to support student success. Engagement in student advising is one critical way for faculty to support student success and, as the chapter suggests, faculty work in this domain is often strengthened by their relationships with colleagues across the college.

This Worksheet guides you to consider the extent to which full-time and adjunct faculty engage their students in informal advising and formal advising, how the college supports this work, and the ways in which faculty engagement in student advising presents opportunities to build or deepen collaborative working relationships.

Informal advising interactions *Examples include spontaneous conversations initiated by faculty or students just before or after class, in the hallway, or when students stop by for a chat during office hours and the conversation moves beyond course content.*	In what ways do our faculty have informal advising interactions with their students? When and where do these interactions occur? How frequent are they? To what extent do faculty consider these to be acts of teaching?
	Are our responses true for our full-time faculty and adjunct faculty? If yes, why? If not, why not?
	What professional learning supports could the college offer to faculty to strengthen the quality of their informal advising interactions with students? How could a professional learning process be designed to also build/deepen relationships between faculty and Student Affairs professionals?

58

Worksheet 2.1 (cont'd.)

Faculty Engagement in Student Advising

Formal advising interactions *Examples include advising conversations by appointment, or Advising Days in which students may meet with their faculty advisor before registration each semester; faculty may be required to do a certain number of advising hours per term; students may be required to have this advising appointment before they can register.*	In what ways do our faculty provide formal advising for their students? When and where do these interactions occur? How common are they, across the college? Is this a requirement for faculty (e.g., a required number of advising hours per term, a required number of students to advise)? To what extent do faculty consider these to be acts of teaching?
	Are our responses true for our full-time faculty and adjunct faculty? If yes, why? If not, why not?
	What professional learning supports could the college offer to faculty to strengthen the quality of their formal advising interactions with students? How could such professional learning be designed to also build/deepen relationships between faculty and Student Affairs professionals?

59

Worksheet 2.2

Faculty Roles in Supporting Students Beyond the Classroom

Worksheet 2.1 asked your team to focus on faculty engagement in student advising. We now ask that you build on those discussions to consider the wider range of ways your college looks to full-time and adjunct faculty to support students beyond the classroom.

To begin, please make a list in the left-hand column of any student support service in which your faculty should have a role (we have provided several common services). Then, thinking about one service at a time, consider the ideal role of faculty in connecting students to the support service, delivering the support service to students, and evaluating and refining the service.

Finally, reflect as a group on the questions at the bottom of this chart.

Services	Ideal Faculty Role In …		
	Connecting Students to the Support Service	**Delivering the Support Service to Students**	**Evaluating and Refining the Service**
Example: *Food pantry*	*- All faculty include pantry information in their course syllabi and raise awareness of it in their first class meeting.* *- All faculty refer students they find out are experiencing food insecurity to available supports.*	*- Many faculty help stock the pantry by bringing in food to donate or donating via their paycheck.*	*- Faculty members serve on the team/committee that analyzes the data related to food pantry use and decide on refinements and resource allocation.*
Academic advising and planning			
Career advising and planning			
Emergency aid			
Financial planning and coaching			

60

Worksheet 2.2 (cont'd.)

Faculty Roles in Supporting Students Beyond the Classroom

Services	Ideal Faculty Role In …		
	Connecting Students to the Support Service	Delivering the Support Service to Students	Evaluating and Refining the Service
Childcare supports			
Public benefits access			

Questions for reflection and discussion:

1. Do formal roles and responsibilities for full-time and adjunct faculty outline the ways in which they are expected to contribute to student learning and success outside the classroom? How are these roles embedded in structures for faculty hiring, professional learning, evaluation, recognition, and reward?

2. Do these roles reinforce opportunities for faculty and Student Affairs colleagues to collaborate to ensure student learning and development? How does your college demonstrate that these collaborations are valued?

3. How are faculty given preparation and support to excel in these roles? What kind of professional learning process would be helpful and appropriate?

Identifying Opportunities for Partnerships and Collaboration

What is the current state of collaboration between faculty and Student Affairs professionals at your college? What collaborations focus on advisement and other holistic student supports? What collaborations focus on evidence-based classroom learning and teaching practices?

Worksheets 2.1 and 2.2 focused on the roles of faculty in supporting student learning and success beyond the classroom and the opportunities these roles present for collaboration with colleagues across the institution. We now ask you to dive deeper into thinking about how partnerships and collaboration happen at your college.

To begin, please make a list in the left-hand column of existing partnerships/collaborations or opportunities to form something new. In the next two columns, respond to each of the prompts as a group, sharing what you know about how these partnerships or collaborations function.

Then, in the next blank row, think about potential future collaborations, focused either on classroom learning and teaching or on holistic support. What collaborations would be useful to advance your initiatives? As you address this, be sure to consider the professional learning and support needs you identified in Worksheets 2.1 and 2.2. In this part of the worksheet, respond to the prompts as you would envision or hope these collaborations would take shape.

(Please complete Worksheet on next page, then return to this page to complete the questions for reflection and discussion.)

―――――――――――――――――――――――

Questions for reflection and discussion:

1. What areas of student support on our campus would most benefit from the engagement of full- and part-time faculty?

2. How could we use professional learning to engage faculty in advisement, strengthen our student supports, and build partnerships linking faculty and Student Affairs professionals?

3. What makes such partnerships work? What obstacles would we need to consider? What strategies might be particularly effective? What ideas do you have? What are your questions?

Please take notes on your team's discussion of these questions, and save them for future reference.

Identifying Opportunities for Partnerships and Collaboration

Opportunity for partnership or collaboration For each partnership listed, briefly identify its goal(s).	Who is involved? How frequently does this group come together? What do we know about the quality of their partnership or collaboration?	What could we do to advance quality in this area? Could shared professional learning strengthen this group's work? What would be helpful? What are we learning from this work that could inform how other partnerships and collaborations are created and organized?
Example: *Cross-division professional learning communities* *Each year the college's Center for Teaching & Learning collaborates with the Student Affairs Professional Development Council and Human Resources to form cross-division professional learning communities (PLCs) designed to advance work on self-selected projects related to the College Strategic Plan.*	*These are open to all faculty, staff, and administrators. The organizers structure the PLCs so that each cohort has a mix of roles represented. Each cohort meets monthly for the academic year. The primary goal is around professional learning and each PLC produces a product of some kind (e.g., a manual or handbook to support work on a specific student success issue) that will be of use to colleagues across the institution. These collaborations are typically of a high quality because the groups are working toward an explicit goal.*	*These PLCs are usually given their focus by college leadership. This is often useful, but we should also have opportunities for faculty, staff, or administrators to propose topics/focus areas for these PLCs.* *We have learned that it is helpful for the PLCs to be co-led by two people with different roles on campus. This helps to model the cross-division partnership needed to further our success.*

63

Making the Case

Imagine that you are having a conversation with other leaders at your college who are not part of your working team. You want to make a case for collaborative partnerships linking faculty and Student Affairs professionals around one or more of the issues facing your college (teaching and learning improvement, holistic student supports, etc.). Take a minute to think about it and make some notes, using the following reflective prompts as your guide.

1. What evidence or arguments presented in this chapter did you find particularly persuasive? Why? What are the implications of this evidence or argument? What ideas, references, or sources would you want to remember and be able to use in your work?

2. Sketch a two- to three-minute "elevator speech" arguing for the value of your proposed collaboration. What key points would you include?

3. What ideas or issues discussed in this chapter would you want to know more about? Are there references you'd like to explore in greater depth? How else might you deepen your knowledge base on the issue(s) you've identified?

NOTES

Done well, professional learning processes support educators as they integrate evidence-based practices, deepen teaching quality, and foster student learning and success.

A Community of Learner/Teachers

Excellence Cornerstone III. Educators join students as active learners in an accessible, empowering, personalized, and supportive academic community.

To build student success and close the equity gap, higher education must invest in quality teaching and learning. Teaching and learning stand at the core of higher education's ability to fulfill its promise. Colleges must take the steps needed to strengthen the structures and processes that support quality pedagogy and evidence-based teaching practice, within and beyond the classroom walls.

ATD's Karen Stout has identified the vital importance of the issue. To build student achievement and transform higher education, she has suggested, requires action on multiple levels:

> College leaders need to empower faculty to lead changes in pedagogy…build coherent and clear course and program sequences, and engage in advising in new ways. Teaching must be made more dynamic, relevant, culturally responsive…and cultivate students' ownership of what they learn.[1]

Reaching these goals, Stout argues, involves more than wishful thinking. Doing the same things that higher education has been doing for decades will not somehow, miraculously, begin to produce higher-quality student learning. Change requires strategic action, "commitment to engaging full-time and part-time faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution."[2]

Well-crafted professional development or professional learning programs are essential to the future of higher education. This chapter highlights a growing body of research demonstrating that professional learning programs advance pedagogical innovation, support quality instruction, and improve student achievement. Well-designed professional learning also creates opportunities to link faculty with Student Affairs educators, overcoming historic gaps and strengthening the effectiveness of student success

---

1   Stout, K. A. (2018). *The urgent case: Focusing the next generation of community college redesign on teaching and learning.* Dallas Herring Lecture, Belk Center for Community College Leadership and Research, North Carolina State University.
    https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning

2   Ibid.

SPOTLIGHT • SIDEBAR 3.1

Professional Learning and Educational Development

We use **"professional learning"** to reframe what is traditionally labeled faculty development or professional development. Our approach broadly includes not only faculty (full-time and contingent) but also the advisors and other student support staff needed to address the whole student and effectively scale transformative change.

"Educational development" is an increasingly common term for the strategies, structures, and processes that support individual faculty and staff's ongoing professional learning and their intrinsic connection to departmental, institutional, and cross-institutional learning and improvement.

---

initiatives. Engaging educators across departments and divisions, professional learning links structural, behavioral, and attitudinal change to create more agile and nimble institutions, capable of adapting to an uncertain future. The COVID-19 pandemic is a particularly severe instance of a series of shocks that have and will continue to disrupt higher education. (See Appendix for discussion of teaching, learning and professional development in the COVID crisis.) The future is uncertain, yet it is clear that the need for both effective teaching and more adaptive institutions will only grow. To make enduring change that builds learning and success for all, we encourage ATD colleges to strategically engage high-impact professional learning.

To advance high-quality improvements in teaching and learning requires high-quality professional learning processes. To make a

To advance high-quality improvements in teaching and learning requires high-quality professional learning processes. To make a meaningful difference, the research suggests, professional learning programs must be "done well."

meaningful difference, the research suggests, professional learning programs must be "done well." Evidence-based principles of good practice can help colleges increase the scope, depth, and effectiveness of the professional learning process. Such principles can guide the design of programs that are engaging and productive, that help educators support each other through the change process. To substantially benefit first-generation students, students from low-income backgrounds, and students of color, professional learning must be broad and inclusive,

engaging the part-time faculty (who teach so many community college courses) as well as full-time faculty and staff. Some visionary professional learning programs position students as partners in the effort to improve teaching and learning. Engaging students as peer mentors and bringing them into the professional learning conversation can pay dividends for both student and faculty learning.

This latter point speaks to our shared overarching purpose. Professional learning programs often address context-specific issues—implementation of a chosen pedagogy, a new technology, a curricular change or an advisement initiative. The deeper goal of professional learning matches the goal of active learning pedagogies: the empowerment of students as learners, creating conditions that help them take ownership of their own learning.

Improving teaching quality involves action on the part of students as well as educators. This message—that meaningful learning requires active shared effort on the part of all—is crucial to building a culture of teaching and learning excellence.

The synergy between active learning pedagogy and the professional learning process can be discussed at multiple levels from diverse angles. To address one salient point: All of the evidence-based pedagogies discussed in Chapter 1 focus in some fundamental way on the idea that knowledge is constructed in a relational process in which the actions of the learner are central. In this context, the role of the educator shifts away from the direct transmission of knowledge and toward the creation of powerful learning experiences that engage a particular group of students in meaningful development of skill, knowledge, and understanding. This shift does not diminish the educator's role.

"If anything," wrote Michael Reder in *Peer Review*, "the role of the teacher is even more demanding and complex, as she is forced to navigate not only a body of knowledge, but also an ever-changing and diverse group of learners."[3]

In a more traditional paradigm focused on information transmission, it is possible to use the same yellowing lecture notes, year after year. In a context where the students' actions are central, the educator must become a more adaptive learner/teacher. This involves not only trying out new approaches but also, as the advocates of constructivist and inclusive pedagogies suggest, thoughtfully adjusting to the needs, skills, and assets that students bring to the learning experience. "Empowering learning is challenging and complex," wrote Barr and Tagg in their landmark 1995 article.[4] In this fluid context, supporting educators with high-impact professional learning is essential.

This chapter will briefly discuss the research that demonstrates the power of effective professional learning programs. It then builds on this research to offer a set of evidence-based Good Practice Principles adopted from the *The New Learning Compact: A Framework for Professional Learning and Educational Change*. Addressing multiple dimensions of good practice, from seminar leadership to program design to institutional strategy, the *Framework* is not a "one size fits all" blueprint. Rather, it is meant to serve as a springboard for campus conversation and adaptation to the needs, goals, and realities of your college, your educators, and your students.

The Impact of Professional Learning

A large and growing body of research has revealed the power of high-impact professional learning to advance change and support quality learning and teaching. For many years, research on professional learning was circumscribed by the lack of meaningful data. Evaluation of faculty development was often limited to satisfaction surveys that asked participants about what took place in a workshop. In recent years, research on professional learning has grown more sophisticated and has begun to shed light on the ways that such programs can advance teaching practice and deepen student learning.

A study entitled *Faculty Development and Student Learning: Assessing the Connections* is a leading example of this new research.[5] The authors studied professional learning programs at two institutions: Washington State University (WSU), a large land-grant university, and Carleton College, a private liberal arts college in Minnesota. Both campuses had strong Writing Across the Curriculum programs that helped faculty employ active "writing to learn" pedagogies. WSU also offered a program linking active learning and

> *In a context where the students' actions are central, the educator must become a more adaptive learner/teacher. This involves not only trying out new approaches but also, as the advocates of constructivist and inclusive pedagogies suggest, thoughtfully adjusting to the needs, skills, and assets that students bring to the learning experience.*

A set of Worksheets located at the end of the chapter can help teams use these Principles of Good Practice to assess current campus professional learning approaches. The Worksheets for this chapter and Chapter 4 point toward a long-term process of planning, implementation, and refinement of programs designed to enhance learning and teaching and build institutional capacity. Teams may want to briefly scan those Worksheets now, which can help you use the rest of this chapter as a resource for an inquiry process, gathering information and ideas to support collective conversation and action planning.

critical thinking; Carleton ran a program on quantitative reasoning across the curriculum. These well-crafted programs engaged faculty in recursive processes of examining evidence-based practices and testing them with students in their classes.

The authors studied these programs to understand the relationship of faculty development, teaching practice, and student learning. They had three questions in mind:

▸ When faculty take part in sustained professional development, do they learn the intended new skills and approaches?

---

3   Reder, M. (2007). Does your college really support teaching and learning? *Peer Review, 9*(4), 9–13.

4   Barr, R. B., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change, 27*, 18–25.

5   Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., & Willett, G. (2016). *Faculty development and student learning: Assessing the connections*. Bloomington, IN: Indiana University Press.

▶ Do faculty who take part in sustained professional development then make the desired changes in their teaching practice?

▶ Is this improved teaching associated with improved student learning?

The evidence indicated that the answer to each question was a positive and powerful YES. The researchers conducted surveys and interviews with students and faculty. They examined syllabi, assignments, and grading rubrics. Most importantly,

"Well designed faculty development yields great value," the researchers concluded. "The connections between changes faculty make in their assignments and changes in student learning outcomes are clear."

they examined student work, rating it with objective-based rubrics to determine whether participation in professional development correlated with improvements in student learning. Looking across diverse projects, they found multiple indicators of improved student learning.

For example, at WSU the researchers examined faculty assignments and student papers designed to demonstrate critical thinking, using a blind rating process to compare courses taught by faculty who had different levels of engagement with professional learning. Student work was rated on a six-point critical thinking rubric, in which 6 represented mastery. For students in group A, taught by faculty with little exposure to professional learning processes, the average critical thinking score was 2.6. For students from group B, taught by faculty who had medium levels of exposure to professional learning, the average score was 3.6, a significant improvement in students' demonstrated critical thinking skills. For students in group C, taught by faculty with high levels of exposure to professional learning processes, the improvement was even greater: the students' average critical thinking score was 4.1, nearly 60% higher than the comparison group.

The researchers repeated this process for other programs and courses, examining work shaped by a range of professional learning programs. They reported on what they saw as a clear pattern. "Well designed faculty development yields great value," the researchers concluded. "The connections between changes faculty make in their assignments and changes in student learning outcomes are clear."[6]

Since the publication of *Faculty Development and Student Learning*, multiple studies have reported similar findings. For example, faculty at Bronx Community College in the City University of New York (CUNY) studied one of their leading professional learning initiatives.[7] BCC faculty and staff redesigned their First-Year Seminar (FYS) to incorporate ePortfolios, thus linking two validated High-Impact Practices (see Sidebar 1.2). The program's leaders identified a set of principles that should guide every course, including an ePortfolio pedagogy that emphasized reflection, critical thinking, and identity development. They designed an intensive, year-long professional development program to help FYS faculty explore the literature on HIPs, threshold concepts, and metacognition, and consider the implications of active learning pedagogy for their ePortfolio-enhanced courses. Pursuing a design cycle of Inquiry, Reflection, and Integration recommended by a national project,[8] the faculty continue to meet during the implementation phase, sharing insights and helping each other through collective problem solving:

> As the faculty test their pedagogy in practice, the seminar pushes faculty to reflect on their teaching experience and understand how well-designed ePortfolio assignments bring together metacognition and threshold concepts. As the seminar moves to conclusion, faculty address—individually and with the cohort—the strengths and weaknesses of their approaches and decide on future adjustments.[9]

With the help of their campus Institutional Research office, the authors studied the outcomes for 130 FYS sections, serving more than 3,500 students over two years. They compared

6 Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., & Willett, G. (2016). *Faculty development and student learning: Assessing the connections.* Bloomington, IN: Indiana University Press.

7 Getman-Eraso, J., & Culkin, K. (2018). High-impact catalyst for success: ePortfolio integration in the first-year seminar. In B. Eynon & L. M. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice* (pp. 32–49). Sterling, VA: Stylus.

8 Eynon, B., & Gambino, L. M. (2017). *High-impact ePortfolio practice: A catalyst for student, faculty, and institutional learning.* Sterling, VA: Stylus.

9 Getman-Eraso, J., & Culkin, K. (2018). High-impact catalyst for success: ePortfolio integration in the first-year seminar. In B. Eynon & L. M. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice* (pp. 32–49). Sterling, VA: Stylus.

Impact of Faculty Professional Learning on Student Outcomes	FYS Course Pass Rates	First Semester Credit Accumulation	Next Semester Retention
Students taking FYS courses taught by faculty who took part in limited training workshops (n = 3041)	71.98%	5.86 credits	76.5%
Students taking FYS courses taught by faculty who took part in sustained professional learning (n = 548)	82.30%	7.26 credits	82.2%
Difference	10.32 percentage points	1.4 credits	5.7 percentage points

courses taught by faculty who took part in sustained professional learning with courses taught by faculty who took part in more limited training workshops. First, they rated syllabi and assignments against rubrics for effective ePortfolio practice and found that the faculty who took part in the more intensive professional learning process were more likely to employ the essential facets of integrative ePortfolio pedagogy. The professional learning program, in other words, had demonstrable impact on practice.

The BCC team next considered outcomes for students. Using a process like that employed at WSU, they examined student portfolios, using rubrics for critical thinking, integrative learning, and digital identity; they found that students taught by faculty in the intensive professional development group were far more likely to demonstrate higher levels of learning in these areas. Looking at student success outcomes, the gains were also clear: students taught by faculty from the intensive professional learning group demonstrated stronger course pass rates, next semester retention, and credit accumulation.

While documenting the benefits of integrative ePortfolio practice, done well, for students, the BCC study goes further, highlighting the value of professional learning support for any teaching innovation. "The ability of faculty to integrate

ePortfolio practice effectively depends on professional development that introduces pedagogical concepts along with the technology, and supports the process of designing, implementing and revising courses," wrote the study's authors. "The critical

"The critical implication is that intensive professional development is worth the investment of money and time, as it helps an institution attain the goals of not only improving retention and graduation rates, but also deepening students' learning and improving their long-term professional and personal success."

implication is that intensive professional development is worth the investment of money and time, as it helps an institution attain the goals of not only improving retention and graduation rates, but also deepening students' learning and improving their long-term professional and personal success."[10]

Other studies have produced similar findings. Published research on ePortfolio integration in the STEM programs at LaGuardia Community College (CUNY) uncovered comparable results, documenting even larger gains for students.[11] At LaGuardia, "intentional professional development efforts shaped a large, successful, and evolving ePortfolio initiative."[12]

---

10 Getman-Eraso, J., & Culkin, K. (2018). High-impact catalyst for success: ePortfolio integration in the first-year seminar. In B. Eynon & L. M. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice* (pp. 32–49). Sterling, VA: Stylus.

11 Radhakrishnan, P., Hendrix, T., Mark, K., Taylor, B. J., & Veras, I. (2018). Building STEM identity with a core ePortfolio practice. In B. Eynon & L. M. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice* (pp. 223–240). Sterling, VA: Stylus.

12 Bhika, R., Quish, E., & Hofmann, E. (2018). Critical junctures: Professional development in an evolving ePortfolio landscape. In B. Eynon & L. M. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice* (pp. 125–140). Sterling, VA: Stylus.

An active-learning program at Creighton University, engaging faculty and students in collaborative course redesign (detailed later in this chapter), generated statistically significant changes in student success in courses ranging from biology and chemistry to nursing, pharmacy, and law.[13] On a broader scale, a recent study of more than 22,000 faculty nationwide found that participation in professional learning was among the most significant factors correlating with faculty implementation of learner-centered instruction.[14]

A last example: A 2019 report on a major professional learning program at Purdue underscores the promise of "well-designed faculty development" done at scale. Launched in 2011, Instruction Matters: Purdue Academic Course Transformation (IMPACT) has worked with more than 300 Purdue faculty in a process that links pedagogical change with curricular redesign at the course level. The program, according to its leaders, is "designed to achieve student-centered learning environments by incorporating active and collaborative

learning as well as other teaching and learning practices and technologies into courses." For students, the goal is to "foster student engagement and student competence, as well as increased attainment of course-specific learning outcomes, retention and degree completion." More broadly, IMPACT aims to advance a campus culture that links professional learning with improved teaching and student success.[15]

IMPACT creates Faculty Learning Communities, bringing groups of self-selected faculty together with instructional designers, librarians, and IT specialists. Each cohort works together for a semester of pedagogy-driven course redesign. Then the faculty test the redesigned courses, documenting and reflecting on the results. Some faculty choose to redesign courses to incorporate online learning in the form of "flipped classrooms," recording lectures that students access on their own, reducing lecture time and creating more time for in-class interaction. One cohort focused on redesigning calculus courses, with all of the faculty collaborating to address a shared set of issues. Most often, each group includes diverse disciplines and issues—a shared focus on active, student-centered learning provides a common ground for the process of inquiry, reflection, and exchange.

Initially targeting large, introductory courses with high DFW rates (high frequencies of low grades, failure, and withdrawal), IMPACT gradually expanded to other courses as well, using evaluation data to build campus support and guide change. Across courses, in surveys and interviews, faculty report investing significant but helpful time in reflecting on their practice and redesigning their courses and indicate that the experience spurs them to transform other courses as well. The impact on students in high DFW courses is particularly clear and concrete. In a recent summary, project leaders reviewed years of data and reported:

▸ For many IMPACT courses, we observe an improvement in the mean final grade and/or a reduction in the DFW rate. For example, within the 2016–2017 academic year, 12 courses met the high failure criterion and at least one of the large enrollment or foundational criteria. DFW rates improved in IMPACT sections for nine of these 12 courses.

▸ Within the 2017–2018 academic year, 17 courses met the high failure criteria and at least one of the large enrollment or

---

13   Duda, G. K., & Danielson, M. A. (2018). Collaborative curricular (re)construction: Tracking faculty and student learning impacts and outcomes five years later. *International Journal for Students as Partners, 2*(2), 39–52. https://doi.org/10.15173/ijsap.v2i2.3568

14   Keith, C. J. (2019). Faculty members' use of learner-centered instruction at institutions in the United States. *International Journal of Teaching and Learning in Higher Education, 31*, 378–389.

15   Levesque-Bristol, C., Maybee, C., Parker, L. C., Zywicki, C., Connor, C., & Flierl, M. (2019). Shifting culture: Professional development through academic course transformation. *Change: The Magazine of Higher Learning, 51*(1), 35–41.

foundational criteria, and DFW rates improved for 12 of the 17 courses in the IMPACT sections.

▸ Overall, the DFW rates decreased an average of 5.1% when compared to the pre-IMPACT DFW rate. This rate of change corresponds to an additional 404 students passing the courses with a C- or higher in the 2016–2017 academic year, and 618 in the 2017–2018 academic year.[16]

The IMPACT evaluation underscored the importance of quality pedagogy. Using a student survey, the program determines which redesigned courses have become student-centered and to what degree. Notably, courses rated as more student-centered tend to demonstrate higher outcomes. In the most student-centered courses, students report more significant gains in terms of competence, motivation, knowledge transfer, and overall learning gains. These courses also demonstrate the greatest gains in terms of student achievement. As in the Ellison study of STEM courses discussed in Chapter 1, the benefits are highest for students with the greatest need.[17]

IMPACT's scope of activity is far reaching. As of 2019, faculty had redesigned 301 unique courses, and 95% of the first-time/full-time students who enrolled at Purdue had experienced an IMPACT course. Faculty who took part in IMPACT were steadily ascending into the ranks of senior faculty and supporting ongoing innovation. The program has, in fact, become a central element of campus culture.[18] The IMPACT initiative, concluded George Kuh, after reviewing five years of project evaluations, "is a textbook illustration of how to deliver and evaluate substantive, demonstrably effective professional development experiences."[19]

A Framework for Professional Learning "Done Well"

Done well, professional learning processes support educators as they integrate evidence-based practices, deepen teaching quality, and foster student learning and success. The research is persuasive. The next question is, how do we build and sustain quality professional learning programs on our campuses? What are the guideposts to designing, leading, and growing high-impact professional learning programs?

The professional learning bookshelf is rapidly growing, including *The Advancement of Learning: Building the Teaching Commons, Faculty Development in the Age of Evidence, The Journal of Faculty Development, Developing Faculty Learning Communities at Two-Year Colleges,* and *To Improve the Academy: A Journal of Educational Development.*[20] There is an exciting array of professional learning methodologies. No one approach is appropriate to all issues and campus contexts, but the research on professional learning provides insights that can help institutions design programs calibrated to their needs.

In 2019, a group of diverse educators with long experience designing professional learning programs, including staff from ATD, came together to review the research and develop design principles for professional learning and educational development done well. Working under the auspices of the Every Learner Everywhere network, this group sought to identify the guiding principles of effective, evidence-based approaches that were learning centered, equity focused, inclusive, and personally empowering not only for students but also for faculty and other educators. Published as *The New Learning Compact: A*

---

16 Levesque-Bristol, C., Flierl, M., Zywicki, C., Parker, L. C., Connor, C., Guberman, D., Nelson, D., Maybee, C., Bonem, E., FitzSimmons, J., & Lott, E. (2019, February). *Creating student-centered learning environments and changing teaching culture: Purdue University's IMPACT program.* Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). https://www.learningoutcomesassessment.org/wp-content/uploads/2019/05/OccasionalPaper38.pdf

17 Levesque-Bristol, C., Maybee, C., Parker, L. C., Zywicki, C., Connor, C., & Flierl, M. (2019). Shifting culture: Professional development through academic course transformation. *Change: The Magazine of Higher Learning, 51*(1), 35–41.

18 Levesque-Bristol, C., Flierl, M., Zywicki, C., Parker, L. C., Connor, C., Guberman, D., Nelson, D., Maybee, C., Bonem, E., FitzSimmons, J., & Lott, E. (2019, February). *Creating student-centered learning environments and changing teaching culture: Purdue University's IMPACT program.* Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). https://www.learningoutcomesassessment.org/wp-content/uploads/2019/05/OccasionalPaper38.pdf

19 Kuh, G. D. (2018, July). What is the impact of IMPACT? An evaluation of the Purdue University "Instruction Matters: Purdue Academic Course Transformation" initiative.

20 Huber, M. T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons* (A Carnegie Foundation Report on the Scholarship of Teaching and Learning in Higher Education). San Francisco: Jossey-Bass.

   Beach, A. L., Sorcinelli, M. D., Austin, A. E., & Rivard, J. K. (2016). *Faculty development in the age of evidence: Current practices, future imperatives.* Sterling, VA: Stylus.

   Journal of Faculty Development. https://www.magnapubs.com/product/leadership/faculty-support/journal-of-faculty-development

   Sipple, S., & Lightner, R. (Eds.). (2013). *Developing faculty learning communities at two-year colleges: Collaborative models to improve teaching and learning.* Sterling, VA: Stylus.

   To Improve the Academy: A Journal of Educational Development. https://onlinelibrary.wiley.com/journal/23344822

Framework for Professional Learning and Educational Change,[21] these principles can guide your work as you design programs to enhance learning and teaching.

> **The *NLC Framework* spotlights four dimensions of professional development practice:**
>
> ▶ **Individual:** How do effective professional learning programs engage educators as individual practitioners? What kinds of approaches help educators change their practice and advance student learning?
>
> ▶ **Community:** Educators (like all human beings) are social creatures. How do effective professional learning programs bring educators into community, to collaborate for change? What are the principles for designing such professional learning communities?
>
> ▶ **Institutional:** Professional learning cannot succeed if it is not rooted in strategic institutional support. What institutional policies and practices help generate and sustain effective professional learning?
>
> ▶ **Ecosystem:** Multi-campus partnerships and professional learning networks offer opportunities for exchange and cross-fertilization. How can campus teams most advantageously engage national success movements, disciplinary associations, accreditation agencies, funders, and other stakeholders in the higher education ecosystem to build a culture of teaching and learning excellence?

For each Dimension, the *Framework* offers Principles of Good Practice, flanked by questions for campus inquiry and self-assessment. Teams of educators and administrators can use the Principles at each of the four interlocking levels to design professional learning programs that make a difference. The goal is to support campuses as they develop programs to help educators deepen the quality of their practice and advance learning for all—students, faculty, staff, and institutions themselves.

In Chapters 3 and 4, we have adapted the *NLC Framework* to create a resource for ATD teams. In this chapter, we discuss

Principles of Good Practice for the **Individual** and **Community** levels, considering ways to use them to shape campus efforts. Accompanying Worksheets offer ways to self-assess current campus professional learning activity and translate these principles into plans and actions. The next chapter will pick up with discussion of the *Framework's* **Institutional** and **Ecosystemic** dimensions.

Professional Learning and the Individual Educator

We start with four Principles of Good Practice related to the **Individual** dimension, focused on individual educators. Individual practice is the pivotal site for the learning/teaching connection, for addressing the behavioral and attitudinal dimensions of change. How can we design professional learning programs that help educators actually change their practice?

As you read about each Good Practice Principle, we encourage you to ask yourself, to what extent does our campus professional learning work embody this approach? What are our strengths and our challenges in this area? How could we refine our approach to more fully embody this principle?

▶ **GOOD PRACTICE PRINCIPLE #1:**
 RESPECT EDUCATORS' KNOWLEDGE. Effective educational development recognizes the deep expertise of faculty, Student Affairs educators, and staff. Their role in co-designing and leading educational development is critical, as are less formal, dialogic opportunities for participants to share and learn from each other.[22]

This principle is foundational, shaping leadership, attitudes, and seminar structure. We have all sat through "training" programs that proceeded as though the participants knew nothing and needed to be told what to do. Such an approach ignores the reality that faculty and staff educators bring crucial experience and expertise to the table—and that such knowledge and experience can be invaluable assets to adapting and implementing

---

21 Bass, R., Eynon, B., & Gambino, L. M. (2019). *The new learning compact: A framework for professional learning and educational change.* Every Learner Everywhere. https://www.everylearnersolve.com/asset/YAhR8dclZb0mzn4v2zXh

22 Hale, E., & Bessette, L. S. (2016). New frontiers: Exploring the power and possibilities of the unconference as a transformative approach to faculty development. *Journal of Faculty Development, 30*(2), 9–15.

Ramsay, C., & Brua, C. (2017). Understanding professors of practice: Leveraging expertise, empowering potential. *Journal of Faculty Development, 31*(3), 25–30.

Vaill, A., & Testori, P. (2012). Orientation, mentoring and ongoing support: A three-tiered approach to online faculty development. *Journal of Asynchronous Learning Networks,* 16(2), 111–119.

any innovation. Respect, however, does not mean simply doing things as they've always been done. Rather, it can facilitate the process of rethinking pedagogy and practice. Constructivist learning theory tells us that connecting to a learner's prior knowledge powers meaningful learning. This precept may be even more important for adults (and professionals) than it is for younger learners. In your professional learning processes, building upon respect will be crucial to effectively leveraging your colleagues' expertise and engaging them in the change process.

Principles of Good Practice
Individual Dimension

- Respect Educators' Knowledge
- Connect with Practice
- Engage Inquiry and Reflection
- Protect Participant Time

One facet of manifesting such respect has to do with leadership, which should integrate representatives of the participating educators. We recommend, for example, that the leadership of faculty development programs include faculty. Professional development staff and educational administrators can play key roles, but they are stronger when partnered with faculty leaders. Involving faculty in the design, planning and formal leadership of professional learning can help ensure that faculty needs and perspectives are addressed. The same principle holds true for programs that integrate Student Affairs professionals.

Respecting participant knowledge also shapes effective seminar design and facilitation, including the language used to guide activities and conversations. We encourage teams to apply active and collaborative learning strategies in the design and leadership of workshops, seminars, and meetings. These create opportunities for informal leadership, mentorship, and support, helping to activate the crucial expertise that all participants are bringing to the conversation. Well-structured small group conversations, where participants share plans for courses and activities, for example, empower participants to help each other through constructive feedback and problem solving.

The high-impact professional learning programs featured in the narrative and sidebars pay conscious attention to this principle.

The faculty-focused programs studied by Condon and colleagues, for example, were all led by experienced faculty who layered professional learning expertise on top of years of teaching experience. The programs at WSU and Carleton built on participants' pedagogical and disciplinary knowledge, asking them to use that expertise to adapt "writing to learn" pedagogy (and quantitative reasoning and critical thinking) to a wide range of disciplinary courses. The researchers studying these programs stressed ways that the programs were faculty driven. Describing the different programs on the two campuses, the researchers noted, "one feature stands out. On each campus these successful activities sprang from faculty interests and values."[23]

▶ GOOD PRACTICE PRINCIPLE #2:

CONNECT WITH PRACTICE. Educational development is most effective when it relates to and informs teaching-learning practice as it unfolds in diverse settings, from classrooms to online or co-curricular environments. Link exploration of theory to practical possibilities. Model good teaching-learning practice in the professional learning process and ensure that participants walk away with applicable new skills and resources. Make it useful.[24]

Learning theory and research on evidence-based practice both hold important places in professional learning conversations. But if professional learning focuses only on research and theory, it is unlikely to be effective. Powerful professional learning helps participants consider the links between theory and the practical realities that they confront every day, in the classroom or in co-curricular settings. We recommend that you design your professional learning processes to support participants as they actively adapt evidence-based practices to their own settings and students.

23 Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., & Willett, G. (2016). *Faculty development and student learning: Assessing the connections.* Bloomington, IN: Indiana University Press.

24 Rutz, C., Condon, W., Iverson, E. R., Manduca, C. A., & Willett, G. (2012). Faculty professional development and student learning: What is the relationship? *Change: The Magazine of Higher Learning, 44*(3), 40–47.

Jankowski, N. A., & Marshall, D. W. (2017). *Degrees that matter: Moving higher education to a learning systems paradigm.* Sterling, VA: Stylus.

Duda, G. K., & Danielson, M. A. (2018). Collaborative curricular (re)construction: Tracking faculty and student learning impacts and outcomes five years later. *International Journal for Students as Partners, 2*(2), 39–52. https://doi.org/10.15173/ijsap.v2i2.3568

CAMPUS CASE STUDY • SIDEBAR 3.2

Open Pedagogy and Professional Learning at Montgomery College

Faculty, students and professional development staff are using a dynamic process to transform courses at Montgomery College (MC). Interdisciplinary faculty teams work together to use Open Educational Resources (OER) and open pedagogy to engage thousands of students in experiential learning projects focused on sustainability and social justice. "The core of open pedagogy," says Shinta Hernandez, "is making the student a partner in the learning process." Through this project, Montgomery students take greater ownership of their own learning. Students also play a key role in the professional learning project itself, working with faculty and academic support staff to shape the teaching/learning dynamic.[25]

As discussed in Chapter 1, the use of Open Educational Resources (OER) can reduce financial barriers for students and increase access to college courses. It can also spur teaching innovation and invigorate college course curricula by inviting students to contribute to course design and construct learning resources for other students. MC participated in ATD's OER Degree initiative, which helped participating colleges advance the use of open pedagogy in redesigned OER courses.

Building on the ATD collaboration, Hernandez, who is chair of the Social Sciences Department, partnered with Michael Mills, Vice President of E-Learning, Innovation and Teaching Excellence (ELITE), Montgomery's main professional learning center; the two came up with a vibrant innovation. Using open and active learning pedagogy, faculty engage students in collaborative, community-based learning projects addressing issues of sustainability and social justice as outlined by the United Nations Sustainability Development Goals (UNSDG). "We combine the elements of all sorts of High-Impact Practices," Hernandez explained in a recent interview.[26]

The UNSDGs are broad, addressing pressing issues like inequality, poverty, hunger, women's rights, and climate change. Faculty design interdisciplinary projects that engage students in inquiry, production, and presentation: Students gather information related to a pressing issue and develop multimedia communication products—videos, pamphlets, Prezi presentations, and other tools for community education and change. "The students want to do something that's useful," says Hernandez. "They want to make a difference."[27]

Coordinated by ELITE, the program has grown steadily. It began in 2018, with 15 UNSDG faculty "fellows" working in seven teams. MC recently launched its program for the 2020–21 academic year, working with 42 faculty in 17 teams. By the end of this academic year, more than 3,000 students will have taken part in pilot courses, and thousands more will have benefited from the revised assignments.[28]

Hernandez and Mills attracted institutional support in part by making clear how the program addresses a priority goal in the "MC 2025" strategic plan: "Enhance transformational teaching practices and learning environments." Program participation counts toward fulfilling the College's service learning/leadership development requirement for full-time faculty and helps part-time faculty advance their priority status.

Faculty who want to be UNSDG Fellows first submit an application. Those selected to take part work together in interdisciplinary teams, meeting over the summer to design three assignments to be used across disciplines. As MC has partnered with other institutions, including Maricopa Community Colleges (Arizona) and Kwantlen Polytechnic University (British Columbia), teams and assignments also span campuses. Instructional designers, librarians, and other academic support staff join the conversation.

Mills describes the assignments as "renewable" in multiple ways. First, faculty commit to designing assignments that

(sidebar continued on next page)

---

25   S. Hernandez & M. Mills (interview, May 29, 2020).

26   Interview, op. cit.

27   Interview, op. cit.; *United Nations Sustainable Development Goals*: https://www.un.org/sustainabledevelopment

28   *United Nations Sustainable Development Goals Open Pedagogy Fellowship*: https://www.montgomerycollege.edu/offices/elite/unesco

Summer 2020 Kick-Off Presentation. (2020, May). *United Nations Sustainable Development Goals Open Pedagogy Faculty Fellowship, Montgomery College.*

(sidebar continued from previous page)

they will revise and reuse as part of their regular repertoire. They use the web to share the assignments, through a Creative Commons license. Most importantly, Mills and Hernandez want the assignments to create memorable, "renewable" learning experiences for students, ones that help students develop cognitive skills and knowledge that they can use to help their communities—and can also reuse again and again in advanced education and career. Having students integrate and transfer skills and knowledge from multiple disciplines to address authentic, unscripted problems taps a powerful chord of evidence-based pedagogy.[29]

The partnership process, Hernandez explains, pushes faculty "outside their comfort zone." They have to figure out how to accommodate both disciplines and their perspectives. This puts faculty in the position of being learners and helps open them to rethinking practice around open pedagogy. Similarly, the assignments push students out of their comfort zone, asking them to shift out of a passive learning posture to take greater responsibility and create an authentic product, useful to the community.[30]

At the end of the summer design seminar, faculty teams present assignments and reflect on what they've learned. In the fall, each team member implements the assignments in their course, getting help from academic support staff. Students design projects in conversation with faculty. After the fall semester, faculty share experiences and reflect again, revising the assignment based on observation, outcomes, and student feedback. "Next time," noted Zev Cossin, an MC Anthropology professor, "I'll start the assignment sooner and integrate it more thoroughly with the rest of the course."[31]

Student response is enthusiastic. "Not only has my personal behavior changed, but my career path has also changed," wrote a student about an assignment on recycling jointly designed by Chemistry and Spanish faculty. "I'm still a communications major, but now I want to work in the communications department of an environmental organization, to help protect the planet I love so much."[32]

Throughout the process, faculty are prompted to partner with and learn from students. Students attend one of the summer professional learning conversations to discuss what makes an engaging assignment and give feedback to faculty. "We warn faculty," says Hernandez. "Students are going to be honest." In their courses, faculty help students pursue projects that connect their interests with the content of the course. And in the spring after the pilot semester, the college hosts a showcase in which students and faculty give joint presentations on the assignments, the student projects, and ways the process has reshaped everyone's perspective on teaching and learning. "We call it a student showcase," says Mills. "But from now on, maybe we'll call it the student-faculty partnership showcase."[33]

Attention to this principle is clearly evident in well-structured course and assignment design efforts, such as those at the heart of Purdue's IMPACT program and the ePortfolio program at Bronx Community College. Assignment and course design processes engage faculty in applying new, evidence-based approaches to the realities of their courses, from student needs to in-class activities, homework assignments and course outcomes. Sidebar 3.2 spotlights a dynamic, interdisciplinary professional learning program at Montgomery College that links assignment design with open pedagogy and the goals of sustainability and social justice articulated by the United Nations.

Similarly, in the next chapter, Sidebar 4.4 examines a highly effective course design process linking multiple State University of New York (SUNY) campuses as they implement new approaches to developmental English.

We recommend structuring time in workshops and seminars for exploring those connections, as well as opportunities to brainstorm, design, and share plans for courses and activities. Existing samples (perhaps created by earlier programs) can stimulate participants' own creativity. Explicitly modeling effective pedagogies in program processes can create an experiential context for the work of assignment and course redesign.

---

29   Ibid.

30   Interview, op. cit.

31   Cossin, Z. (2019, December). ELITE Faculty Showcase, Montgomery College.
     United Nations Sustainable Development Goals Open Pedagogy Fellowship: https://www.montgomerycollege.edu/offices/elite/unesco

32   Hernandez, S. (2019, March). *United Nations Sustainable Development Goals Open Pedagogy Faculty Fellowship.* Webinar presentation to CCCOER-OEC and SUNY. https://www.montgomerycollege.edu/_documents/offices/elite/sdg-presentation-march-2019.pdf

33   Interview, op. cit.

▶ GOOD PRACTICE PRINCIPLE #3:

ENGAGE INQUIRY AND REFLECTION. Meaningful educational development engages participants in a recursive inquiry process, exploring key questions about student achievement and their linkage to change in pedagogy and practice. Innovative educators consider evidence-based approaches and see their classrooms as laboratories, sites for thoughtful pedagogical experimentation, with the professional learning conversation providing opportunities for feedback, reflection, and exchange.[34]

Making change in educational practice involves experimentation—actually trying out new approaches with students and learning from the experience. Faculty engaged in high-impact professional learning programs see their classroom as sites for inquiry into practice and into student learning. We have found that this inquiry process is most effective when it links intentional experiments with reflective processes that help participants make their emerging insights more explicit, tangible, and accessible. Dewey's insights into the relationship between experience, reflection, and planning for future action are as relevant for educators as they are for students.[35] The classroom and the professional learning conversation exist in dynamic tension, each recursively informing and shaping the other. We encourage teams to design processes that recognize and build upon this learning dynamic—sustained processes that continue the conversation during the implementation phase.

---

34 Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching and Learning, 133,* 85–97.

Costino, K. (2018). Equity-minded faculty development: An intersectional identity-conscious community of practice model for community learning. *Metropolitan Universities, 29*(1), 117–136.

Rands, M., Bender, H., Gillette, M., & Orgler, L. (2017). The role of faculty learning communities in supporting team-based learning. *Journal of Faculty Development, 31*(3), 61–78.

35 Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record, 104*(4), 842–866.

78

As noted earlier, the professional learning process at Bronx Community College was explicitly structured to prompt participants' reflection on what they were seeing in the classrooms. Sustaining the seminar structure while BCC participants implemented their new course designs created opportunities to reflect as the course unfolded. Participants were prompted to reflect individually and in groups, verbally and in writing. Summary reflections at the end of the process helped participants synthesize their learning and project forward to future courses, turning their learning into an enduring resource for ongoing improvement. Sidebar 3.3 highlights a similar approach, Reflective Practice Groups, used by faculty at Monroe Community College.

▶ **GOOD PRACTICE PRINCIPLE #4:**

PROTECT PARTICIPANT TIME. Higher education professionals have busy lives and juggle many responsibilities. Educational development activities should be well structured and designed, making efficient use of participant time. Modes of engagement, both face-to-face and online, should recognize the structurally dissimilar schedules of diverse groups of full-time and adjunct faculty, Student Affairs professionals, librarians, and other educators.[36]

We encourage professional development leaders to invest time and energy in careful design of workshops and seminars, ensuring that activities have clear goals and structures, and that processes are thought through in detail. Respecting participants' time means making sure that every minute is well used—starting on time, ending on time, and thinking carefully about what can be accomplished in any given period. We can all feel it when a meeting or workshop is well planned, with clear guidance or instructions and well-conceived collaborative processes. This builds the trust essential for full engagement in the change process. We encourage program leaders to

meet regularly to plan seminar and workshop processes and prepare the materials needed for any given gathering. This intentional investment of time and energy can pay dividends in terms of your program's effectiveness.

We also recommend that your leadership team take seriously the different rhythms of diverse constituencies—full-time and part-time faculty, for example, or faculty and staff. Some campuses have found that online resources and conversations can supplement face-to-face time, creating flexibility for those with crowded schedules. (The SUNY program featured in Sidebar 4.4 offers an interesting example of this approach.) Knowing and working with the complex rhythms of the week and the semester and utilizing available time to full advantage will help build the credibility and trust you need to power your change efforts.

Professional Learning and Educators in Community

Now we come to a set of four Good Practice Principles related to the **Community** dimension of high-impact professional learning. The Community dimension recognizes that powerful professional learning processes operate collectively as well as individually. The most vibrant learning often involves social processes, and this holds true for professionals as well as our students. Engaged professional community can support individual learning and growth. And the collective process can be crucial in building a larger culture focused on learning and teaching. How do effective professional learning programs bring educators into community, to collaborate for change? Who needs to be engaged? What key principles should guide the design of professional learning communities? We encourage you to consider these questions and the group processes designed for your own campus programs as you explore these Principles and the associated Worksheets.

> ### Principles of Good Practice Community Dimension
>
> • Create Supportive Professional Communities
> • Involve All Sectors of the Professoriate
> • Bridge Boundaries
> • Learn From and With Students

---

36 Scott, W., Lemus, D., Knotts, G., & Oh, J. (2016). Why learner-centered new faculty orientations matter: Organizational culture and faculty retention. *Journal of Faculty Development, 30*(1), 15–22.

Lightner, R., & Benander, R. (2010). Student learning outcomes: Barriers and solutions for faculty development. *Journal of Faculty Development, 24*(2), 34–39.

▶ **GOOD PRACTICE PRINCIPLE #5:**

CREATE SUPPORTIVE PROFESSIONAL COMMUNITIES.
Teaching is challenging. Innovation involves risk taking. Failures can provide vital learning insights. Social learning and community support are essential to professional learning. Effective educational development must foster trust, openness, and respect across difference, generating a climate of shared inquiry and thoughtful reflection.[37]

The weight of change cannot rest solely on the individual front-line educator, acting alone. Professional learning is most effective when it leverages the intellectual and social power of supportive professional community. Professional learning institutes and seminars create opportunities for educators to share ideas, celebrate successes, acknowledge challenges, and engage in collective problem solving. Shared processes of inquiry and planning can support more effective implementation; collective

reflection can deepen participants' learning and create opportunities for broader and more enduring integration.

To take full advantage of the power of peer learning, professional development leaders and facilitators must create environments shaped by an ethos of mutual support, where it is safe to discuss difficulties as well as triumphs. Shifting to evidence-based pedagogy and practice involves experimentation and risk taking. Thoughtful examination of an experiment that didn't work can generate powerful professional learning. "The norm in collegial conversation and in published pedagogical scholarship is to share success stories," wrote Maryellen Weimer in an article entitled *Failure and Learning*. "We do need to learn about what does work, but often there is more learning potential when we try something and it doesn't work." We encourage you to intentionally create safe environments where risk-taking and talking openly about challenges are explicitly valued.

There are many different forms of professional learning communities. The IMPACT program uses Faculty Learning Communities, a methodology formalized at Miami University involving eight to twelve faculty and other educators, meeting regularly for a year to enhance and assess learning and teaching.[38] *Developing Faculty Learning Communities at Two-Year Colleges* offers guidance and examples of the adaptation of this approach to a community college setting.[39] WSU, Carleton, Bronx Community College, and LaGuardia Community College all created sustained, interdisciplinary seminars that meet regularly, focusing on particular pedagogical issues and supporting educators through design, implementation and reflection related to changing practice. Sidebar 3.3 describes a program at Monroe Community College that illustrates the power of reflective professional community. At LaGuardia and Monroe, participant feedback consistently highlights the support and input provided by colleagues as one of the most valuable aspects of the program.

To take full advantage of the power of peer learning, professional development leaders and facilitators must create environments shaped by an ethos of mutual support, where it is safe to discuss difficulties as well as triumphs.

37 Stark, A., & Smith, G. (2016). Communities of practice as agents of future faculty development. *Journal of Faculty Development, 30*(2), 59–67.

Latz, A., & Rediger, J. (2015). Navigating the water: Community college faculty and work-life balance. *Journal of Faculty Development, 29*(1), 13–23.

Stanley, C. A. (2010). Conceptualizing, designing, and implementing multicultural faculty development activities. In K. J. Gillespie & D. L. Robertson (Eds.), *A guide to faculty development* (2nd ed., pp. 218–239). San Francisco: Jossey-Bass.

Tuitt, F. (2010). Working with underrepresented faculty. In K. J. Gillespie & D. L. Robertson (Eds.), *A guide to faculty development* (2nd ed., pp. 240–258). San Francisco: Jossey-Bass.

Scott, W., Lemus, D., Knotts, G., & Oh, J. (2016). Why learner-centered new faculty orientations matter: Organizational culture and faculty retention. *Journal of Faculty Development, 30*(1), 15–22.

38 Cox, M. D., & Richlin, L. (Eds). (2004). Building faculty learning communities. *New Directions for Teaching & Learning, No. 97.* San Francisco: Jossey-Bass.

39 Sipple, S., & Lightner, R. (Eds.). (2013). *Developing faculty learning communities at two-year colleges: Collaborative models to improve teaching and learning.* Sterling, VA: Stylus.

CAMPUS CASE STUDY • SIDEBAR 3.3

Reflective Practice Groups

Faculty at Monroe Community College (MCC) are harnessing the power of reflection to help them deepen their professional learning and improve their practice. With support from the campus professional learning hub, they engage in Reflective Practice Groups, a structured process that unfolds over the course of a semester.

MCC's Teaching & Creativity Center is collaboratively led by a full-time administrator, faculty on partial reassigned time from teaching, and faculty advisory boards on each of the college's two campuses. The Teaching & Creativity Center (TCC) first developed a positive campus reputation through its New Faculty Orientation, a seminar that meets monthly in two-year cycles. Participants expressed an eagerness to engage in other cohort-based professional learning after their orientation experience concluded; more senior faculty also indicated interest in opportunities that would go beyond workshops and brown bags.

The TCC leadership group gathered faculty input and learned that an MCC faculty colleague had once been trained to facilitate Reflective Practice Groups (RPGs).[40] This variant of Faculty Learning Communities uses structured protocols to guide discussion of pressing problems of practice in an equity focused environment. The protocols foster high-impact professional learning as they "offer structured processes to support focused and productive conversations, build collective understanding, and drive school improvement."[41] The TCC seized the opportunity to offer RPGs as one option on a "menu" of cohort-based professional learning experiences.

A small group of educators participated in a week-long training to learn how to design and facilitate RPGs. The TCC then began offering a few groups each semester. This option has grown in popularity with increasing numbers of full-time and adjunct faculty participating and learning how to facilitate sessions. RPG members are accountable to each other, pushing each other to be more equity focused in their work, and supporting each other as they strengthen their classroom practice.

Meetings typically involve group members bringing pieces of work that are meaningful to them; this could be a dilemma, a lesson plan, student work that was confusing or surprising, or data from one's class. The group then focuses on their colleague's goals. In examining an artifact from a colleague's classroom practice, the group might ask, What aspects of this are worth keeping because they are supporting your goal? What are the pieces that are not useful? What are the ways this could be improved?

This process is revelatory for educators. It strengthens their use of the iterative process of inquiry and reflection, helping them regularly pause, reflect on something they have tried, and improve on their teaching. Working as a group, faculty note, empowers more meaningful progress than could be made individually. "A lot of times people feel like this is the place where they go and they are heard," said Gena Merliss, Coordinator of MCC's Teaching & Creativity Center. That feeling of being heard enables faculty to embrace the tension they might experience around being vulnerable with colleagues.

Pausing, taking time to reflect, asking questions rather than just solving problems—these are essential group facilitation techniques that participants do not necessarily anticipate learning when they sign up for a new professional development opportunity. But RPG participants quickly find that this experience provides significant opportunities to learn and practice these skills. Before long they are applying them to their other commitments at the college, bringing a new lens to committee work and department meetings.

The TCC has experimented with different compositions for RPGs, at times offering one or more groups specifically for adjunct faculty and an RPG that brings together MCC faculty with educators from local high schools and nearby four-year colleges and universities. Most recently, they have also reached new groups of colleagues through virtual RPGs. Each semester, one RPG is designed to bring together facilitators of all the other RPGs. This creates an opportunity to process and debrief experiences from each group and to support continuous learning for everyone involved.

---

40   Visit the School Reform Initiative website for more information about Reflective Practice Group design, facilitation, and protocols: https://www.schoolreforminitiative.org

41   *School Reform Initiative protocols*: https://www.schoolreforminitiative.org/protocols

In Sidebar 4.1 we discuss the NILOA Assignment Design Charrette, which can be thought of in a vein similar to these protocols.

▶ **GOOD PRACTICE PRINCIPLE #6:**
INVOLVE ALL SECTORS OF THE PROFESSORIATE. To achieve broad impact, professional development must engage the needs of early, mid-career, and senior faculty; it must be accessible to adjunct faculty as well as full-time faculty, creating opportunities for full-time and adjunct faculty to learn from each other.[42]

We cannot move the needle on student success if we do not engage both full-time and adjunct faculty. Full-time faculty play crucial roles in shaping the campus culture and controlling the curriculum as well as engaging with large numbers of students. They bring invaluable expertise and play pivotal campus leadership roles. Engaging them in the professional learning process is essential. However, a strategy that focuses only on full-timers and ignores part-time faculty is inherently limited.

Designing effective professional learning for part-time faculty is a high priority.

Nationwide, two-thirds of community college faculty have part-time appointments, and these faculty teach half of the courses students take.[43] The working conditions of part-time faculty—teaching on multiple campuses, with limited access to office space and basic services such as copying and IT support—make their task more difficult. Often assigned to developmental and gateway courses and teaching primarily part-time students at night and on weekends, their work is both crucial and highly challenging. In this context, designing professional learning programs that can effectively support part-time faculty is a high priority. Fortunately, ATD has studied this problem, partnered with our network colleges to identify promising solutions, and published *Engaging Adjunct Faculty in the Student*

Success Movement: A Practitioner's Guide. The *Guide* highlights strategies such as those developed at Community College of Philadelphia, which offers a two-day teaching institute each year, designed specifically to meet the scheduling needs of part-time faculty. Delta College, in Michigan, prefers to integrate part-time with full-time faculty in its sustained professional learning programs as a way of building community. Sidebar 3.4 and the *Guide* itself offer additional information.[44]

We strongly recommend that your team consider ways to address the needs of both part-time and full-time faculty. As we do so, we keep in mind that neither group is monolithic. Thinking about the issues and interests of different groups of faculty, considering lines of discipline and rank as well as gender and race, can be critical to a program's success. Full-time faculty fresh out of graduate school, in their first year on campus, very often have special needs. It is also important to consider the professional needs and issues of senior faculty, and those in midcareer, who can play key roles in advancing your campus initiatives. Chapter 5 offers some strategies for assessing the needs of your faculty. Finding ways to explore different needs and support inclusive conversations across difference can play a powerful role in determining the success of a professional learning program.

▶ **GOOD PRACTICE PRINCIPLE #7:**
BRIDGE BOUNDARIES. Collaboration and exchange across difference spurs participants to rethink their assumptions. Bring together combinations of faculty and Student Affairs, IR, and IT staff, librarians, new and experienced full-time and adjunct faculty, cross-disciplinary combinations of programs, departments, and colleges. Engage diverse stakeholders to help everyone think more systemically and consider the whole student.[45]

42 Costino, K. (2018). Equity-minded faculty development: An intersectional identity-conscious community of practice model for community learning. *Metropolitan Universities, 29*(1), 117–136.

Hayward, C., Kogan, M., & Laursen, S. (2016). Facilitating instructor adoption of inquiry-based learning in college mathematics. *International Journal of Research in Undergraduate Mathematics Education, 2*(1), 59–82.

Center for Community College Student Engagement. (2014). *Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement).* Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

43 Bickerstaff, S., & Chavarín, O. (2018, November). Understanding the needs of part-time faculty at six community colleges. *CCRC Research Brief.* https://ccrc.tc.columbia.edu/media/k2/attachments/understanding-part-time-faculty-community-colleges.pdf

44 Achieving the Dream. (2020, February 18). *Engaging adjunct faculty in the student success movement: A practitioner's guide.* https://www.achievingthedream.org/resource/17994/engaging-adjunct-faculty-in-the-student-success-movement-a-practitioners-guide

45 Hessling, P. A., Robinson, E. E., Capps, J. A., Gallardo-Williams, M. T. (2018). Cross-disciplinary reading circles: Community building, collaboration and professional growth. *Journal of Faculty Development, 32*(3), 19–24.

Scott, D., & Kezar, A. (2019). *How student affairs departments can support and engage non-tenure-track faculty.* Los Angeles: Pullias Center for Higher Education, University of Southern California.

Cox, M., & Richlin, L. (2004). Introduction to faculty learning communities. *New Directions for Teaching and Learning, 97,* 5–23.

SPOTLIGHT • SIDEBAR 3.4

Engaging Adjunct Faculty

In 2020 ATD released, *Engaging Adjunct Faculty in the Student Success Movement: A Practitioner's Guide*. Based on work with six ATD Leader Colleges, it considers issues related to adjunct faculty and offers tools for effective engagement. Professional learning for part-time faculty should embody the Good Practice design principles. But programs for part-time faculty must also design with their specific needs in mind. The *Practitioner's Guide* identifies key tips for addressing this issue, including:

Do Your Homework: It is important to start with some research. Who serves as adjunct faculty at our institution? What are their schedules like? What barriers do they face? What are their professional development needs? How do the answers to this question vary by department? Research-based planning is much more likely to produce an effective program. The *Practitioner's Guide* has tools that can help you with this process.

Professional Learning Structures for Adjunct Faculty Engagement: Some colleges invite adjunct faculty to take part in all professional learning offerings. Others design special programs just for adjunct faculty. The Community College of Philadelphia, for example, offers a two-part Adjunct Faculty Academy, featuring a day-long institute right before the semester begins. Faculty-led sessions address evidence-based approaches to teaching and information about advisement, financial aid, and other student services.

After implementing new approaches, participants return at the end of the semester to share experiences and help each other improve practice.

Michigan's Delta College created discipline-based seminars linking part-time and full-time faculty, encouraging collaboration and community. Connecting faculty teaching similar courses, the seminars meet regularly through the semester. Participants who complete the process are eligible to teach a course together in a future semester, building community and shared learning.

Some campuses create online resources for part-time faculty, so they can access them on their own schedules. Patrick Henry Community College uses a mix of online videos and face-to-face workshops to help part-time faculty become more effective in the use of cooperative learning.

Consider Reward Structures: Attention to this issue is pivotal. Beyond stipends, some colleges have found creative ways to recognize part-time faculty engagement. The Community College of Baltimore County created special workspaces for part-time faculty. Harper College and Valencia College offer formal certificates that recognize part-time faculty's completion of specific professional learning programs. Faculty who complete a set number of certificates or a body of work in professional development can submit a portfolio of work and apply for elevation to new contract status—at Harper, for example, they achieve "Level II" status, which offers a higher rate of pay and increased priority in course selections.

Communication and Culture: To achieve broad impact, this work must be communicated to a wide range of college stakeholders, including the college president and provost, governance, faculty unions, college trustees, and system administrators. Building a culture that respects part-time faculty and understands their importance can flank and build support for the practical efforts identified above. Building support structures and a sense of belonging are both important in engaging the whole campus in advancing instructional improvement and student support.

To learn more about these strategies, please download the *Practitioner's Guide* from the ATD website.[46]

---

46   Achieving the Dream. (2020, February 18). *Engaging adjunct faculty in the student success movement: A practitioner's guide.*
https://www.achievingthedream.org/resource/17994/engaging-adjunct-faculty-in-the-student-success-movement-a-practitioners-guide
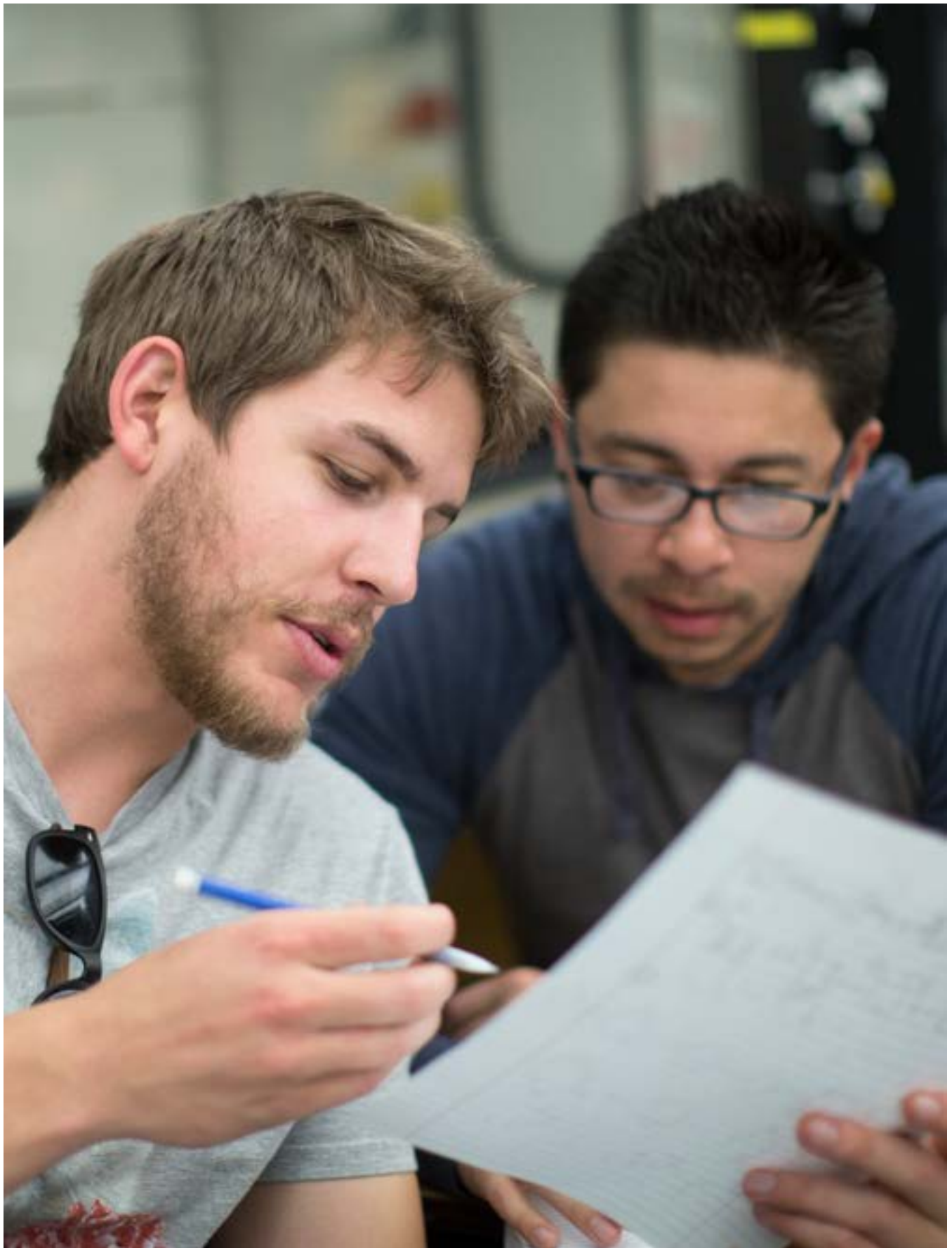
As noted in Chapter 2, the long-standing and highly dysfunctional gap between Academic Affairs and Student Affairs is common across higher education. This is particularly ironic at a time when it is increasingly understood that student learning unfolds in multiple settings, within classrooms and beyond. Helping students connect their learning and transfer skills and knowledge from one setting to another is increasingly a goal for educators and an expressed need of employers. To help students integrate their learning, we as educators must work in a more integrated fashion.

Professional learning programs provide an invaluable opportunity to promote collaboration among groups that rarely meet: advisors, co-curricular leaders, faculty from different disciplines, librarians, instructional designers, and

Some of the boldest thinking in professional learning explores ways to engage students as partners in the effort to advance quality teaching and learning. The importance of "listening to students" is underscored by the growing acceptance of inclusive pedagogies. Engaging students as co-learners, co-inquirers, co-developers, and co-designers represents a bold extrapolation on that concept, and some campuses have found it to be highly effective.

Professional learning programs provide an invaluable opportunity to promote collaboration among groups that rarely meet: advisors, co-curricular leaders, faculty from different disciplines, librarians, instructional designers, and staff from IT and IR.

staff from IT and IR. The Guided Pathways initiative at Clark College, discussed in Chapter 2, illustrates the power of faculty-staff collaboration in building a more cohesive and powerful campus-wide movement for student learning and success. Shared professional learning processes were crucial to the effectiveness of that effort. Sidebar 5.3 points to professional learning programs at LaGuardia that linked faculty with advisors and co-curricular coordinators. Purdue's IMPACT program brings together whole faculty-staff teams to advance their course redesign program. Well-designed professional learning can help different groups come to know and respect each other's work. And it can support the process of alignment and mutual support that help students understand and effectively pursue pathways to success.

▶ **GOOD PRACTICE PRINCIPLE #8:**

LEARN FROM AND WITH STUDENTS. Student perspectives are critical to understanding, deepening, and transforming classroom dynamics. Diverse classrooms offer opportunities to leverage cultural capital and multiple perspectives. Engage students as active partners and participants, informing professional development and improved learning-teaching practice.[47]

One approach for engaging students and listening carefully to their feedback is the Small Group Instructional Feedback process described in Sidebar 3.5. Pioneered by the University of Michigan's Center for Research on Learning and Teaching, the technique was adapted to a community college context by Harper College's Academy for Teaching Excellence. It offers a structured approach that Harper faculty felt worked well to integrate student voices into a shared faculty examination of teaching/learning practice.

Peer mentoring offers a widely used method to engage students as partners in teaching. Many campuses have found it helpful to hire advanced students to guide and support more junior students either as peer advisors, tutors, or, in some cases, as in-class teaching partners. In programs such as the Student Success Mentor (SSM) program at LaGuardia Community College, student peer educators partner with faculty in a First-Year Seminar designed to introduce students to their major and as they build study and time-management skills and develop career and educational plans. Facilitating a special "Studio Hour" each week, the SSM helps students grapple with course content and the new realities of college, serving as both a role model and guide. When the SSMs join faculty

47 Healey, M., Flint, A., & Harrington, K. (2016). Students as partners: Reflections on a conceptual model. *Teaching & Learning Inquiry, 4*(2), 1–13.

Matthews, K. E, Dwyer, A., Hine, L., & Turner, J. (2018). Conceptions of students as partners. *Higher Education, 76*, 957–971. https://doi.org/10.1007/s10734-018-0257-y

Cook-Sather, A., Matthews, K. E., Ntem, A., & Leathwick, S. (2018). What we talk about when we talk about students as partners. *International Journal for Students as Partners, 2*(2), 1–9. https://doi.org/10.15173/ijsap.v2i2.3790

CAMPUS CASE STUDY • SIDEBAR 3.5

Students as Partners at Harper College

With help from their professional learning center, faculty at Harper College have developed an engaging and effective way to examine their practice and take steps to improve it. The process they're using, the Small Group Instructional Feedback (SGIF) process, positions students as partners in improving teaching and learning and has been shown to benefit both faculty and students.

Harper College's Academy for Teaching Excellence is a well-established source of innovative faculty professional learning activities. In 2019, the Academy was prompted to consider solutions to a problem: a shift to online distribution of its *Student Opinionaires of Instruction* had led to a steep decline in the response rate. Many at the college were concerned that they now lacked a reliable mechanism to systematically capture student input. The Academy's faculty and administrative leaders and the chair of Harper's Faculty Development Committee wanted to improve how the college gathered students' feedback and to use that feedback to inform faculty professional learning and instructional improvement.

Academy leaders learned about SGIF, in which faculty volunteer to be informally observed by a faculty peer as they teach. The faculty observer spends the final 30 minutes of

class time engaging students without the instructor present. The observer asks students to respond individually, in small groups, and as a whole class, to four questions about the course: 1) What helps your learning? 2) What hinders your learning? 3) What can the instructor do to improve your learning? and 4) What can you do to improve your learning?

The observer synthesizes this feedback into a confidential, written report shortly following the feedback session and meets with their faculty partner to discuss and consider ways to make positive change. In a crucial last step in the process, the instructor meets with students to discuss ways that both students and the instructor can make changes to support learning and success for all.[50]

The Academy's leaders pursued a carefully scaffolded process to consider this option. They launched a working group to learn more about SGIF and develop campus protocols. This group included Academy leadership and instructional design staff, members of the Academy's advisory committee, and faculty members. They read the research literature and developed a workshop in which faculty would pair up, learn about the process, and then visit each other's classes to pilot it. This design represented an important opportunity for the Academy

in the professional learning conversation, it not only builds SSM skills and their abilities to partner with faculty and help students. It also changes the professional learning conversation, powerfully embodying student perspectives and issues and ensures that those needs are considered at every stage of the professional learning process.

Some campuses have gone further, inviting students to partner in the course redesign process.[48] Students play a salient role in the Open Pedagogy effort at Montgomery College, featured in

Sidebar 3.2. Creighton University runs a Collaborative Curricular reconstruction program that pairs students and faculty in a semester-long process.[49] Faculty and students meet to discuss learning objectives, pedagogy and assessment, and the idea of backward design. They consider new readings, learning activities, and evaluation tools. And they work together to put the redesigned courses into action. Faculty report that the process opened their eyes to student perspectives, difficulties and challenges, leading to broader adoption of active and experiential

48 Mercer-Mapstone, L., Dvorakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammas, R., & Swaim, K. (2017). A systematic literature review of students as partners in higher education. *International Journal for Students as Partners, 1*(1). https://doi.org/10.15173/ijsap.v1i1.3119

49 Duda, G. K., & Danielson, M. A. (2018). Collaborative curricular (re)construction: Tracking faculty and student learning impacts and outcomes five years later. *International Journal for Students as Partners, 2*(2), 39–52. https://doi.org/10.15173/ijsap.v2i2.3568

50 Lenze, L. F. (2012). Small group instructional diagnosis (SGID). In K. T. Brinko (Ed.), *Practically speaking: A sourcebook for instructional consultants in higher education* (2nd ed., pp. 46–52). Stillwater, OK: New Forums Press.

Hurney, C. A., Harris, N. L., Prins, S. C. B., & Kruck, S. E. (2014). The impact of a learner-centered, mid-semester course evaluation on students. *Journal of Faculty Development, 28*(3), 55–62.

Diamond, M. R. (2004). The usefulness of structured mid-term feedback as a catalyst for change in higher education classes. *Active Learning in Higher Education, 5*(3), 217–231.

(sidebar continued from previous page)

to support faculty members through peer collaboration. Here, faculty would leverage their own expertise to support their peers rather than an approach that might privilege Academy staff expertise.

Given that this process involves faculty visiting and giving feedback on each other's classes, the working group sought faculty who would be comfortable being vulnerable with each other. The Academy offered a workshop that provided an overview of the research on SGIF, the rationale to implement this process at the college, and step-by-step modeling of what the process looks like in the classroom. Faculty participants paired up to do the exercise in each other's classes and then gathered as a group to debrief the experience.

One of the most challenging aspects of this process, they found, is to learn how to engage with students in a colleague's classroom, quickly building rapport and listening carefully to be able to gather authentic feedback. Some faculty reported that they want to respond to the student feedback on behalf of their colleague. But that is not their role in this moment. If they instead created an open and safe space for the SGIF process, then mid-semester student feedback was a more powerful force in informing professional development and improving learning-teaching practice.

The exploratory process led the Academy to begin offering SGIF on a broader scale. The working group created

documents and a short video they could use to promote this professional learning opportunity to faculty across the college.[51] Twenty-five faculty participated in this initial peer-partnership experience, and several of these faculty now serve as part of a team, available to be called on to facilitate SGIF when full-time or adjunct faculty members request this service during the semester.

Faculty and student response to the program has been highly positive, suggesting that SGIF presents meaningful opportunities for faculty at all career stages to partner with colleagues and students as they reflect on their practice. "What I found most valuable was the chance to get feedback from students mid-semester, instead of after the semester," reported math professor Lisa Blaylock. "That way I could make adjustments, within reason, to give students that feeling of efficacy and engagement and hopefully improve student learning."[52]

Meanwhile, a student survey found that 87% of students reported that the SGIF process "favorably impacted" the learning environment in the course. At the same time, substantial majorities of students reported that the process improved their understanding of assignments and their focus on preparing to come to class. For example, 72% of students felt that the process favorably impacted their own "motivation to excel." Based on this experience, Harper is building capacity to offer this service to all interested faculty.[53]

---

learning approaches. Perhaps most importantly, the redesigned courses demonstrated broad and statistically significant improvement in student achievement of course learning goals.

Approaches such as those used at Harper, Montgomery, or Creighton may be too challenging for some campuses. But they all serve as a striking reminder of a crucial reality: enhanced teaching and learning requires a community approach, and that community must involve students. Active learning pedagogies cannot succeed without the active engagement of students. For many students, particularly students in community colleges, a

traditional classroom, where instructors lecture and students sit quietly, can feel like a safer place, a place where they can be passive, where they don't have to take risks and stretch themselves in ways that can sometimes be uncomfortable.

Faculty and students meet to discuss learning objectives, pedagogy and assessment, and the idea of backward design. They consider new readings, learning activities, and evaluation tools. And they work together to put the redesigned courses into action.

---

51   *Small Group Instructional Feedback at Harper College*: https://harper-academy.net/small-group-instructional-feedback-sgif-2

52   *What is Small Group Instructional Feedback?* https://www.youtube.com/watch?v=q0eJh-ayvqc&feature=youtu.be

53   Ibid.

If we want students to actively engage in the classroom, we need to communicate this expectation to them from the time they walk onto campus. Creating a campus culture focused on active learning, where students know that active engagement is valued and essential to their success, takes a conscious effort. The message that everyone can succeed, that everyone is a learner, must be reiterated early and often. It must be communicated through advisors and co-curricular processes as well as explicit discussion on the part of faculty. Orientation and First-Year Experience programs can help all students get the message early in their time on the campus. Students—and everyone else on campus—must understand that students are active partners in the dynamic of learning and teaching. Helping everyone grasp that fundamental reality is essential to building a culture of teaching and learning excellence.

Advancing change of this depth and scope cannot be accomplished overnight. It takes time and broad effort. High-impact professional learning programs can play a pivotal role in this exciting work. Such programs cannot thrive without meaningful and strategic institutional support. It is to this issue—the role of support structures at the institutional and ecosystemic levels—that we now turn.

Note on Worksheets

We encourage your team to use the Worksheets for Chapter 3 to begin designing a high-impact professional learning program that can support the implementation of evidence-based practices and foster a culture of teaching and learning excellence.

▶ **Worksheets 3.1–3.8** help you connect the Good Practice Principles outlined in the *NLC Framework* to professional development on your campus. For each principle, a Worksheet structures a process of assessing current professional development practice and considering ways to strengthen it. The Worksheet Instructions suggest a simple "jigsaw" structure that can enhance team participation and expedite your planning.

▶ **Worksheet 3.9** invites you to consolidate your insights into professional learning and apply them to the projects you've identified in Chapters 1 and 2. How can you use professional learning to support faculty and staff in making change? This critical step can help you begin to leverage high-impact professional learning to improve student learning and success. However you as a team decide to organize your work, we encourage you to make the connection between the Good Practice Principles and the teaching and learning work your campus needs to do.

▶ **Worksheet 3.10** suggests that you pause and consider the ways you can use the research literature discussed in this chapter to make your case to colleagues you wish to engage as well as campus leaders and other stakeholders you'll need to organize support for this work.

Chapter 3 Worksheet Instructions:
Professional Learning "Done Well"

Professional learning, done well, plays a key role in building a culture of teaching and learning excellence. The Good Practice Principles of the Individual Dimension focus on effectively supporting educators as they learn about evidence-based strategies and adapt them to their own practice. The Good Practice Principles of the Community Dimension bring educators into community, to collaborate for change within and beyond their own setting.

Worksheets 3.1–3.8 can help your team consider the Individual and Community dimensions as you prepare to design high-impact professional learning processes for your campus. For each Principle, begin by having members of your team individually assess current campus professional learning practice, using the Inquiry Starter prompts and rating scale. (You might want to decide beforehand whether to focus on professional learning campus-wide or in a particular area of campus important to your work.) Then, individually, brainstorm ways to strengthen your professional learning design and implementation. This individual work provides the foundation for collective discussion.

You might want to consider doing this as a simple "jigsaw" process, splitting up different Principles (or sets of two to four Principles) to be addressed by subgroups of your team. There are of course many ways to do this. Here's one way that this could work:

Step 1: Individual Work. After splitting up your team to address different Principles, team members work individually, using the Worksheets for their assigned principle to assess current professional learning practice and plan for change.

Step 2: Small Group Discussion. Those who worked on the same Principles meet to share and discuss, using the Reflective Questions below. Each team prepares a report.

- What did you learn from this process? Of the Good Practice Principles you focused on, which one(s) did you find most interesting or important?

- How does our current professional learning practice match up with the Good Practice Principles you focused on? What are our strengths? How might we improve our practice, using the Principles as a guide?

- What changes or improvements will be simple? What will be more complex? What changes can we make in the short run? What will take a long-term effort?

After everyone has had a chance to share, work as a group to prepare a report to the larger team. You may want to create notes on poster paper to facilitate your report.

- List two to four Good Practice Principles that your group wants to highlight. These can be Principles your campus is already practicing and want to reinforce, or Principles that your group feels would be important to focus new attention on. Be prepared to explain your choices to the team.

Chapter 3 Worksheets (cont'd.)

Step 3: Whole Team Discussion. Subgroups come together to share reports and consider strategies for future action, using the prompts below. Save notes on what you come up with for future use.

- Review the Principles identified by the small groups. Create a list of perhaps four to five that we want to spotlight for future action.

- How could we begin to deepen our professional learning practice with these Principles in mind? What changes would it take? What are possible first steps? Who would we need to involve?

- What do we need to know more about? What aspects of high-impact professional learning practice do we need to understand better? What resources might we explore?

Worksheet 3.9 invites you to consolidate your insights into professional learning and apply them to the projects you've identified in Chapters 1 and 2. How can you use professional learning to support faculty and staff in making change? This critical step can help you begin to leverage high-impact professional learning to improve student learning and success.

However you decide to organize your discussion of specific Principles, it is important that at some point the whole team comes together to share and discuss insights, strategies for improvement, and ways to apply these Good Practice Principles to support teaching and learning improvement. We encourage you to create a record of the key points that emerge from this discussion.

In Chapter 5, we explicitly encourage teams to go back and review Worksheets from earlier chapters. With this in mind, we encourage you to retain Worksheet 3.9 and any other records of your discussion.

As in earlier chapters, the Worksheets for Chapter 3 conclude with a Making the Case Worksheet designed to help your team harvest insights from the research and evidence offered in this chapter and prepare to use that evidence to build support for the work led by your team. These Worksheets are available on the ATD website for you to download and modify.[54]

---

54 Worksheets can be downloaded at https://www.achievingthedream.org/teaching_and_learning_toolkit

Good Practice Principle #1 (Individual Dimension)
Respect Educators' Knowledge

Effective educational development recognizes the deep expertise of faculty, student affairs educators, and staff. Their role in co-designing and leading educational development is critical, as are less formal, dialogic opportunities for participants to share and learn from each other.

1. Inquiry Starters	2. Identifying Challenges & Strengths
For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree	Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice.
A. Our professional learning program(s) effectively build trust and engagement and ensure that educators know they are valued. Rate: 1 – 2 – 3 – 4 – 5	
B. Our professional learning strategies consistently leverage the pedagogical and leadership knowledge and skill of our educators. Rate: 1 – 2 – 3 – 4 – 5	
C. We engage faculty and staff with professional learning expertise to play key roles in leading our professional learning. Rate: 1 – 2 – 3 – 4 – 5	
D. Our activities are structured to effectively surface participants' expertise (pedagogical, cultural, etc.) and apply it to the challenge at hand. Rate: 1 – 2 – 3 – 4 -- 5	

3. Planning Forward

How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas?

Good Practice Principle #2 (Individual Dimension)
Connect with Practice

Educational development is most effective when it relates to and informs teaching-learning practice as it unfolds in diverse settings, from classrooms to online or co-curricular environments. Link exploration of theory to practical possibilities. Model good teaching-learning practice in the professional learning process and ensure that participants walk away with applicable new skills and resources. Make it useful.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our professional learning conversations help participants translate evidence-based strategies into everyday practice with their students.
Rate: 1 – 2 – 3 – 4 – 5

B. Our educational development structures support participants as they design and test changes in practice.
Rate: 1 – 2 – 3 – 4 – 5

C. Our processes document participants' creativity in designing new approaches and leverage this expertise for broader change.
Rate: 1 – 2 – 3 – 4 – 5

D. Our professional development processes model the pedagogies and practices we hope to encourage.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice.

3. Planning Forward

How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas?

93

Good Practice Principle #3 (Individual Dimension)
Engage Inquiry and Reflection

Meaningful educational development engages participants in a recursive inquiry process, exploring key questions about student achievement and their linkage to change in pedagogy and practice. Innovative educators consider evidence-based approaches and see their classrooms as laboratories, sites for thoughtful pedagogical experimentation, with the professional learning conversation providing opportunities for feedback, reflection, and exchange.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our professional learning processes create effective opportunities for inquiry-driven conversations that connect design, application, and reflection. Rate: 1 – 2 – 3 – 4 – 5

B. We design regular opportunities for reflection, revision, and integration of new approaches into broader teaching-learning practice. Rate: 1 – 2 – 3 – 4 – 5

C. Through our processes, faculty and staff innovation generates new evidence and resources for the campus (and/or the field). Rate: 1 – 2 – 3 – 4 – 5

D. Our structures effectively support the sustained, recursive process needed for meaningful and lasting change in practice. Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice.

3. Planning Forward

How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas?

Good Practice Principle #4 (Individual Dimension)
Protect Participant Time

Higher education professionals have busy lives and juggle many responsibilities. Educational development activities should be well structured and designed, making efficient use of participant time. Modes of engagement, both face-to-face and online, should recognize the structurally dissimilar schedules of diverse groups of full-time and adjunct faculty, Student Affairs professionals, librarians, and other educators.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our processes for planning and administering professional learning programs increase the likelihood of effective use of participant time and effort. Rate: 1 – 2 – 3 – 4 – 5

B. Staff time is dedicated to planning, management and follow-up, to ensure that participants' time is well-used.
Rate: 1 – 2 – 3 – 4 – 5

C. Our strategies equitably and effectively address diverse professional schedules and availabilities.
Rate: 1 – 2 – 3 – 4 – 5

D. We effectively experiment with and deploy new digital technologies to engage participants and document the process.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice.

3. Planning Forward

How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas?

95

Good Practice Principle #5 (Community Dimension)
Create Supportive Professional Communities

Teaching is challenging. Innovation involves risk-taking. Failures can provide vital learning insights. Social learning and community support are essential to professional learning. Effective educational development must foster trust, openness, and respect across difference, generating a climate of shared inquiry and thoughtful reflection.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our professional learning processes are well-structured to provide time and space for educators to support and learn from each other.
Rate: 1 – 2 – 3 – 4 – 5

B. Our professional learning programs effectively foster community and trust across difference.
Rate: 1 – 2 – 3 – 4 – 5

C. Our professional learning leadership and our common practices help ensure that participants know that it is productive to discuss challenges and failures, as well as successes.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice.

3. Planning Forward

How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas?

Good Practice Principle #6 (Community Dimension)
Involve All Sectors of the Professoriate

To achieve broad impact, professional development must engage the needs of early, midcareer, and senior faculty; it must be accessible to adjunct faculty as well as full-time faculty, creating opportunities for full-time and adjunct faculty to learn from each other.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our professional learning processes include strategies, structures, and resource support that effectively engage adjunct faculty.
Rate: 1 – 2 – 3 – 4 – 5

B. Our program design includes ways to appropriately address the needs and issues of both full-time faculty and adjunct faculty.
Rate: 1 – 2 – 3 – 4 – 5

C. Our processes effectively engage the different needs and approaches of experienced veteran and newer faculty.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice.

3. Planning Forward

How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas?

97

Good Practice Principle #7 (Community Dimension)
Bridge Boundaries

Collaboration and exchange across difference spurs participants to rethink their assumptions. Bring together combinations of faculty and Student Affairs, IR, and IT staff, new and experienced full-time and adjunct faculty, cross-disciplinary combinations of programs, departments, and colleges. Engage diverse stakeholders to help everyone think more systemically and consider the whole student.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our professional learning programs take effective advantage of interdisciplinary perspectives.
Rate: 1 – 2 – 3 – 4 – 5

B. Our approaches meaningfully address the role of learning beyond the classroom and its potential relationship to more traditional academic goals and processes. Rate: 1 – 2 – 3 – 4 – 5

C. Our program structures appropriately engage the expertise of staff other than faculty (e.g., advisors, IT staff, librarians, etc.)
Rate: 1 – 2 – 3 – 4 – 5

D. Our professional learning processes effectively advance respectful and productive exchange across disciplinary and divisional lines.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice.

3. Planning Forward

How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas?

Good Practice Principle #8 (Community Dimension)
Learn from and with Students

Student perspectives are critical to understanding, deepening, and transforming classroom dynamics. Diverse classrooms offer opportunities to leverage cultural capital and multiple perspectives. Engage students as active partners and participants, informing professional development and improved learning-teaching practice.

1. Inquiry Starters	2. Identifying Challenges & Strengths
For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree	Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice.

A. Our professional learning programs effectively engage students' insights and expertise.
Rate: 1 – 2 – 3 – 4 – 5

B. Our programs help faculty and staff learn from diverse student voices to advance equity.
Rate: 1 – 2 – 3 – 4 – 5

C. Our strategies position students as partners and advance student agency.
Rate: 1 – 2 – 3 – 4 – 5

D. Our professional learning leadership is interested in identifying structures that might advance these opportunities.
Rate: 1 – 2 – 3 – 4 – 5

3. Planning Forward

How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas?

99

Engage the Power of Professional Learning

Consider the evidence-based instructional and student success practices you spotlighted in Chapters 1 and 2: How could a professional learning program support broad, high-quality implementation of these practices? Who would it engage? How could it embody and apply the NLC Good Practice Principles? What would that look like?

This Worksheet builds directly upon the "jigsaw" activity, using Worksheets 3.1-3.8, as well as the work you've done in Chapters 1 and 2. It invites you to synthesize what you know and what you've learned about professional development and apply that to the task of improving teaching, learning and student success on your campus.

This is a payoff step, where the work your team has been doing begins to come together, where your learning informs your plans.

Step 1: What Innovations Will You Implement? Working together as a team, collectively review your worksheets or notes from Chapters 1 and 2, particularly Worksheets 1.1, 1.3 and 2.3. Refresh your memory about the evidence-based instructional practices and student success efforts your group seeks to support.

Step 2: Support Innovations with Professional Learning. Design a high-impact professional learning program, drawing on what you know about professional development and what you've learned from Chapter 3, including the work you did in the jigsaw process. With your group's priority Good Practice Principles in mind, sketch a high-impact professional learning program addressing your team's chosen evidence-based practices. Consider these prompts in your discussion.

- Who would you want to engage? What would you hope they would learn? How will they use what they learn?

- What professional learning structures would be most effective in helping your colleagues learn about and implement new approaches? In what ways would your structure address or apply Good Practice Principles?

- Who would you involve as professional development leaders? What would you want them to particularly remember, related to the Good Practice Principles?

- What kinds of activities would you want your leaders to design? How could they connect new ideas to everyday practice? How would you engage the power of inquiry and reflection? The power of community?

As you discuss, it would be helpful to have someone taking notes that you can use to guide future planning processes, where we will discuss how to mobilize support for your professional learning program.

Making the Case

Imagine you are having a conversation with other leaders at your college who are not part of your working team. You want to make a case for the importance of advancing high-impact professional learning as outlined in this chapter. Take a minute to think about it and make some notes, using the following reflective prompts as your guide.

1. What evidence or arguments presented in this chapter did you find particularly persuasive? Why? What are the implications of this evidence or argument? What ideas, references, or sources would you want to remember and be able to use in your work?

2. Sketch a two- to three-minute "elevator speech" arguing for the value of a college effort around this issue. What key points would you include?

3. What ideas or issues discussed in this chapter would you want to know more about? Are there references you'd like to explore in greater depth? How else might you deepen your knowledge base on the issue(s) you've identified?

Colleges can leverage professional learning to achieve their priority mission: supporting student learning. To do so, campus leaders must build educational development into strategic planning, decision-making and resource allocation processes.

Strategic Action to Support Teaching & Learning

Excellence Cornerstone IV: Institution embraces professional learning for continuous improvement and aligns these activities and related expectations in hiring, evaluation, promotion.

The criteria for professional learning "done well" speaks to campus executive leadership as well as to those who design professional development. High-impact professional learning programs can advance student success, engage educators in rethinking their practice, and foster a culture of teaching and learning excellence. Yet effective professional learning programs require high-level support: intentional action from chairs, deans, provosts, and other academic leaders. Endorsement from college governance and faculty unions can facilitate change at scale. Strategic changes in policies and practices are essential to sustain front-line educators as they adopt evidence-based practices. Building a culture of teaching and learning excellence takes a whole college effort.

"Leaders," argued ATD President Karen Stout in 2018, must "set the expectation that all faculty know how to use evidence-based teaching practices." Yet, Stout adds, leaders must go further than inspirational speeches. If they hope to see real change, they must take strategic action involving institutional structures, recognition and reward policies, and resource allocation. "Leaders must invest in Centers for Teaching and Learning and align the work of the centers with their institution's broader student-centered mission and student success agenda. For faculty and staff to really focus and reflect on their practice, they need professional support, as well as the time and space to do so."[1]

In the Introduction, we highlighted an organizational change model outlined by the Community College Research Center.[2] CCRC suggests that meaningful organizational change requires coordinated action on three fronts: structural, process (behavioral), and attitudinal change. Often, change is seen as prompted from above: leaders decide to make structural change and everyone else

---

1   Stout, K. A. (2018). *The urgent case: Focusing the next generation of community college redesign on teaching and learning.* Dallas Herring Lecture, Belk Center for Community College Leadership and Research, North Carolina State University.
    https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning

2   Kezar, A. (2013). *How colleges change: Understanding, leading, and enacting change.* New York: Routledge.

    Karp, M. M., & Fletcher, J. (2014). *Adopting new technologies for student success: A readiness framework.*
    https://ccrc.tc.columbia.edu/publications/adopting-new-technologies-for-student-success.html

must follow suit by changing their practice. Here, the model is reversed. Change happens on the front lines of educational practice—the attitudinal and behavioral fronts—and institutional leaders must figure out how to structurally support it.

Professional learning programs bring educators together to deepen understanding and rethink everyday practice, making the changes necessary to build equity and advance student learning. But the ultimate impact of this work, the full realization of its promise, requires institutional action as well. Tangible structural change, supporting and reciprocally linked with high-impact professional learning design, creates our strongest opportunity for improved learning, teaching, and student success.

In Chapter 3 we examined the design features of high-impact professional learning programs. We now turn to the structural changes needed to create the environment where such programs can thrive. We draw on the Good Practice Principles established by the *New Learning Compact*, specifically the Institutional and Ecosystemic dimensions of the *NLC Framework*.[3] As detailed in Chapter 3, the *NLC Framework* outlines key principles of good practice for professional learning and educational development,

"*Without institutional leadership to provide appropriate incentives and rewards for teaching excellence and faculty development to help faculty learn about new evidence-based teaching approaches, faculty are unable to play this important role in assisting in student success…*"

"done well." To help campus teams address the policies and practices that will support teaching and learning excellence, this chapter highlights the systemic approaches needed to advance student, faculty, and institutional learning. Worksheets 4.1–4.8 suggest structured processes for examining institutional and systemic policies and practices and identifying opportunities for improvement related to the Good Practice Principles outlined by the *NLC Framework*. Worksheet 4.9 outlines a process for synthesis and integrated action planning. We start by briefly considering the need for such a comprehensive effort.

A Systemic Problem Requires a Systemic Response

The historic lack of attention to teaching quality is a pervasive higher education problem. At the nation's research and graduate universities, where educators are trained, teaching quality has for many years been largely considered a second-tier concern. "Institutions of higher education that strive to move up in the rankings," notes a recent report commissioned by the American Academy of Arts and Sciences, "have focused on recruiting more applicants each year…, on increasing research expenditures and spending on administration, and on hiring faculty who are experts and promoting them based on their research prowess. Conversely, such institutions also decrease behaviors that do not garner status or count toward the ratings…, such as admitting a broad spectrum of students, emphasizing teaching in the campus reward structure, and increasing instructional expenditures."[4]

Trained at such institutions, many faculty arrive at their first teaching positions with uneven pedagogical skill and knowledge. Yet the problem is not limited to the issue of graduate training. The cultures and structures of higher education have not, for the most part, effectively promoted quality teaching and learning. Even at community colleges, which understand themselves as teaching colleges, faculty work with students is described as their "teaching load," implying that teaching is a burden to be borne. Teaching quality is evaluated by student satisfaction surveys that emphasize popularity over learning. Many teaching centers are beleaguered: underfunded, understaffed, and isolated from discussion of institutional policies and strategic goals. Until recently, even prominent education reform movements, such as Guided Pathways, have tended to overlook the importance of quality teaching and learning.

As discussed in Chapters 1 and 2, research has demonstrated the value of active learning and inclusive pedagogies, High-Impact Practices, holistic student supports, and other evidence-based innovations. Campus efforts to adapt, integrate and scale such

---

3   Bass, R., Eynon, B., & Gambino, L. M. (2019). *The new learning compact: A framework for professional learning and educational change.* Every Learner Everywhere. https://www.everylearnersolve.com/asset/YAhR8dclZb0mzn4v2zXh

4   Pallas, A. M., Neumann, A., & Campbell, C. M. (2017). *Policies and practices to support undergraduate teaching improvement.* Cambridge, MA: American Academy of Arts and Sciences.

innovations require thoughtful engagement on the part of faculty and staff (and, in some cases, student peer) educators. As Chapter 3 demonstrated, high-impact professional learning offers an effective strategy for engaging educators in this effort. But the responsibility for creating and sustaining high-impact professional learning must be shared. "Without institutional leadership to provide appropriate incentives and rewards for teaching excellence and faculty development to help faculty learn about new evidence-based teaching approaches, faculty are unable to play this important role in assisting in student success," argued Adrianna Kezar, a perceptive analyst of educational change. "Creating the appropriate environment for teaching excellence requires overall support from the institution."[5]

In 2017, in an American Council on Education publication, Kezar identified key steps institutions should take to advance learning and teaching: "leadership commitment, resource reallocations toward instructional processes, alteration of incentives and rewards, development of teaching infrastructure such as Centers for Teaching and Learning, improved classroom spaces and more robust technology, and encouragement for faculty to create student learning outcomes, adopt evidence-based teaching practices, alter curriculum, and engage in the process of continuous improvement around teaching." In combination, Kezar argued, these steps can empower campuses to "institutionalize a culture of teaching excellence."[6]

Other leading thinkers have pointed in the same direction. In their 2005 essay, *The Advancement of Learning*, Mary Huber and Pat Hutchings pointed to the importance of campus resource allocation, tenure and promotion policies, and professional development support.[7] A 2017 report from the American

---

5   Kezar, A. (2017). Foreword. In C. Haras, S. C. Taylor, M. D. Sorcinelli, & L. von Hoene (Eds.), *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development* (pp. vii–viii). Washington, DC: American Council on Education. https://www.acenet.edu/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf

6   Ibid.

7   Huber, M. T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons.* (A Carnegie Foundation Report on the Scholarship of Teaching and Learning in Higher Education). San Francisco: Jossey-Bass.

Academy of Arts and Sciences called for strategic decision-making and concerted, campus-wide effort that addressed faculty reward structures, institutional values, and professional development.[8] Dee Fink's respected *Creating Significant Learning Experiences* suggested that high-level administrators ask themselves a fundamental question:

> The way in which colleges and universities are organized and operate is the single most significant factor affecting how well faculty members are able to change and improve the way they teach … The implication of this is clear: for faculty to learn how to create and offer better courses and educational programs, these institutions must examine the ways they support—or create barriers to—faculty change, and then modify current practices as appropriate.
>
> The many decision-makers and leaders within these institutions—administrators, faculty leaders, instructional consultants, student development personnel, and so on—have to continuously ask themselves, "What can we do, individually and collectively, to help the faculty and students create more significant learning experiences?"[9]

If campuses and systems wish to improve student outcomes, they must strategically deploy professional learning processes and prioritize support for robust Centers for Teaching and Learning or other hubs for professional learning. Vision, commitment and skillful campus leadership are crucial to building equity and advancing student success.

Broad, mutually respectful and strategic partnerships between campus decision-makers and professional development leaders can unlock the power of professional learning to advance campus-wide change.

While the responsibility for such action rests most significantly with upper-level campus leadership, professional development leaders can facilitate these steps. Kezar suggests that professional development leaders must "rethink their role, activities, and engagement with different campus stakeholders."[10] To the extent they have focused on individual faculty and isolated classrooms, professional development leaders must think more strategically about ways to address broad institutional needs and support scalable campus-wide change.

To build equity and deepen student learning, at scale, we encourage professional development leaders to make every effort to move from the fringes of campus decision-making and find what Nancy Chism calls "a seat at the planning table for broad strategic initiatives." Students and faculty will benefit, Chism argues, if professional development leaders flank attention to "instructional development" with attention to "organizational development."[11] CTL directors and other professional development leaders should connect their work to strategic institutional goals and ensure that decision-makers understand the role professional learning can play in meaningful organizational change.

"Faculty developers must perceive themselves as institutional change agents," write Devorah Lieberman and Alan Guskin. This means introducing both faculty and institutional leaders to "new conceptions of educating students, new institutional forms to enable them, and the change process needed to accomplish this."[12]

Broad, mutually respectful and strategic partnerships between campus decision-makers and professional development leaders can unlock the power of professional learning to advance campus-wide change. The next two chapters of the *Toolkit* suggest strategies for building such reciprocal partnership, helping campus decision-makers and professional development leaders work together to foster a culture of teaching and learning excellence.

The rest of Chapter 4 focuses on the institutional actions needed to advance effective professional learning and instructional change. Using the **Institutional** and **Ecosystemic** dimensions

8 Pallas, A. M., Neumann, A., & Campbell, C. M. (2017). *Policies and practices to support undergraduate teaching improvement.* Cambridge, MA: American Academy of Arts and Sciences.

9 Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (Revised and updated edition). San Francisco: Jossey-Bass.

10 Kezar, A. (2017). Foreword. In C. Haras, S. C. Taylor, M. D. Sorcinelli, & L. von Hoene (Eds.), *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development* (pp. vii–viii). Washington, DC: American Council on Education. https://www.acenet.edu/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf

11 Chism, N. V. N. (1998). The role of educational developers in institutional change: From the basement office to the front office. *To Improve the Academy, 17*, 141–153.

12 Lieberman, D. A., & Guskin, A. E. (2002). The essential role of faculty development in new higher education models. *To Improve the Academy, 21*, 257–272.

of the *NLC Framework*, we'll spotlight strategic approaches to professional learning and educational development. Chapter 5 will focus specifically on Centers for Teaching and Learning and other professional learning hubs, providing practical tools for Center design and development.

Institutional Support for Professional Learning

Professional learning cannot succeed without strong institutional support. What institutional cultures and structures support learning-centered change? What institutional policies and practices are necessary to generate and sustain effective professional learning? We encourage professional development leaders and their partners in campus leadership positions to jointly consider the strategic issues and questions addressed in this chapter's narrative and sidebars. We encourage campus teams to use Worksheets 4.1–4.4 to assess current institutional practice, identify possibilities for improvement, and begin building the reciprocal partnerships needed to advance teaching and learning excellence.

▶ **GOOD PRACTICE PRINCIPLE #9:**

INTEGRATE CHANGES IN PEDAGOGY, CURRICULUM, AND ASSESSMENT. Changes in individual practice are most powerful in concert with changes in structural dimensions of education. Deep and enduring improvement emerges from reciprocal transformations of pedagogy, curriculum, and assessment, integrated through professional development processes.[13]

Deep and enduring improvement emerges from reciprocal transformations of pedagogy, curriculum, and assessment, integrated through professional development processes.

Principles of Good Practice Institutional Dimension

- Integrate Changes in Pedagogy, Curriculum, and Assessment
- Connect Professional Development with Strategic Priorities
- Leverage Reward Systems as a Resource
- Build a Learning Culture

Pedagogical change and curricular change must go hand in hand. What is taught (curriculum content and goals) and how it is taught (pedagogical strategies) both shape the learning experience. Changing one without addressing the other can derail student learning. Rigid curriculum structures and the pressure to "cover the curriculum" can inhibit the adoption of evidence-based practices that build student engagement and produce deep learning. To build on pilot programs and take innovations to scale, we encourage professional development leaders and participants to build thoughtful conversations that involve curriculum committees, faculty governance, and other relevant stakeholders.

Equal attention must be paid to assessment. Course-based, programmatic and institutional assessment must be aligned with pedagogical and curricular change. When innovations in pedagogy neglect to address course-based and programmatic assessments, students are set up for failure. Assessment policy and practice at the programmatic and institutional levels can be a crucial force in scaling instructional improvement, supporting and guiding broad adoption of improved pedagogy and curriculum. We encourage institutional leaders to facilitate collaboration between assessment offices and professional learning centers.

We advise campus teams to consider ways that assessment and professional learning can synergistically combine in what Jankowski and Marshall describe as "a learning system."[14] This synergy functions on at least three levels:

---

13 Scott, D. & Kezar, A. (2019). *How student affairs departments can support and engage non-tenure-track faculty.* Los Angeles: Delphi Project on the Changing Faculty and Student Success, Pullias Center for Higher Education, University of Southern California.

Gillespie, K. J., & Robertson, D. L. (Eds.). (2010). *A guide to faculty development* (2nd ed.). San Francisco: Jossey-Bass.

Center for Community College Student Engagement. (2014). *Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement).* Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

14 Jankowski, N. A., & Marshall, D. W. (2017). *Degrees that matter: Moving higher education to a learning systems paradigm.* Sterling, VA: Stylus.

▶ **Professional learning can help educators understand programmatic and institutional learning outcomes as established for their courses and co-curricular experiences.** The Transparency Framework, as described in Sidebar 1.5, helps faculty more explicitly address outcomes and align learning experiences across courses. Curriculum mapping and assignment design charrettes (described in Sidebar 4.1) can link educators in productive processes that use student learning outcomes as touchpoints for course and program design.

Assessment is most meaningful when it transcends accountability to become "assessment for learning," a process that helps educators and students achieve their goals.

▶ **Participatory assessment processes can advance professional learning.** Condon and his colleagues describe ways that assessment at Washington State and Carleton helped faculty deepen their insights into pedagogy and student learning. Reflective discussions based on reading student work against common rubrics can be highly generative.

▶ **Professional learning can help educators more effectively engage assessment data.** Professional learning programs can support educators in reviewing relevant assessment findings and—most importantly—using those findings to inform and refine their implementations of evidence-based practices. "Closing the loop"—taking action based on assessment data—can be transformative when it is supported by professional learning.

Professional learning hubs and assessment offices form a powerful partnership, according to a recent article by leaders in assessment and educational development. The article points out that faculty engagement is the most persistent challenge for assessment efforts -- but professional learning programs can help faculty take ownership of the assessment process. In return, the authors suggest, assessment can help professional development "come in from the margins and make it a more essential, central and valued institutional function."[15] We encourage such partnerships, based on an understanding that assessment is most meaningful when it transcends accountability to become "assessment for learning," a process that helps educators and students achieve their goals.

15 Kinzie, J., Landy, K., Sorcinelli, M. D., & Hutchings, P. (2019). Better together: How faculty development and assessment can join forces to improve student learning. *Change: The Magazine of Higher Learning, 51*(5), 46–54. https://www.tandfonline.com/doi/full/10.1080/00091383.2019.1652076

SPOTLIGHT • SIDEBAR 4.1

Assignment Design Charrettes: Linking Pedagogy and Assessment

An Assignment Design Charrette is a collaborative curriculum development/professional development method designed to strengthen assignments and their productive linkage to student learning outcomes. This engaging step-by-step process consists of carefully timed quiet reading, listening, discussion, and writing. The Charrette model was developed by Pat Hutchings and the National Institute for Learning Outcomes Assessment (NILOA), who borrowed the term from architecture education.

Built on structured peer review, the Charrette process asks educators to give "critical friend" feedback on draft assignments linked to specific student learning outcomes. Educators take turns providing oral and written feedback that can be used to refine the assignment. Similar to "lesson sharing," the Charrette offers more intentional scaffolding and linkage to shared outcomes. This makes it more powerful in helping educators strengthen assignments and courses.

The Charrette process targets assignments as a "hot spot" for faculty engagement. "Bringing assignments into play embeds assessment in the ongoing work of teaching and learning, where it is most likely to make a difference to student learning," argues Hutchings, a widely respected educational thinker and leader. Assignments are "pedagogically powerful, sending signals to students about what faculty think matters, and about what they expect from students. At their best, assignments pose interesting fresh problems that capture students' imagination."[16]

Assignment design is most powerful when integrated into broader conception of redesigning courses and—at its most productive—larger course sequences or majors. When faculty work together in this process, they have the opportunity to scaffold student learning across courses, redesigning entire programs to make them more cohesive and creating productive opportunities for students to integrate and deepen their learning.

The Charrette process has been used effectively by professional learning teams nationwide. At LaGuardia Community College, after one Charrette attended by more than 80 faculty and staff, a post-workshop survey showed that 90.9% of those who took part Agreed or Strongly Agreed that the Charrette "helped me consider ways to refine or adapt my assignments to build student learning associated with the Core Competencies."[17]

At Palo Alto College, a Texas community college, leaders reported that the process benefited from the inclusion of "librarians, tutoring leads, the service-learning coordinator" and student representatives as well. "This important perspective was very well received by faculty, who valued the student feedback on their assignments."[18]

More information, tools, guidelines for designing Charrettes on your campus, and a library of peer-review assignments that have emerged from Charrettes can be accessed through the NILOA website, at https://www.learningoutcomesassessment.org/.[19]

---

16 Hutchings, P., Jankowski, N., & Ewell, P. (2014). *Catalyzing assignment design activity on your campus: Lessons from NILOA's assignment library initiative.* National Institute for Learning Outcomes Assessment.

17 Charrette Participant Feedback. (2015, November 16). Summary of quantitative data, shared at LaGuardia mini-grant team leaders' meeting. In possession of the author.

18 McDevitt, J. (2018, February 9). *Assignment design at Palo Alto College.* https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/PaloAltoCollege.pdf

19 National Institute for Learning Outcomes Assessment. (2018, February). *The assignment charrette toolkit.* Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). https://www.learningoutcomesassessment.org/ourwork/assignment-charrette

National Institute for Learning Outcomes Assessment. (2018, February). *NILOA assignment library.* Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). https://www.learningoutcomesassessment.org/ourwork/assignment-library

CAMPUS CASE STUDY • SIDEBAR 4.2

High-Impact Professional Learning and Guided Pathways at LaGuardia

Since 2016, LaGuardia Community College has pursued a strategic college-wide effort, the Learning Matters initiative, designed to place quality learning and teaching at the center of Guided Pathways to student success. High-impact professional learning supports faculty and staff as they connect engaging pedagogy with curricular change and faculty-driven assessment processes.[20]

LaGuardia's initiative centers on its college-wide student learning outcomes, the Learning Matters Core Competencies. Addressed in General Education courses, key courses of all disciplinary majors, and co-curricular learning programs, the Core Competencies not only inform assessment; they also serve as campus guideposts for educational practice. They play a critical role in helping faculty intentionally design, teach, and assess higher-order, sequential learning experiences that prepare students for twenty-first century academic and career success.

Assessment at LaGuardia has long built on examination of authentic artifacts of student learning, generated in courses, gathered through the ePortfolio, and assessed in program-based and college-wide Benchmark Readings. The Learning Matters program helps educators take the next step, using assessment to improve teaching and learning.

Guided by the award-winning LaGuardia Center for Teaching and Learning, LaGuardia faculty use the Core Competencies to redesign courses and programs. Drawing on a Teagle Foundation grant and institutional funds, Learning Matters Mini-Grants support the work of program-based faculty teams. Meeting monthly in a year-long seminar, teams engage a series of linked activities, including degree mapping, examination of data and student artifacts, assignment redesign charrettes, and the testing and scaling of revised curriculum and pedagogy.

Integrating inquiry and reflection with recursive attention to practice, the professional learning process helps faculty develop active-learning assignments that translate the Competencies into engaging student learning experiences. As programs integrate assignments based on the Competencies across key curricular junctures, faculty can better see how their courses and assignments contribute to larger goals for student development.

Because Learning Matters addresses high-level college goals—the active use of assessment to build learning—college leaders gave it priority attention in strategic planning and resource allocation. Program leaders maintain dynamic connections with a host of other college-wide CTL-facilitated initiatives, including: the reorganization of the First Year Experience; the "acceleration" of remedial education; the transformation of advisement; rethinking of capstone courses; and the scaling of integrative ePortfolio practice. Together these embody an exciting effort that puts learning at the center of the Guided Learning Pathways.

It's too early to say whether Learning Matters has transformed student learning, yet recent college-wide data is promising: for example, the percent of student artifacts that effectively address the designated Competency has risen significantly. In 2017, only 70% of examined artifacts effectively addressed their assigned Competency. By 2019, that percentage had increased to 85%, and scores on specific Competencies were rising.

More broadly, Learning Matters and the rest of LaGuardia's Guided Learning Pathway efforts have contributed to significant progress in campus-wide student success. Powered by Learning Matters and associated changes in advisement and the FYE, LaGuardia's two-year graduation rate more than doubled between 2015 and 2019.

A Fall 2020 *International Journal of Teaching and Learning in Higher Education* article examines the Learning Matters effort in greater depth.[21] Offering three case-studies—of business administration, education, and the fine arts program—the article provides details on the professional learning process and its impact on curriculum, pedagogy, and practice at LaGuardia.

---

20   This sidebar and all of its evidence is distilled from Boehman, J., Eynon, B., de Goeas-Malone, M., Goodman, E., & Rogers-Cooper, J. (2020). Making learning matter: Building guided learning pathways at LaGuardia Community College. *International Journal of Teaching and Learning in Higher Education, 31*(4).

21   *International Journal of Teaching and Learning in Higher Education:* http://www.isetl.org/ijtlhe

Sidebar 4.2 spotlights Learning Matters, a program-focused professional learning initiative at LaGuardia Community College that links assessment with change in curriculum and pedagogy, with the goal of putting learning at the center of Guided Pathways. Led by the LaGuardia Center for Teaching and Learning in partnership with the college's Assessment Leadership Team, Learning Matters helps faculty take ownership of assessment and use it to drive the learning-centered changes they seek in their courses and programs.

We advise institutional leaders to encourage and facilitate such collaborations, linking Centers for Teaching and Learning with Institutional Research and the offices or teams in charge of assessment. In such contexts, outcomes assessment provides the data that inform professional learning and educational change, the welcome guidance needed for continuous refinement of teaching and learning strategies. Professional learning, in turn, can help educators see assessment as an opportunity to learn and grow as an educator, informed by authentic evidence of the importance of one's efforts and one's craft. Such well-rounded collaborations are key to building a culture of teaching and learning excellence.

▶ GOOD PRACTICE PRINCIPLE #10:

CONNECT PROFESSIONAL DEVELOPMENT WITH STRATEGIC PRIORITIES. Move beyond a cafeteria model of professional development toward strategic models aligned with institutional goals and supported with resource allocations.[22]

Colleges can leverage professional learning and educational development to achieve their priority mission: supporting student learning. To do so, campus leaders must build educational development into strategic planning, decision-making and resource allocation processes. That requires more than lip service or a symbolic mention of teaching quality. It means building a hub for professional learning and deploying it as a powerful tool for advancing strategic initiatives; it means engaging professional development leaders as partners in identifying campus needs and opportunities, empowering them to help shape institutional goals, plans and decisions. And campus leaders must go further, supporting professional learning by allocating to it the resources it needs, in accord

with its strategic importance. Investment in professional learning processes (in the form of Center staffing, operating funds, and strategic restructuring of reward systems) builds enduring capacity in a college's most important resource—its faculty and staff. In so doing, they create opportunities for campus-wide transformation.

Many of the most effective programs featured in this *Toolkit* (including, for example, Montgomery's Open Pedagogy program, LaGuardia's Learning Matters initiative, and Clark's holistic student support efforts) have built success by demonstrating that they advance key institutional priorities. The highly successful IMPACT program described in Chapter 3 grew strong in part by linking to Purdue's strategic mission. The program's early years demonstrated the ways its structured faculty learning community approach improved student success in key gateway courses, reducing failures and building student comprehension and engagement. Program leaders presented findings to institutional leaders, and soon the IMPACT program was recognized in the university's strategic plan. "Incorporation into the strategic plan resulted in additional resources for instructional developers and faculty," IMPACT leaders explain. With this support, program leaders refined their model to serve more full- and part-time faculty each year and have a dramatic college-wide impact.[23]

Professional development leaders must do their part, as the IMPACT leaders did, finding ways to connect professional learning programs with key institutional priorities and initiatives. This means skillfully balancing the need for "faculty ownership" of professional learning with the need to respond to institutional goals. Working within this dynamic tension, skilled professional development leaders seek ways to help actively shape institutional goals and plans. Lieberman argues that faculty developers "simply cannot stand in the wings, waiting to be invited on stage." They can familiarize campus leaders with advances in pedagogy and practice. And they must help those leaders recognize the value of strategic investment in professional learning that spurs learning-centered change. Schroeder describes the most effective professional development leaders as "vibrant actors, wholly embedded in the vital 'goings on' and major institutional initiatives, thriving at the core of institutional priorities and strategic plans."[24]

22 Center for Community College Student Engagement. (2014). *Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement).* Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

Kezar, A., & Gehrke, S. (2015). *Communities of transformation and their work scaling STEM reform.* Los Angeles: Pullias Center for Higher Education, University of Southern California.

▶ **GOOD PRACTICE PRINCIPLE #11:**

LEVERAGE REWARD SYSTEMS AS A RESOURCE. Advance institutional policies, practices, and norms that celebrate and reward individual and departmental innovation and change. Design and sustain reward structures and resource allocation that value teaching and recognize effective engagement with professional learning processes. For full-time tenure-track faculty, "learning about teaching" should be valued appropriately in annual review, promotion and tenure processes. Reward adjunct faculty and staff engagement with professional learning with opportunities for career advancement, equitable treatment, and access to resources.[25]

Transforming the learning environment to build student success takes sustained work. Implementing evidence-based pedagogies and practices at scale requires effort on the part of faculty, staff, and student educators. It takes learning new skills and ways of working; studying and adapting nationally identified High-Impact Practices to fit campus needs and realities; testing and

23   Levesque-Bristol, C., Flierl, M., Zywicki, C., Parker, L. C., Connor, C., Guberman, D., Nelson, D., Maybee, C., Bonem, E., FitzSimmons, J., & Lott, E. (2019, February). *Creating student-centered learning environments and changing teaching culture: Purdue University's IMPACT program.* Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). https://www.learningoutcomesassessment.org/wp-content/uploads/2019/05/OccasionalPaper38.pdf

24   Lieberman, D. (2011). Nurturing institutional change: Collaboration and leadership between upper-level administrators and faculty developers. In C. M. Schroeder (Ed.), *Coming in from the margins: Faculty development's emerging organizational development role in institutional change* (pp. 60–75). Sterling, VA: Stylus.

25   Kezar, A., Holcombe, E., & Maxey, D. (2016, April). *Rethinking faculty models/roles: An emerging consensus about future directions for the professoriate.* TIAA Institute. https://www.tiaainstitute.org/sites/default/files/presentations/2017-02/rethinking_faculty_models_roles.pdf

Pearch, W. J., & Marutz, L. (2005). Retention of adjunct faculty in community colleges. *Community College Enterprise, 11*(1), 29–44.

Austin, A. E, & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching and Learning, 133.*

refining those practices over time, based on thoughtful assessment. It requires educators to think carefully about the particular students who are in front of them—who they are, what they're bringing to the classroom, and how to use those assets to build a learning partnership. Engaging in effective professional learning processes and changing everyday practice asks educators to go the extra mile.

The most powerful tool for such support is the reward system. "Teacher of the Year" programs are nice but can actually undermine broad collective effort. Stipends are welcome but not sufficient. Released or reassigned time is highly valued, particularly at community colleges, but may not always be sustainable. Adjusting the reward system can go much further than anything else in supporting broad engagement in professional learning and fostering a culture of teaching and learning excellence. We encourage campus teams to consider this as a long-term strategy, one that takes sustained effort to achieve but can play a crucial role in advancing learning and success.

What does this mean in practice? While every campus is different, we can paint a picture in broad strokes. First, it means refining the tenure and promotion processes for full-time faculty to ensure that those processes value teaching quality and thoughtful engagement in professional learning. Valencia College has an outstanding strategy that has earned national acclaim. Valencia established seven essential competencies for faculty, including use of learner-centered teaching practices, engagement with assessment, and professional commitment (which includes participation in faculty development programs). Faculty develop their own plan for building their competencies, year by year; their self-reports shape promotion and tenure. The competencies are built into job descriptions and the hiring process, ensuring that new hires know that teaching quality and professional learning are priorities.[26]

A structure like Valencia's cannot be built overnight. We encourage campus teams to consider a long-term process and begin with small steps toward change. A growing number of institutions are encouraging faculty to build teaching portfolios

and use the promotion process to recognize engagement with key student success initiatives. Fink encourages campuses to build new approaches to evaluating learning and teaching, going beyond student satisfaction surveys. For adjunct faculty, institutions should consider professional learning certificates, such as those used by Harper College (described in Chapter 3), which count toward salary increases and higher priority in course allocation. Similar certificate programs might reward professional learning engagement on the part of Student Affairs staff. For all educators, faculty and staff, public celebration, and collective recognition can be vital supports for a culture of teaching and learning excellence.

Adjusting the reward system can go much further than anything else in supporting broad engagement in professional learning and fostering a culture of teaching and learning excellence.

▶ **GOOD PRACTICE PRINCIPLE #12:**

BUILD A LEARNING CULTURE. Professional learning builds capacity, strengthens the educator role within the institution, and contributes to the growth of an engaged, multi-vocal, multi-layered learning organization. Find ways to recognize the innovations and expertise emerging from educational development in the evolution of institutional culture, policy, and practice. Respect and engage academic freedom and shared governance.[27]

Done well, professional learning functions as a venue for leadership development. As faculty work with colleagues from other disciplines, Student Affairs professionals, and student educators, they build a sense of shared responsibility, moving from a focus on "my class" to a broader vision of "our program" and "our students." This broadened insight can enhance faculty and staff contributions and leadership in other roles, from serving on departmental committees and as academic chairs to college

26 College Excellence Program. (2014). *Building a faculty culture of student success.* The Aspen Institute. https://assets.aspeninstitute.org/content/uploads/files/content/docs/ccprize/BuildingaFacultyCulture.pdf

27 Stark, A., & Smith, G. (2016). Communities of practice as agents of future faculty development. *Journal of Faculty Development, 30*(2), 59–67.

Bass, R., & Eynon, B. (2016). *Open and integrative: Designing liberal education for the new digital ecosystem.* Washington, DC: Association of American Colleges & Universities.

Scott, W., Lemus, D., Knotts, G., & Oh, J. (2016). Why learner-centered new faculty orientations matter: Organizational culture and faculty orientation. *Journal of Faculty Development, 30*(1), 15–22.

governance and engaged participation in accreditation and task force processes. We encourage campus teams to identify ways to systematically draw on the insights and skills developed by educators in the professional learning process.

Colleges desperately need this resource. To thrive in today's challenging environment, colleges must become more agile and nimble, developing as adaptive learning organizations. The challenges facing higher education—budget cuts, rapid changes in technology, demographic shifts and competition from for-profit institutions, the need to demonstrate the value of a college degree, to name a few—have mounted in recent years. These pressures have unfolded in a moment when the growing proportion of "new majority" (first-generation, low-income and people of color) students and an increasingly complex faculty workforce are transforming most campuses. Now the COVID-19 pandemic is forcing colleges to quickly learn new approaches and adapt to meet new pressures. In

this context, colleges will benefit from what George Kuh and colleagues call "a positive restlessness,"[28] a broad focus on trying out new approaches to learning and teaching and building on experiments that work. Colleges that function as adaptive learning organizations are more likely to survive and thrive in the new era that is dawning. High-impact professional learning can help colleges develop as adaptive learning organizations.

What are some of the cultural features of a learning college? A learning college is one where everyone on campus is constantly learning about the best ways to help students succeed. In a learning college, assessment and institutional research are understood as key partners and resources, informing the front-line educators and college leaders alike about student needs and the progress of campus success initiatives. In an institution that values experimentation and collaboration, educators are publicly celebrated in department meetings and college-wide gatherings for engagement, risk taking, and

---

28   Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). *Student success in college: Creating conditions that matter.* San Francisco: Jossey-Bass.

thoughtful innovation. As with the IMPACT program at Purdue, the insights generated in professional learning programs help inform vision and strategy for the institution as a whole. The contributions and concerns of governance and faculty unions about changes in institutional structure are put on the table, listened to, and constructively engaged. Communications with students regarding key initiatives and the goals of change help build student awareness and active participation. The habits of inquiry, reflection, and integrative collaboration cultivated in professional learning programs are transferred to broader college-wide change efforts. Building a culture of teaching and learning excellence requires intentional and ongoing collaboration on everyone's part, from the President and the Provost to department chairs to advisors and other Student Affairs professionals, adjunct faculty, and student organizations. In the culture of a learning college, professional learning becomes an opportunity to join, sustain, and help lead a vibrant community of meaning and purpose.

The Higher Education Ecosystem

Colleges do not exist in a vacuum. Most public colleges, including many community colleges, are linked to city or state higher education systems. Transfer partners, accreditation agencies, disciplinary associations, funders, and national student success movements all shape campus conditions and improvement efforts. How can these diverse stakeholders support effective professional learning and educational change activity? The *NLC Framework* offers recommendations to these broad actors in the higher education ecosystem, highlighting actions they should take to support professional learning, equity and student success. Here, in the last part of this chapter, and in Worksheets 4.5–4.8, we focus on ways that campus teams can leverage ecosystemic allies and partners to advance their own campus efforts.

▶ **GOOD PRACTICE PRINCIPLE #13:**

BUILD PARTNERSHIPS AND EXCHANGE. Cross-institutional networks and communities of practice can generate new insights and enrich campus professional learning conversations. Collaborative exchange with peer campuses offers opportunities to examine new approaches to learning and teaching in real-life settings, supplementing insights from the research literature. Building respectful partnerships can attract broader campus attention and provide sustaining mutual support.[29]

Cross-institutional partnerships and communities of practice can play a valuable role in effectively supporting high-impact pedagogy and practice. National reform organizations, system offices, and grant-funded projects all offer opportunities for participation and engagement. Cross-campus visits are often rewarding. Multi-campus conversations can be generative, cross-fertilizing local efforts with ideas, insights, and problem-solving strategies. Connection to national initiatives can add prestige to local efforts and underscore their importance. We encourage campus teams to be alert for opportunities and seek out formal and informal learning partnerships that align with their campus efforts.

Principles of Good Practice Ecosystem Dimension

- Build Partnerships and Exchange
- Capitalize on Strategic Messaging
- Leverage External Funding
- Engage Internal and External Stakeholders

Many of the effective change efforts highlighted in this *Toolkit* grew out of such networks. The work of Bronx Community College was stimulated by its participation in the Connect to Learning network, a 24-campus community of practice led by LaGuardia Community College. Educators from Washington State and Carleton College visited each other and shared ideas and support. Sidebars 4.3 and 4.4 examine innovative and highly effective statewide professional learning initiatives in Washington and New York. ATD's initiatives related to Open Educational Resources, adjunct faculty engagement, and holistic student support redesign spurred work by Clark, Montgomery, Harper, and other colleges spotlighted in previous chapters.

---

29 POD Network. (2018). *Defining what matters: Guidelines for comprehensive Center for Teaching and Learning (CTL) evaluation.* https://podnetwork.org/content/uploads/POD_CTL_Evaluation_Guidelines__2018_.pdf

Collins-Brown, E., Haras, C., Hurney, C., Iuzzini, J., Magruder, E., Sorcinelli, M. D., Taylor, S., & Wright, M. (2018). *A Center for Teaching and Learning Matrix* (American Council on Education and Professional & Organizational Development Network in Higher Education). https://podnetwork.org/content/uploads/ACE-POD-Teaching-Center-Matrix-2018.pdf

CAMPUS CASE STUDY • SIDEBAR 4.3

TILTing Assignments at Washington State Community and Technical Colleges

Several years ago the Washington State Board for Community and Technical Colleges (SBCTC) embarked on Guided Pathways implementation with colleges across the state. As they thought about how best to engage and support faculty in this initiative, SBCTC staff listened to faculty and the faculty/educational developers who support their work on each campus. According to Jennifer Whetham, SBCTC's program administrator of faculty development, they heard a clear message that "faculty were hungry to improve their practice but to do so in community. People are tired of working alone."[30]

In this context, SBCTC staff considered the work of Mary-Ann Winkelmes, developer of the Transparency in Learning and Teaching (TILT) Framework, who had recently done presentations at conferences in Washington. The TILT Framework, discussed in Sidebars 1.3 and 1.5, helps students understand clearly articulated learning goals and their relationship to lifelong success. Research finds a range of positive outcomes for students when faculty make small tweaks to two course assignments (by clarifying the purpose, task, and criteria for success). Students who experience "TILT-ed" instruction demonstrate significantly higher levels of academic confidence, sense of belonging, and sense of gaining employer-valued skills. Retention rates for these students increase by 15% over the two years following their exposure to this instructional approach.[31] These effects are especially strong for historically underserved students.

Given SPCTC's interest in bringing an equity-minded approach to the colleges' Guided Pathways work, they saw TILT as an opportunity to focus the efforts of educational developers and faculty leaders across the state. Creating the TILT 211 initiative, they asked themselves this question: "What is the *smallest* action a faculty member could take that would have the biggest impact on student learning and that would also increase retention?" The "211" in the initiative's name is a nod to the idea that faculty begin by redesigning two assignments in one course, during one academic quarter. This represents a relatively low barrier to entry for faculty to begin testing this approach in their courses.

In early 2019, in collaboration with faculty professional development leaders from multiple campuses, SBCTC developed a professional learning structure that began with

Partnerships and cross-campus networks cannot substitute for local action, but when they are linked to well-designed local professional learning programs, they can play an important role in supporting and enhancing efforts to foster a culture of teaching and learning excellence. What kinds of partnerships does your campus currently engage with? What new opportunities might be helpful? What campuses would be helpful to learn from through visiting and exchange? What issues, innovations, and practices do you want or need to know more about?

There are many different types of partnerships and networks. Some are more valuable than others. Much depends on how the goals of such partnerships align with the goals and needs of specific local initiatives. Here are some characteristics of the most productive partnerships:

▸ **Inquiry-driven and learning-centered.** Networks should have a vision and information to share but should also understand the importance of local context, of each campus team adapting solutions to its particular situation. Partnerships that engage campuses in collective inquiry and exchange are more likely to be productive.

▸ **Sustained collaboration.** Change takes time, and so does building shared understanding. Partnerships and networks that offer opportunities for recursive engagement over time can build toward meaningful change.

▸ **Team-based.** Campus change takes collective effort. Networks and partnerships that involve multiple campus participants, working together as a team, create opportunities for dialogue within teams as well as with other campuses. Having

---

30   J. Whetham & M. Cockroft (interview, April 30, 2020).

31   The Washington State Board for Community and Technical Colleges has developed a helpful one-page summary of its TILT initiative: http://bit.ly/2qISL3v

(sidebar continued from previous page)

a two-day faculty Summer Institute. Participants review and compare less-transparent and more-transparent example assignments from their discipline. They then engage in two interdisciplinary assignment charrettes (adapted from the NILOA Assignment Design charrette, discussed in Sidebar 4.1, to reflect the principles of the Transparency Framework).[32] This experience provides an opportunity to begin "TILT-ing" two assignments and to receive feedback from a "disciplinary stranger" who acts as an expert learner. The following semester, faculty use these "TILT-ed" assignments in their course and participate in a Faculty Learning Community (FLC) to partner with peers engaged in the process. As faculty refine their assignments, they add them to a repository available to colleagues across the state. Like other FLC experiences we discuss in this *Toolkit*, reflection and peer support are key components here.

> "When faculty have an opportunity to talk in structured yet generative ways with colleagues outside of their own disciplines, they see how a particular learning outcome, such as critical thinking, translates across the disciplines. That translation happens as faculty members talk to each other about their assignments using the shared language provided by the transparent assignment template with clear roles (i.e., the novice to the discipline but the expert learner)."[33]

This campus-level work is strengthened through virtual train-the-trainer sessions, which reinforce key elements of the TILT approach for facilitators to bring to their FLCs. The initiative also has an important Scholarship of Teaching and Learning (SoTL) component, drawing on surveys of faculty and student experiences with the TILT-ed assignments. Mary-Ann Winkelmes and her team are currently analyzing this data, which represents one of the largest datasets they now have on the efficacy of the TILT Framework.

The TILT professional development process offers learning opportunities for faculty leaders as well as participants. Martin Cockroft, Director of Instructional Assessment and the Center for Learning Innovation at Olympic College, says that he learned that "messaging needs to be really clear: what are we asking faculty to do, what is the time commitment, how do we assess it, what's the artifact—this all needs to be clear from the beginning." Supporting faculty colleagues in bringing greater transparency to their classroom, program leaders developed a deeper understanding of the importance of transparency in the professional learning process, as well.[34]

The Washington State Board's efforts illustrate the positive impact of a networked approach to classroom-based innovation. Statewide professional learning creates opportunities for educators to learn from and with peers at their institution but also from colleagues at other institutions. This approach doesn't replace the need for professional learning hubs at each college. Rather, it reinforces those local efforts and further strengthens them by surfacing points of connection and sharing resources with other institutions around the state.[35]

educators, professional development leaders, and administrators on board can create more effective opportunities for translating innovations to scalable campus initiatives.

▸ **Strategic focus.** Communities of practice are most valuable if they link a focus on student learning with explicit attention to issues of professional learning and campus change. Issues of scaling in size and quality, building strategies for engaging effectively with colleagues and college administrators as well as students should not be ignored. Seek out collaborations that explicitly support local leaders in developing effective scaling strategies, helping them with problem solving discussions and connecting campus work to national conversations about institutional change.

You may have noticed the similarity between these characteristics and the Good Practice Principles discussed in Chapter 3. This is not coincidental. Cross-campus networks are in one

32 Kinzie, J., & Hutchings, P. (2019). Assignment design as a site for professional development and improved assessment of student learning outcomes. In M. Winkelmes, A. Boye, & S. Tapp (Eds.), *Transparent design in higher education teaching and leadership: A guide to implementing the Transparency Framework institution-wide to improve learning and retention.* Sterling, VA: Stylus.

33 Whetham, J., Darley-Vanis, J., Heilstedt, S., Boye, A., Tapp, S., & Winkelmes, M. (2019). Transparency and the guided pathways model: Ensuring equitable learning opportunities for students in community and technical colleges. In M. Winkelmes, A. Boye, & S. Tapp (Eds.), *Transparent design in higher education teaching and leadership: A guide to implementing the Transparency Framework institution-wide to improve learning and retention.* Sterling, VA: Stylus.

34 Interview, op. cit.

35 Whetham, J., Darley-Vanis, J., Heilstedt, S., Boye, A., Tapp, S., & Winkelmes, M. (2019). Transparency and the guided pathways model: Ensuring equitable learning opportunities for students in community and technical colleges. In M. Winkelmes, A. Boye, & S. Tapp (Eds.), *Transparent design in higher education teaching and leadership: A guide to implementing the Transparency Framework institution-wide to improve learning and retention.* Sterling, VA: Stylus.

sense a variation on professional learning and as such should model good professional learning practice. We advise your team to look for opportunities to work with initiatives that understand and embody these approaches.

▶ GOOD PRACTICE PRINCIPLE #14:

CAPITALIZE ON STRATEGIC MESSAGING. National education reform and student success groups, disciplinary associations, and regional accreditors play key roles in shaping the higher education conversation, informing the direction of educational change. Campus efforts can borrow, adapt and build on the messages emerging from these and other sources to strengthen and nuance their own communications with educators, students, administrators and other stakeholders.

ATD and other national education reform organizations and higher education journals are increasingly spotlighting the critical role of teaching, learning and professional development in building student success. Disciplinary associations, accreditors and other ecosystemic players have also begun to move in this direction, particularly in the STEM fields. Awards, articles, publications and celebrations have begun to shape a national conversation. We encourage campus teams to use these developments to reinforce the importance of teaching quality and build support for their initiative.

What are national education leaders and associations saying and writing about the issues confronting your campus? About the change initiatives you hope to pursue? How could you leverage such statements to build support on your campus? How might this help you reach new audiences?

Position papers and statements from national groups can supplement the research literature in making the case for broad change and specific campus initiatives. For example, colleges exploring innovations in developmental education may find case-making support in the recently revised *Core Principles*

for Transforming Remediation within a Comprehensive Student Success Strategy. This document presents the latest evidence and suggests that "nothing short of thoroughgoing structural reform, instructional innovation, and integrated student supports that meet both the academic and noncognitive needs of students will result in significantly improved and more equitable student outcomes."[36] Likewise, the articles and statements cited throughout this *Toolkit* can add to the toolbox of language and legitimacy that campus teams need to garner attention and support on campus. (The "Making the Case" Worksheets in

> ***What are national education leaders and associations saying and writing about the issues confronting your campus? About the change initiatives you hope to pursue? How could you leverage such statements to build support on your campus? How might this help you reach new audiences?***

each chapter should be especially useful in this regard.) This *Toolkit* has drawn on "The Urgent Case," a speech by Karen Stout that argues for increased attention to teaching, learning and professional development.[37] President Stout's forceful and persuasive argument can be a good place to start in assembling a file of statements that you can draw on in a range of situations, from presentations to executive leadership to statements to the broader campus community.

▶ GOOD PRACTICE PRINCIPLE #15:

LEVERAGE EXTERNAL FUNDING. Funders can be a vital element of the change process, shaping possibilities for institutions and systems. External funding can catalyze campus change and leverage internal resources and support. Seek out funders who support educational development and ensure that grant proposals for educational improvement include funds for professional learning. Think strategically about how to use short-term funds to build capacity and create long-term change.

---

36 Kadlec, A., & Dadgar, M. (2020, March). *Core principles for transforming remediation within a comprehensive student success strategy: A statement from the field.* Denver, CO: Strong Start to Finish, Education Commission of the States.

37 Stout, K. A. (2018). *The urgent case: Focusing the next generation of community college redesign on teaching and learning.* Dallas Herring Lecture, Belk Center for Community College Leadership and Research, North Carolina State University.
    https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning

CAMPUS CASE STUDY • SIDEBAR 4.4

SUNY's Developmental English Faculty Learning Community

Leveraging support from the State University of New York (SUNY) system, SUNY faculty have created a vibrant, professional learning community that effectively links structural and pedagogical change. Offering statewide, regional, and campus-specific support activities, as well as online collaboration, the SUNY Developmental English Faculty Learning Community (FLC) skillfully works with both full- and part-time faculty. And it's making a measurable difference for students.

In 2012, SUNY published a report on student success at its two- and four-year institutions. The report pointed to the need to think in new ways about students' journey through developmental English and mathematics.[38]

This report led to increased attention statewide on co-requisite models (discussed in Sidebar 1.3). SUNY English faculty recommended the adoption of the Accelerated Learning Program (ALP), developed by the Community College of Baltimore County. For many years, students whose tests indicated a need for "remediation" had to complete a developmental course before taking college-level English 101. In ALP, developmental writing students simultaneously enroll in English 101 and a companion co-requisite course that provides additional academic support. ALP helps students succeed in college-level English courses more quickly and at significantly higher rates. A recent CCRC study suggests that the ALP model produces "double the success rate in half the time."[39]

SUNY campuses committed to an increased percentage of co-requisite course offerings, but that commitment might have been empty without support for faculty professional development. Fortunately, a professional learning project emerged to support faculty statewide in implementing co-req models. This project, the SUNY Developmental English Faculty Learning Community (SUNY FLC), launched in Spring 2018 under the leadership of Johanna Duncan-Poitier, SUNY's Senior Vice Chancellor for Community Colleges and the Education Pipeline and her team in the SUNY Office of Community Colleges and the Education Pipeline, with significant funding from SUNY and additional support from Strong Start to Finish and the New York State Student Success Center. It has thrived because of energetic faculty leadership and skillful design.

"Co-requisite is a major structural change," explains Matt DelConte, director of the statewide project and English professor at SUNY's Onondaga Community College, lead college for the project. "One of the big hurdles to a big programmatic change like this is faculty being prepared to offer the courses." For DelConte, "structural change is the starting point for the more important business of pedagogical change."[40]

(sidebar continued on next page)

External funding can play a critical role in advancing innovation and change, providing important impetus and legitimacy and supplementing essential campus support. Used strategically, even small grants can leverage broader efforts. The Bronx Community College project described in Chapter 3 built on a small grant to create a high-impact program. SUNY's Developmental English Faculty Learning Community, profiled in Sidebar 4.4, integrated support from the State University of New York (SUNY) system, the New York State Student Success Center, and the Strong Start to Finish national network.

External funding can play a critical role in advancing innovation and change, providing important impetus and legitimacy and supplementing essential campus support.

Purdue's IMPACT program used a large federal grant and wisely sought ways to pair that with institutional support. LaGuardia Community College has drawn on a series of federal grants, including Title V

---

38 State University of New York. (2012, November). *The SUNY Pathway to Success: The Report of the SUNY Task Force on Remediation.* https://blog.suny.edu/wp-content/uploads/2013/01/Remediation-report-Jan-2.2013-complete.pdf

39 Cho, S-W., Kopko, E., Jenkins, D., & Jaggars, S. S. (2012). *New evidence of success for community college remedial English students: Tracking the outcomes of students in the Accelerated Learning Program (ALP)* (CCRC Working Paper No. 53). New York: Teachers College, Community College Research Center.

40 M. DelConte (interview, April 30, 2020).

(sidebar continued from previous page)

Linking structure and pedagogy, bringing faculty together to help each other, and addressing a system-wide strategic priority, the SUNY FLC struck a statewide chord. It began with a cohort of faculty from 10 community colleges and 4 four-year institutions; two years later there are nearly 140 faculty participants from 27 institutions (including 23 community colleges) across the SUNY system.[41] Overall numbers of SUNY colleges instituting both co-req English and Math are increasing rapidly. A recent SUNY Strong Start to Finish survey of the 38 colleges (30 community colleges and 8 technology and comprehensive colleges) indicates that 32 are now instituting co-req English courses.

The SUNY FLC integrates four levels of activity to help faculty develop active learning writing strategies that can foster student success in co-requisite courses. First, the group holds statewide conferences once each semester to engage faculty on broad issues of pedagogy, from scaffolded writing assignments to culturally-responsive practices. Second, the SUNY FLC organizes annual regional convenings. These regional programs are easier for adjunct faculty to access and colleges can potentially support more faculty to attend.

Third, these statewide and regional convenings are complemented by lead faculty visits to individual campuses. Given the focused nature of these visits, they can tailor a full-day workshop to faculty's pedagogical needs and goals. These workshops engage faculty who might not be able to make time to travel, including part-time faculty.

Finally, FLC members stay connected through online collaboration, via the Workplace online app. "That's really good for following up on conferences and workshops," says DelConte. "And sometimes someone experiences something in their 9am class, something they struggle with—they can post something and get a response in 2 minutes." Using digital networks to engage the faculty community, this real-time peer support helps faculty problem-solve and continuously refine their practice.[42]

Faculty conversations in these venues are wide ranging, from effective writing assignments to a holistic approach to students. Issues of resilience and helping students develop confidence that they "belong" in college often surface in co-requisite courses. "When we put that into the program, it always becomes a centerpiece of the conversation," DelConte points out. To help faculty, the FLC has begun paying increased attention to holistic student supports, and collaboration with Student Affairs.[43]

Aggregate data demonstrates that the co-req approach is having a significant positive impact on student success. Developmental writing pass rates are at 73% for students in the co-req courses as compared to 62% taking a stand-alone developmental writing course. First-year success rates in English composition are even more encouraging. Sixty-four percent of students in the co-req model are earning a grade of C or better compared to just thirty-seven percent in the stand-alone course.[44] The combination of structural change and pedagogical change facilitated by professional learning is paying off in ways that should be instructive for systems nationwide.

funding designated for Hispanic Serving Institutions, to leverage institutional funds and mobilize its Center for Teaching and Learning as a leading force in sweeping change initiatives.

What funding opportunities are available in your area? Which funders have interests in student learning and success? How could you find out more about funding possibilities? Who would you need to work with in this regard?

We encourage campus teams to be on the lookout for external funding sources—from private funders, corporations, system initiatives and federal grants. Opportunities will vary by campus. Teams will have greater success finding those opportunities and creating successful proposals when they collaborate with campus Grants or Development offices. Not surprisingly, funders are most interested in students. But it is possible, building on data, to make the case that specific innovations and High-Impact Practices can have measurable impact on student learning—and that professional learning is key to making those innovations effective. Developing projects that use professional learning to address large problems and build student success will have a greater likelihood of winning substantial funding support.

41   Interview, op. cit.

42   Interview, op. cit.

43   Interview, op. cit.

44   Interview, op. cit.

▶ **GOOD PRACTICE PRINCIPLE #16:**

ENGAGE INTERNAL AND EXTERNAL STAKEHOLDERS. The campus environment for professional learning and educational improvement is shaped by an array of systemic actors. Interactions with higher education organizations, leaders of regional and state systems, trustees, advisory boards, funders, professional associations, and accreditors offer valuable opportunities for identifying and building essential support for a sustainable culture of teaching and learning excellence.[45]

A range of actors shape campus culture from system leaders to college trustees, faculty governance, student government leaders, regional and professional accreditors, employer advisory boards, and other community-based organizations. These stakeholders can help you build a culture of teaching and learning excellence—but only if they know about and understand your efforts. We encourage campus teams to think about the outreach and relationship-building activities that can generate broad support for efforts to advance learning and teaching.

What allies do you need? How do your efforts address their interests? How can you help them see this connection? What allies do you already have, and how can you leverage their commitment to gradually extend your network of supporters among key stakeholders?

Developing clear statements of the purpose, focus, and value of your efforts can be an important tool in this regard. Your campus marketing and communications office may be able to help you develop clear, accessible language and publicity materials to use to supplement presentations and direct conversations. Mobilizing evidence from your own campus and/or from the literature is often powerful, along with statements

of national education groups and thought leaders. Perspectives from respected faculty leaders are valuable. The most powerful testimony, always, comes from students. Building active partnerships with students, as described in Chapter 3, can pay important dividends in this process.

Messages are important. What is needed is deeper than an outreach campaign, however. Building effective partnerships and alliances requires sustained, patient work and careful listening. Advisory boards can play a valuable role in this process. Thinking big and long-term, you can take incremental steps to lay the foundation for lasting change.

Building broad support for your efforts cannot substitute for the day-to-day work of designing and leading high-impact professional learning programs, but it can play a helpful role in generating the institutional support you need and moving from a specific initiative to the broader project of fostering a culture of teaching and learning excellence.

Conclusion

Our students need and deserve the very best educational experiences that we can provide. They face a challenging future. They will need to be—and we need them to be—creative problem solvers, adaptive learners, and resilient and resourceful thinkers, capable of building on what they learn in college as they navigate an emerging new world. Supporting them—ensuring they advance, creating powerful learning experiences that help them develop these capacities—takes a whole college effort. Professional learning can play a crucial role in helping our colleges address this urgent mission.

This chapter has addressed a broad overview of institutional and ecosystem supports that have been shown to advance professional learning. Centers for Teaching and Learning and other professional learning hubs can serve as key focal points for building your institution's culture of teaching and learning excellence. It is to that task that we turn in our final chapter.

> *What allies do you need? How do your efforts address their interests? How can you help them see this connection? What allies do you already have, and how can you leverage their commitment to gradually extend your network of supporters among key stakeholders?*

45 Scott, D. & Kezar, A. (2019). *How student affairs departments can support and engage non-tenure-track faculty.* Los Angeles: Delphi Project on the Changing Faculty and Student Success, Pullias Center for Higher Education, University of Southern California.

Gillespie, K. J., & Robertson, D. L. (Eds.). (2010). *A guide to faculty development* (2nd ed.). San Francisco: Jossey-Bass.

Center for Community College Student Engagement. (2014). *Contingent commitments: Bringing part-time faculty into focus (A special report from the Center for Community College Student Engagement).* Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

Note on Worksheets

We encourage your team to use the Worksheets for Chapter 4 to strengthen institutional and ecosystemic support for your professional learning work. This support can help your team advance a high-impact professional learning program that can support the implementation of evidence-based practices and foster a culture of teaching and learning excellence.

▶ **Worksheets 4.1–4.8** connect the Good Practice Principles outlined in the *NLC Framework* to your campus and ecosystemic context. For each principle, a Worksheet suggests a process of assessing the current environment and considering opportunities to leverage support. The Worksheet Instructions suggest a simple "jigsaw" structure that can enhance team participation and expedite your planning.

▶ **Worksheet 4.9** invites you to consolidate your insights and begin planning concrete actions. How can your institution make more strategic use of professional learning? What supports are needed? What steps could be taken? This critical planning process can help you begin to leverage high-impact professional learning to improve student learning and success.

▶ **Worksheet 4.10** invites you and your team to think about the research and evidence embedded in this chapter, identify research that could be useful to you, and develop persuasive summaries that can help you build support for your efforts.

Chapter 4 Worksheet Instructions:
Institutional and Ecosystemic Support

High-impact professional learning requires strategic support. The Institutional dimension of the *NLC Framework* focuses on campus policies and practices that institutions can take to support professional learning and advance instructional quality. The Ecosystemic dimension considers the broader systemic actors that shape the higher education environment, including the environment for professional learning. The Institutional and Ecosystemic Core Principles together outline a strategic approach to scaling and sustaining professional learning and educational development.

Worksheets 4.1–4.8 are designed to help your team consider the Good Practice Principles of the Institutional and Ecosystemic dimensions as you prepare your plans. For each Good Practice Principle, we suggest you begin by individually assessing current campus professional learning practice, using the rating scale and question prompts. (You might decide beforehand whether to focus on professional learning campus-wide or in a smaller, more specific area.) Then, individually brainstorm ways to strengthen your professional learning design and implementation.

You might want to consider doing this as a simple "jigsaw" process, splitting up different Principles (or sets of two to four Principles) to be addressed by subgroups of your team. There are of course many ways to do this. Here's one way that this could work:

Step 1: Individual Work. After splitting up your team to address different Principles, team members work individually, using the Worksheets for their assigned principle to assess current professional learning practice and plan for change.

Step 2: Small Group Discussion. Those who worked on the same Principles meet to share and discuss, using the Reflective Questions below. Each team prepares a report.

- What did you learn from this process? Of the Good Practice Principles you focused on, which one(s) did you find most interesting or important?

- What steps for strengthening the integration and support for professional learning emerged as you examined these Principles?

- What steps will be simple? What will be more complex? What changes can we make in the short run? What will take a long-term effort?

After everyone has had a chance to share, work as a group to prepare a report to the larger team. You may want to create notes on poster paper to facilitate your report.

- List two to four Good Practice Principles that your group wants to highlight as strategically important. Be prepared to explain your choices to the team and to identify possible steps that your team could take.

Step 3: Whole Team Discussion. Subgroups come together to share reports and consider strategies for future action, using the prompts below. Save notes for future use.

- Review the Principles identified by the small groups. Create a list of perhaps four to five that we want to spotlight for future action and discussion.

- How could we begin to bolster support for our professional learning practice with these Principles in mind? Who would we need to involve in the conversation? How would we make our case?

- What do we need to know more about? What aspects of high-impact professional learning practice do we need to understand better? What resources might we explore?

Worksheet 4.9 invites you to specify strategic connections aligned with your teaching and learning initiative(s). How can you attract the support needed for high-impact professional learning needed to advance change?

However your team decides to organize your discussion of specific Principles, it is important that at some point the whole team comes together to share and discuss insights, strategies for improvement, and ways to apply these Good Practice Principles to support teaching and learning improvement. We encourage you to create a record of the key points that emerge from this discussion.

In Chapter 5, we explicitly encourage teams to go back and review Worksheets from earlier chapters. With this in mind, we encourage you to retain these Worksheets and other records of your discussion, including summaries of the answers to the Reflective Prompts.

As in earlier chapters, the Worksheets for Chapter 4 conclude with a Making the Case Worksheet designed to help your team harvest insights from the research and evidence offered in this chapter and prepare to use that evidence to build support for the work led by your team. These Worksheets are available on the ATD website for you to download and modify.[46]

---

46   Worksheets can be downloaded at https://www.achievingthedream.org/teaching_and_learning_toolkit

Worksheet 4.1

Good Practice Principle #9 (Institutional Dimension)
Integrate Changes in Pedagogy, Curriculum, and Assessment

Changes in individual practice are most powerful in concert with changes in structural dimensions of education. Deep and enduring improvement emerges from reciprocal transformations of pedagogy, curriculum, and assessment, integrated through professional development processes.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. In our area(s) of focus, curriculum is well aligned with the evidence-based pedagogy and practices we seek to advance.
Rate: 1 – 2 – 3 – 4 – 5

B. The changes we seek to make in pedagogy and practice will help faculty and students address campus-wide student learning outcomes. Rate: 1 – 2 – 3 – 4 – 5

C. We have identified ways to use data from the assessment of student learning to guide improvement efforts.
Rate: 1 – 2 – 3 – 4 – 5

D. Our professional learning programs effectively help educators consider the interplay of pedagogy, curriculum and assessment in the change process. Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your experience, and your answers to the Inquiry Starters, please briefly highlight two to three challenges and/or strengths of our practice.

3. Planning Forward

Consider one set of questions in terms of your plans. How might you address these issues in designing your work?

A. What broader changes in curriculum and assessment are needed to advance the enduring effectiveness of pedagogical innovations? Who needs to be engaged in that process?

B. How might our professional learning processes be adjusted to address the intersection of curriculum, assessment, and pedagogical change?

126

Good Practice Principle #10 (Institutional Dimension)
Connect Professional Development with Strategic Priorities

Move beyond a cafeteria model of professional development toward strategic models aligned with institutional goals and supported with resource allocations.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. The advances in evidence-based pedagogy and practice we seek to make align with strategic institutional improvement priorities. Rate: 1 – 2 – 3 – 4 – 5

B. Our professional learning and pedagogical change effort has been (or will be) recognized in our institution-wide strategic planning process. Rate: 1 – 2 – 3 – 4 – 5

C. Our professional learning and pedagogical change effort is embedded in the strategic planning process at the appropriate departmental and divisional levels. Rate: 1 – 2 – 3 – 4 – 5

D. Our professional learning and pedagogical change effort is considered as part of the resource allocation process.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your experience, and your answers to the Inquiry Starters, please briefly highlight two to three challenges and/or strengths of our practice.

3. Planning Forward

What steps could we take to strengthen the recognition of professional learning and instructional improvement in our strategic priorities and planning processes? Who would need to be engaged to support change in this area?

Good Practice Principle #11 (Institutional Dimension)
Leverage Reward Systems as a Resource

Advance institutional policies, practices, and norms that celebrate and reward individual and departmental innovation and change. Design and sustain reward structures and resource allocation that value teaching and recognize effective engagement with professional learning processes. For full-time tenure-track faculty, "learning about teaching" should be valued appropriately in annual review, promotion, and tenure processes. Reward adjunct faculty and staff engagement with professional learning with opportunities for career advancement, equitable treatment, and access to resources.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Faculty and staff participation in our efforts to build teaching and learning excellence are/will be appropriately recognized, encouraged, and supported. Rate: 1 – 2 – 3 – 4 – 5

B. Participation in professional learning is recognized in the evaluation and promotion (and tenure) processes for full-time faculty, part-time faculty, and staff. Rate: 1 – 2 – 3 – 4 – 5

C. The importance of professional learning is clearly communicated in hiring processes for full-time faculty, part-time faculty, and staff. Rate: 1 – 2 – 3 – 4 – 5

D. Campus stakeholders (e.g., upper-level administrators, union, governance, etc.) understand the need for policies supporting professional learning and educational development. Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your experience, and your answers to the Inquiry Starters, please briefly highlight two to three challenges and/or strengths of our practice.

3. Planning Forward

What steps can you plan to take to more effectively leverage reward systems to support professional learning and instructional improvement? Who would need to be engaged to make this happen?

128

Good Practice Principle #12 (Institutional Dimension)
Build a Learning Culture

Professional learning builds capacity, strengthens the educator role within the institution, and contributes to the growth of an engaged, multi-vocal, multi-layered learning organization. Find ways to recognize the innovations and expertise emerging from educational development in the evolution of institutional culture, policy and practice. Respect and engage academic freedom and shared governance.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our campus consistently leverages the expertise developed in professional learning to advance ongoing institutional improvement. Rate: 1 – 2 – 3 – 4 – 5

B. Participants and leaders of professional learning processes have effective avenues to share insights with administrators and institutional governance bodies. Rate: 1 – 2 – 3 – 4 – 5

C. Meaningful participation in professional learning processes is understood and valued in leadership development. Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your experience, and your answers to the Inquiry Starters, please briefly highlight two to three challenges and/or strengths of our practice.

3. Planning Forward

What steps can we take, as part of our work, to build an institutional culture of learning on our campus? What could help our campus move forward?

129

Good Practice Principle #13 (Ecosystemic Dimension)
Build Partnerships and Exchange

Cross-institutional networks and communities of practice can generate new insights and enrich campus professional learning conversations. Collaborative exchange with peer campuses offers opportunities to examine new approaches to learning and teaching in real-life settings, supplementing insights from the research literature. Building respectful partnerships can attract broader campus attention and provide sustaining mutual support.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our faculty and staff have ample opportunities to engage in collaboration and communities of practice that connect our college with other institutions. Rate: 1 – 2 – 3 – 4 – 5

B. Our educational development efforts take productive advantage of professional learning resources and learning opportunities offered by our system, our national network partners and disciplinary professional associations.
Rate: 1 – 2 – 3 – 4 – 5

C. We seek out and create opportunities for mutual learning and exchange with peer institutions within and beyond our system.
Rate: 1 – 2 – 3 – 4 – 5

D. Our campus professional learning efforts are informed by scholarship and best practice in the field of professional learning and educational development. Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your experience, and your answers to the Inquiry Starters, please briefly highlight two to three challenges and/or strengths of our practice.

3. Planning Forward

As an initiative, how can we help our educators take full advantage of external partnerships and professional learning opportunities? What opportunities might be most helpful? What steps can we take to facilitate productive engagement?

Good Practice Principle #14 (Ecosystemic Dimension)
Capitalize on Strategic Messaging

National education reform and student success groups, disciplinary associations, and regional accreditors play key roles in shaping the higher education conversation, informing the direction of educational change. Campus efforts can borrow, adapt, and build on the messages emerging from these and other sources to strengthen and nuance their own communications with educators, students, administrators, and other stakeholders.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. We take strategic advantage of the messaging done by educational reform groups and disciplinary associations to elevate the legitimacy and perceived value of our professional learning and educational development efforts.
Rate: 1 – 2 – 3 – 4 – 5

B. We seek out opportunities to showcase our successful campus work at national conferences, and in higher education media and scholarly journals, as a way to advance broader change in policy and practice.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your experience, and your answers to the Inquiry Starters, please briefly highlight two to three challenges and/or strengths of our practice.

3. Planning Forward

How can we take full advantage of the national conversation around learning, teaching, and educational development? What steps can we take to leverage this conversation to advance our campus effort?

131

Worksheet 4.7

Good Practice Principle #15 (Ecosystemic Dimension)
Leverage External Funding

Funders can be a vital element of the change process, shaping possibilities for institutions and systems. External funding can catalyze campus change and leverage internal resources and support. Seek out funders who support educational development and ensure that grant proposals for educational improvement include funds for professional learning. Think strategically about how to use short-term funds to build capacity and create long-term change.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our campus efforts to advance professional learning and educational development effectively seek out and attract external funding. Rate: 1 – 2 – 3 – 4 – 5

B. Our campus Grants (and/or Development) Office effectively identifies funders and funding opportunities for professional learning and educational development.
Rate: 1 – 2 – 3 – 4 – 5

C. When our College seeks funding for student success, it consistently builds in budget items for professional learning for faculty and staff.
Rate: 1 – 2 – 3 – 4 – 5

D. Grant funded professional learning programs on our campus are effectively institutionalized when grant funding ends.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your experience, and your answers to the Inquiry Starters, please briefly highlight two to three challenges and/or strengths of our practice.

3. Planning Forward

How can we more effectively identify, attract and leverage external funding to support professional learning and educational change? What steps can we take, as part of our work, to build capacity in this area?

132

Worksheet 4.8

Good Practice Principle #16 (Ecosystemic Dimension)
Engage Internal and External Stakeholders

The campus environment for professional learning and educational improvement is shaped by an array of systemic actors. Interactions with higher education organizations, leaders of regional and state systems, trustees, advisory boards, funders, professional associations, and accreditors offer valuable opportunities for identifying and building essential support for a sustainable culture of teaching and learning excellence.

1. Inquiry Starters

For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree

A. Our engagement with regional or national educational reform networks and movements (e.g., Achieving the Dream, Guided Pathways, etc.) supports our educational development efforts.
Rate: 1 – 2 – 3 – 4 – 5

B. Our system office (e.g., regional or state university systems) is aware of the value of our professional learning and educational improvement efforts. Rate: 1 – 2 – 3 – 4 – 5

C. Our educational development efforts take advantage of ways that professional associations and accreditors value professional learning and educational improvement.
Rate: 1 – 2 – 3 – 4 – 5

D. Our campus actively seeks opportunities to connect diverse stakeholders and build a shared commitment to professional learning and educational development.
Rate: 1 – 2 – 3 – 4 – 5

2. Identifying Challenges & Strengths

Thinking about this Good Practice Principle, your experience, and your answers to the Inquiry Starters, please briefly highlight two to three challenges and/or strengths of our practice.

3. Planning Forward

How can our campus better connect our educational development work with our external partnerships (e.g., our work with ATD and other education reform groups)? What steps can we take to encourage and support this?

133

Strategic Connections

How can your team strategically position your professional learning program? This worksheet invites you to begin developing a plan for attracting the support needed to strengthen your professional learning initiatives and foster a rich culture of teaching and learning excellence.

Step 1: Designing for Excellence. As a team, briefly review the evidence-based practices and preliminary designs for professional learning that we discussed in Worksheet 3.9. What professional learning features strike you as particularly exciting or crucial?

Step 2: Strategic Integration. With these designs in mind, consider ways that you can make strategic connections and build institutional support for professional learning. Draw on your jigsaw discussion of the Institutional and Ecosystemic Good Practice Principles to plan and pursue these connections.

- What institutional connections would strengthen your initiative? Are there ways you can connect changes in pedagogy with changes in curriculum and assessment? What partnerships linking Academic and Student Affairs could bolster your effort? How does your initiative support or advance your institution's strategic goals?

- What kinds of institutional support can you argue for? Who might be your allies? What institutional resources can you leverage? What might be ways to engage the reward system as a way to support effective professional learning? What small steps could be taken in the next few months that could open the way for broader, more long-term change?

- What opportunities for ecosystemic connection might align with your initiative? How could you leverage your connection with ATD? What about system-based initiatives, accreditation processes, disciplinary associations, external funders, and other ecosystem actors? Can you identify possible partners, potential sources of guidance, messaging, and/or funding? How could you build any of the above into your plan?
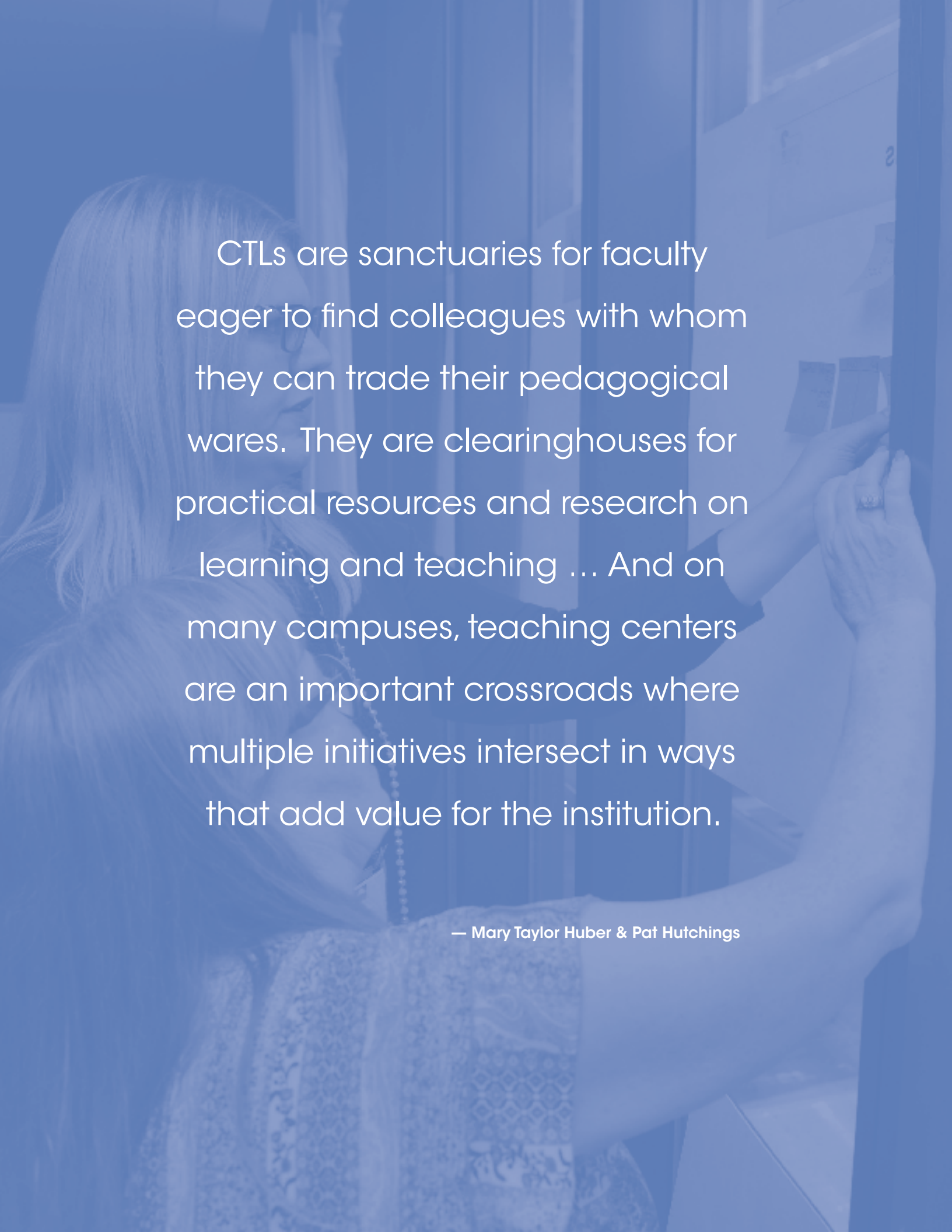
Step 3: Making and Pursuing a Plan. Having reviewed the possibilities, begin developing a plan. Identify three to five particularly promising or strategically crucial possibilities. For each, identify at least one short-term step to take and one more mid-range strategy to pursue. Write up your notes and hold onto to them for future use.

Making the Case

Imagine you are having a conversation with other leaders at your college who are not part of your working team. You want to make a case for the importance of institutional investment in advancing high-impact professional learning, as outlined in this chapter. Take a minute to think about it and make some notes, using the following reflective prompts as your guide.

1. What evidence or arguments presented in this chapter did you find particularly persuasive? Why? What are the implications of this evidence or argument? What ideas, references, or sources would you want to remember and be able to use in your work?

2. Sketch a two- to three-minute "elevator speech" arguing for the value of a College effort around this issue. What key points would you include?

3. What ideas or issues discussed in this chapter would you want to know more about? Are there references you'd like to explore in greater depth? How else might you deepen your knowledge base on the issue(s) you've identified?

CTLs are sanctuaries for faculty eager to find colleagues with whom they can trade their pedagogical wares. They are clearinghouses for practical resources and research on learning and teaching … And on many campuses, teaching centers are an important crossroads where multiple initiatives intersect in ways that add value for the institution.

— Mary Taylor Huber & Pat Hutchings

A Hub for Innovation & Change

Strengthening Your College's Professional Learning Infrastructure

Done well, professional learning programs broaden the effective use of evidence-based practice, advance change initiatives, and generate measurable improvement in student outcomes. To build student learning and success, institutions must make strategic investments in professional learning. Chapter 4 surveyed a range of institutional strategies required to support high-impact professional learning. In this chapter, we spotlight one particularly key institutional strategy: the creation and advancement of professional learning centers, often called Centers for Teaching and Learning or CTLs. As Karen Stout has argued, "Centers for Teaching and Learning can and should play a role as an anchor for excellence across the institution."[1]

A well-organized CTL is the home of campus professional learning programs. In *The Advancement of Learning*, Huber and Hutchings called CTLs "sanctuaries for faculty eager to find colleagues with whom they can trade their pedagogical wares. They are clearinghouses for practical resources and research on learning and teaching, and help connect faculty with wider networks of innovation beyond the campus … And on many campuses, teaching centers are an important crossroads where multiple initiatives intersect and can be coordinated in ways that add value for the institution."[2]

The examples of high-impact professional learning surfaced throughout this *Toolkit*, in almost every case, were based to some significant degree in a CTL or some equivalent. A center was the campus base for professional learning practice from the IMPACT program at Purdue to the sustainability-focused OER program at Montgomery, the holistic student support work at Clark, the Reflective Practice Groups at Monroe, and the Guided Learning Pathway work at LaGuardia. Meanwhile, the TILT program in Washington and the SUNY Developmental English Faculty Learning Community each represent intriguing combinations of state systems partnering with local, campus-based professional learning centers.

In *Creating Significant Learning Experiences*, Fink made a commonsense case for such centers, supporting one of his major recommendations: "Establish a campus-wide program that can help faculty acquire new and better ideas about teaching." He argued that "it makes financial sense to invest in a faculty development program as a way of significantly increasing the capability of the single most costly and important resource in the institution—the faculty."

1   Stout, K. A. (2018). *The urgent case: Focusing the next generation of community college redesign on teaching and learning.* Dallas Herring Lecture, Belk Center for Community College Leadership and Research, North Carolina State University. https://www.achievingthedream.org/resource/17642/the-urgent-case-focusing-the-next-generation-of-community-college-redesign-on-teaching-and-learning

2   Huber, M. T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons.* (A Carnegie Foundation Report on the Scholarship of Teaching and Learning in Higher Education). San Francisco: Jossey-Bass.

> If we want faculty to spend more time learning how to be more effective in their teaching and we want them to be able to spend that time efficiently and effectively, they need access to someone who can expedite that process. Having a campus office staffed by professionals who are familiar with the questions faculty have, are conversant with the literature on college teaching, and who know how to work with faculty individually and collectively, can greatly increase the ability of faculty to learn what they need to learn quickly.[3]

The past 30 years have seen the spread of CTLs at two- and four-year institutions. ATD's annual survey indicates that approximately two-thirds of our network colleges have a clear structure that serves as a hub for faculty professional learning, although the level of investment and the intentionality of

Well-resourced, well-designed professional learning hubs can organize cross-functional efforts, helping educators strengthen their practice and support student success.

design varies widely. Across significant variation in staffing and funding structures, these hubs have the potential to support the transformative work discussed in this *Toolkit*. Well-resourced, well-designed professional learning hubs can organize cross-functional efforts, helping educators strengthen their practice and support student success.

In this chapter, we will use the term Professional Learning Hub (PLH) to refer to any college-wide unit that organizes, develops, and supports faculty professional learning activities. Many colleges call this a Center for Teaching & Learning (CTL), but others organize this work through a Faculty Professional Development Committee or other structures. Whatever structure makes sense in your institutional context, we strongly encourage your working team to help your institution strengthen a Professional Learning Hub as the core of your efforts to build a culture of excellence in teaching and learning.

Campuses across the ATD network are not all in the same place in regard to having a strong PLH. Some campuses have strong, well-established hubs, leading diverse programs.

Others have a small hub, marginalized and with minimal resources. Others have no hub whatsoever. We have kept this in mind as we prepared this chapter and its Worksheets. We hope it will help teams launching new hubs plan long-term strategy and begin taking first steps. And we hope it will help teams working with existing hubs identify strategies for further strengthening their PLH as part of a broad effort to build a culture of teaching and learning excellence. We are confident that your team will calibrate this process to fit the strengths and needs of your campus.

To guide this flexible process, this chapter draws on a well-designed resource, the *Center for Teaching and Learning Matrix*,[4] developed jointly by the American Council on Education (ACE) and the Professional and Organizational Development Network in Higher Education (POD), the leading national educational development association. Where Chapters 3 and 4 used the Good Practice Principles of the *NLC Framework* to examine a broad scope of professional learning practice—from seminar design to reward structures and links with the field—this chapter uses the *ACE/POD Matrix* to focus more tightly on issues related to building a Center or PLH. Designed by a team of experts, including ATD staff, the *Matrix* can help teams launch a new Hub or strengthen an established one. The *ACE/POD Matrix* and the *NLC Framework* are complementary, and we encourage your team to use both tools as you strengthen your campus work.

We also encourage you to draw on your completed worksheets from earlier chapters—preliminary planning worksheets in the first chapters, and worksheets based on the *NLC Framework* in Chapters 3 and 4. These worksheets document the critical inquiry, campus self-assessment, and thoughtful planning done by your team and should inform your plans to advance your PLH. The Worksheets for Chapter 5 suggest a strategy for drawing on the work you've done and connecting it to the process of launching or strengthening your campus PLH:

▸ **Worksheet 5.1** suggests a way to review, reflect, and build on the foundation your team has laid in previous chapters, in part through your use of the *NLC Framework*.

---

3 Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (Revised and updated edition). San Francisco: Jossey-Bass.

4 Collins-Brown, E., Haras, C., Hurney, C., Iuzzini, J., Magruder, E., Sorcinelli, M. D., Taylor, S., & Wright, M. (2018). *A Center for Teaching and Learning Matrix* (American Council on Education and Professional & Organizational Development Network in Higher Education). https://podnetwork.org/content/uploads/ACE-POD-Teaching-Center-Matrix-2018.pdf

▸ **Worksheet 5.2** helps teams engage the *ACE/POD Matrix* as a resource for advancing your hub. Teams launching new hubs can use the *Matrix* to inform their long-range plans, while teams with existing hubs apply it to the process of assessing current practice related to issues ranging from staffing and leadership to resource allocation and infrastructure.

▸ **Worksheet 5.3** guides teams through a process of developing or strengthening Mission and Vision statements.

▸ **Worksheet 5.4** focuses on identification and planning of programs and services offered by your hub, guided in part by the Good Practice Principles of the *NLC Framework*.

▸ **Worksheet 5.5** helps teams plan an ongoing process of evaluating those services and the broader work of the hub as a whole.

▸ **Worksheet 5.6**, the final worksheet, suggests a way to gather your team and consider next steps, including consideration of new members for the next phase of team activity.

We encourage you to review these worksheets and plan ways to build them into your team's work. A preliminary review of all the Worksheets and early completion of Worksheet 5.1 may help your team use its reading of the chapter to inform this phase of your team's work. To help your team consider your own plans in wider context, we begin with a brief look at recent trends in the evolution of PLHs in higher education.

The Evolving Role of Professional Learning Hubs

Scholars have observed that the spread of CTLs and other professional learning units in recent decades has occurred in parallel with major changes in higher education. In one widely read study, Andrea Beach and her colleagues pointed to the explosion of evidence supporting the use of high-impact instructional practices, the increased institutional emphasis on student success, and the shift in faculty roles from primarily full-time to primarily part-time.[5] Previous *Toolkit* chapters have highlighted these developments: Chapter 1 examined evidence-based pedagogy and practice, Chapter 2 considered the student success movement, and Chapter 3 suggested ways to address the growing importance of part-time faculty. We

encourage teams to apply insights from those chapters to the process of hub building.

Beach and colleagues divide the history of educational development into a series of eras or "Ages," such as "the Age of the Teacher" and "the Age of the Learner." They label the current era as "the Age of Evidence." They point to the explosion in research on evidence-based practices in teaching and learning, the growing importance of assessment of student learning outcomes and institutional plans for quality improvement, and the growing body of scholarly literature on professional learning. In each chapter of this *Toolkit*, we have highlighted relevant aspects of the growing body of research, from evidence-based instructional practice (in Chapter 1) to the features of high-impact professional learning in Chapters 3 and 4. We encourage your team to build attention to evidence and assessment into the ongoing activities of your hub.

The increased prevalence of campus and national student success initiatives noted by Beach and others informs this work in multiple ways. As discussed in Chapter 2, efforts such as Guided Pathways have made valuable contributions but can be further strengthened by integrating the work of faculty and more explicit attention to teaching and learning. Recognizing that both faculty and Student Affairs educators are engaged in a learning-teaching process underscores the value of professional learning that brings these groups together.

Shared professional learning programs linking these groups offer powerful opportunities to build community and overcome the Academic Affairs/Student Affairs divide. Accordingly, hubs at Clark and LaGuardia explicitly seek to engage Student Affairs professionals as well as faculty. The *NLC Framework* addresses both groups as educators and posits a Good Practice Principle (in the Community Dimension) that explicitly calls for shared professional learning programs. We encourage campuses to keep this issue in mind as you grow your PLH.

The changing nature of the faculty and the importance of engaging part-time faculty has been a running theme of this *Toolkit*.

Recognizing that both faculty and Student Affairs educators are engaged in a learning-teaching process underscores the value of professional learning that brings these groups together.

---

5   Beach, A. L., Sorcinelli, M. D., Austin, A. E., & Rivard, J. K. (2016). *Faculty development in the age of evidence: Current practices, future imperatives.* Sterling, VA: Stylus.

Evidence-based practices cannot be brought to scale if they are limited to full-time faculty. Chapters 3 and 4 suggested possible seminar designs to meet the needs of part-time faculty and possible reward structures such as certificates that build priority status. More detailed information on working with part-time faculty is available in ATD's *Engaging Adjunct Faculty in the Student Success Movement: A Practitioner's Guide*.[6]

Evidence-based practices cannot be brought to scale if they are limited to full-time faculty.

Other factors reshaping higher education have also affected the recent development of CTLs and other PLHs. The changing demographics of American higher education—the swelling campus presence of students from low-income backgrounds, first-generation students, and students of color—have underscored the urgent need for PLHs to prioritize issues of diversity, inclusion, and equity. In response, PLHs can help educators develop more inclusive pedagogies, support educators from minoritized backgrounds, and diversify PLH leadership and staff. There is also a growing consensus on the need to consider the impact of innovations on different groups of students, disaggregating the data and prioritizing ways to close the equity gap.

Meanwhile, the rapid proliferation of networked digital systems continues to transform higher education. The emergence of adaptive learning tools, ePortfolios and the OER movement—and the abrupt turn to web-based teaching caused by the coronavirus pandemic in 2020—are recent manifestations of this trend. PLHs are often called upon to help educators advance digital learning, drawing on the emerging literature on effective practice in this area. In Sidebar 3.2, we explored ways the PLH at Montgomery College built a high-impact professional learning program advancing experiential pedagogy and Open Educational Resources. Sidebar 5.1 spotlights Cuyahoga Community College's work with digital adaptive learning technologies.

At a deep level, the underlying philosophy of professional learning has evolved. On many campuses, teaching centers were once seen as remedial in focus, working with "problem teachers," functioning as, in Lee Shulman's phrase, "emergency rooms for faculty in pedagogic arrest."[7] Effective campus hubs

6   Achieving the Dream. (2020, February 18). *Engaging adjunct faculty in the student success movement: A practitioner's guide.* https://www.achievingthedream.org/resource/17994/engaging-adjunct-faculty-in-the-student-success-movement-a-practitioners-guide

7   Shulman, L. S. (2004). Visions of the possible: Models for campus support of the scholarship of teaching and learning. In W. E. Becker & M. L. Andrews (Eds.), *The scholarship of teaching and learning in higher education: Contributions of research universities* (pp. 9–23). Bloomington, IN: Indiana University Press.

Supporting Adaptive Learning Technologies at Cuyahoga Community College

Over the past two decades, new digital technologies have transformed most aspects of American life, including higher education. But new technology must be integrated with thoughtful, active learning pedagogy if it is to meaningfully advance student learning and success. PLHs not only help faculty understand the mechanics of particular digital applications but also engage their pedagogical expertise, helping them develop effective strategies for use with their students. In turn, work with digital learning can open individual and institutional doors for professional learning processes. The PLH at Cuyahoga Community College is one of many centers across the ATD network advancing innovation on this front.

New technology must be integrated with thoughtful, active learning pedagogy if it is to meaningfully advance student learning and success.

Cuyahoga Community College (Tri-C) coordinates professional learning activities through its Centers for Learning Excellence (CLE) and its Leadership, Enrichment and Development (LEAD) program. Each of Tri-C's four campuses has a Center for Learning Excellence with a mission to provide timely instructional support and resources to enhance teaching and learning across the college. The CLEs are staffed by instructional designers and instructional technologists, who work in partnership with the LEAD faculty development coordinators. Instructional designers and technologists collaborate with faculty and staff to design courses that promote student-centered learning.

Tri-C began its work on the Every Learner Everywhere *Adaptive Courseware for Early Success* initiative with a vision for its CLEs to become hubs for supporting cross-functional work. Each regional center offers faculty instructional design and technology services as well as consultations on innovative pedagogical approaches. As faculty began to redesign their gateway courses using adaptive learning courseware, the CLEs teamed up to create a Faculty Learning Community (FLC) for 20

faculty from art, biology, business, chemistry, economics, math, and psychology.

Meeting monthly, the FLC provided an environment for faculty to understand adaptive learning, review possible courseware options, and work through the implementation process with the support of instructional designers, technologists and peers. Faculty from diverse disciplines shared a common goal of learning how using these new technologies could support their students' learning and success. They explored the affordances and the consequences of the various platforms, compared design approaches and coordinated common assessments.

Each discipline had an assigned instructional designer or instructional technologist. This arrangement enabled collaborative relationships between faculty and designers. Their conversations moved into deeper pedagogical territory as faculty learned how adaptive courseware could enable active learning strategies. Faculty found that they were thinking more intentionally about the design of their course and their expectations for what students would accomplish before and during class time.

The FLC complemented other professional learning offerings (e.g., workshops on backward design, one-on-one faculty consultations aligned to their course objectives, supports for curriculum development and learning outcomes assessment). The experience also helped CLE staff to strengthen their design of faculty professional learning. Before this initiative, most of their programs and services had been offered to faculty at specific Tri-C campuses. But this initiative provided an opportunity to experiment with cross-campus programming that brought together faculty from different campuses. This experience demonstrated that the campus-by-campus approach may have unintentionally contributed to feelings of being siloed. This illustrates ways in which reflection—on the part of both faculty participants and professional learning facilitators—can lead to meaningful insights and improvement in process.

141

have moved past that deficit model and now acknowledge the invaluable skills and knowledge that all educators bring to professional learning. The *NLC Framework's* first Good Practice Principle is "Respect Participant Knowledge." Hubs are increasingly "dedicated to inquiry, evidence, documentation, knowledge-building and exchange" that mobilizes the expertise of educators. New and existing hubs will benefit from consistent attention to this issue.

Simply mandating new structures in student support or curriculum will rarely achieve meaningful change in everyday attitudes and behaviors. Forward-looking colleges leverage their hubs as part of the change process, and professional learning leaders increasingly see themselves as agents of learning-focused institutional change.

The field of professional learning has generated its own research literature; together with the professional community available through organizations like the POD Network and ATD, this literature offers new opportunities to strengthen campus work. Professional learning networks support the work of faculty and staff who lead PLHs, helping to make programming increasingly sophisticated. Where hour-long workshops and brown bags were once the norm, faculty at many institutions now enjoy opportunities to meet monthly over the course of a semester or academic year, engaging with their peers in collective inquiry through FLCs and Reflective Practice Groups similar to those used at Purdue and Monroe Community College. Hubs frequently support faculty development through peer coaching and one-on-one consultations, and faculty can find just-in-time support throughout the academic calendar (e.g., informal mid-semester course feedback programs). The *NLC Framework* translates this research into Good Practice Principles that your PLH can employ to good effect as it becomes a force for change on your campus.

"Faculty development," wrote the authors of *Creating the Future of Faculty Development*, "is a key strategic lever for ensuring instructional quality and supporting institutional change."[8] As the profile of professional learning has grown, campuses (and some statewide systems) have begun to recognize its strategic potential. Increasingly, hubs are called on to support institutional initiatives. PLH leaders are joining ATD core teams, bringing expertise in learning-focused

---

8   Sorcinelli, M. D., Austin, A. E., Eddy, P. L., & Beach, A. L. (2006). *Creating the future of faculty development: Learning from the past, Understanding the present.* Bolton, MA: Anker.

change to cross-functional efforts such as Guided Pathways and Diversity, Equity, and Inclusion councils. Some college leaders recognize that professional learning processes can play a crucial role in connecting structural change with change in practice. Simply mandating new structures in student support or curriculum will rarely achieve meaningful change in everyday attitudes and behaviors. Forward-looking colleges leverage their hubs as part of the change process, and professional learning leaders increasingly see themselves as agents of learning-focused institutional change. As one field leader wrote in an article entitled "Nurturing Institutional Change:"

> As we know, the core of every institution is its ability to deliver learning. Centers for Teaching and Learning must perceive themselves and be perceived by others as absolutely essential elements of this institutional endeavor and become those units that have the skills, knowledge, and ability to holistically assist the campus in achieving its institutional mission and articulated strategic goals.[9]

This brings us to an issue of particular importance at this time: budget. Since the Great Recession and the decline of state support for higher education, campus budgets have been tight. As we finish preparation of this *Toolkit*, the COVID-19 crisis is deepening the problem. Campus teams must reckon with this reality, making the case for the essential value of professional learning as a vital and strategic tool for achieving campus goals. Institutional support and institutional relationships will play an important role in shaping the success of your professional learning programs and your PLH. The Institutional and Ecosystemic dimensions of the *NLC Framework* offer important design principles that can help you think about this aspect of your PLH.

Colleges in the ATD network are diverse in many ways, including their size, the profile of their students, faculty, and staff, their geographic setting, and whether their faculty are unionized. Across these differences, our network institutions share a mission of student access and success and are increasingly heeding our call to attend in more meaningful ways to the classroom. We strongly urge college leaders to substantially invest in a PLH for the college's work to build a culture of excellence in teaching and learning.

Organizational Structure: Mission and Leadership for Your Professional Learning Hub

With this context in mind, we turn now to specific questions related to building or strengthening your Professional Learning Hub. What issues should teams consider in this regard? The *ACE/POD Matrix*,[10] which guides our thinking on this process, focuses on three related domains of what its authors call Center-building:

▶ **Organizational Structure**, which includes mission, leadership, institutional placement, and collaborations

▶ **Resource Allocation and Infrastructure**, which includes budget, space and location, staffing, online resources, and communication

▶ **Programs and Services**, which includes the scope, audience, content, approach and impact assessment

Each domain of this powerful tool highlights issues to consider now and in the future, as you strengthen your Hub over a period of years. The rest of this Chapter will unpack the three domains of the *Matrix*, step by step, and connect the Hub-building process to issues discussed elsewhere in this *Toolkit*. Sidebars 5.2 and 5.3 spotlight the kinds of processes ATD colleges have pursued at different stages of Hub development.

Much like a rubric for guiding student work, the *Matrix* is organized to help teams guide improved functionality of PLHs. For each category in each domain, the *Matrix* offers a way to envision the nature of the Center's activity or presence at three levels of maturity:

1. **Beginning/Developing**, an emerging level, representing evolving practice in professional learning and educational development

2. **Proficient/Functioning**, a competent level, representing skillful practice in professional learning and educational development

3. **Accomplished/Exemplary**, a desired level, representing best practices in professional learning and educational development.

---

9   Lieberman, D. (2011). Nurturing institutional change: Collaboration and leadership between upper-level administrators and faculty developers. In C. M. Schroeder (Ed.), *Coming in from the margins: Faculty development's emerging organizational development role in institutional change* (pp. 60–75). Sterling, VA: Stylus.

10   Collins-Brown, E., Haras, C., Hurney, C., Iuzzini, J., Magruder, E., Sorcinelli, M. D., Taylor, S., & Wright, M. (2018). *A Center for Teaching and Learning Matrix* (American Council on Education and Professional & Organizational Development Network in Higher Education). https://podnetwork.org/content/uploads/ACE-POD-Teaching-Center-Matrix-2018.pdf

	Beginning/Developing	Proficient/Functioning	Accomplished/Exemplary
MISSION, VISION, AND GOALS	Center is crafting a mission, vision, and goals, and it is making a first attempt at aligning with campus priorities. CTL is in the process of writing a strategic plan. Center does not yet have an assessment plan and procedures for documenting and measuring effectiveness.	Center has an articulated mission, vision, and goals, but goals may need to be better aligned with institutional mission and connected to campus priorities. Center has a strategic plan and initial process for documenting and measuring effectiveness.	Center has an articulated mission that is connected to its institution's strategic plan and priorities, key goals that align with mission, activities that enable the Center to reach these goals, and a comprehensive evaluation plan.

For example, here is what the *Matrix* looks like in the first category in the Organizational Structure domain: Mission, Vision, and Goals. The **Beginning/Developing** level highlights first steps toward creating a mission and strategic plan for a CTL or PLH. The **Accomplished/Exemplary** level describes the nature of mission and strategic planning at a highly mature and more fully developed PLH. The middle level, **Proficient/Functioning**, is somewhere in between, on its way to the Accomplished level.

The three levels of the *Matrix* make it particularly useful as a tool for guiding ongoing PLH growth and development. We will highlight key elements of the *Matrix* throughout this chapter. And we encourage campus teams to download the *Matrix* and make it an ongoing element of your process, now and in the future.

The PLH leadership should include educators who are recognized by peers for their skill and dedication, who have modeled the process of developing one's craft through reflective practice… These educators can partner with administrators, including staff trained in professional learning methodology, who can play equally important roles in advancing the PLH and ensuring its effectiveness.

Campus teams may be launching a new PLH or looking to strengthen an existing PLH. For teams launching a hub, the *Matrix* can help you think about where you are starting and how to take next steps in the journey toward a vital PLH. Worksheet 5.2 suggests a way that campus teams launching a new hub can use the *Matrix* to inform their planning and guides teams with an existing CTL or PLH in their use of the *Matrix* to assess current work and plan strengthening strategies.

Mission Statement: For example, we encourage teams launching a new hub to refer to the *Matrix* section on Mission Statements as they use Worksheet 5.3, designed to help you get started in creating Mission and Vision Statements for your new hub. If your PLH is well established, with a longer history, you can use this process to assess and improve your existing statements. In either case, we encourage you to examine the *ACE/POD Matrix* descriptors for Mission to inform your work.

Needs Assessment: In considering your mission and crafting your programs, it can also be helpful to survey the college's educators—full-time and part-time faculty, Student Affairs professionals and other staff—to assess their needs and interests related to professional learning. A well-designed needs analysis process helps establish priorities, uncover expertise, and examine the institutional climate around teaching and learning. To what extent do educators believe they have been supported in ongoing professional growth and development? To what extent do educators believe they are heard by their colleagues and by senior leaders at the college? Does the college prioritize their growth? Is the college prepared to give them the time and space needed to engage in these activities in a meaningful way? A well-designed needs analysis process can explore these questions and provide useful information for crafting or revising your PLH's vision, mission, goals, and strategic plan.

The Community College Research Center has created a tool you might adapt to survey your faculty. Designed to support institutions in learning about adjunct faculty, this instrument has helpful items that will surface critical information about

demographics, resources and opportunities for engagement, and the extent to which faculty are currently engaged in professional learning activities.[11] Likewise, colleges engaged with ATD's teaching and learning capacity-building supports find our diagnostic tool to be helpful in assessing faculty needs, interests, and expertise.

Davidson County Community College's work to create a new Center for Teaching & Learning began with a cross-functional team of faculty, staff, and administrators. This group collaborated to develop the college's Guiding Teaching Principles, which speak explicitly to what it means to be an effective teacher at Davidson County Community College. These principles then informed the team's process of conducting a needs analysis and designing the college's new CTL. The College reinforces the value of the refined principles by embedding them in faculty position descriptions and on posters across campus with the college's vision, mission, and values.

Leadership: As the team and the college discuss PLH goals, it is important to also consider leadership structure. We recommend a shared leadership structure, a collaboration linking faculty and administrators. To the extent the PLH focuses on faculty, its activities can be understood as faculty led and faculty driven with the support of administration. When the PLH engages Student Affairs professionals, they must be represented as well. The PLH leadership should include educators who are recognized by peers for their skill and dedication, who have modeled the process of developing one's craft through reflective practice, and who have demonstrated commitment to student success. These educators can partner with administrators, including staff trained in professional learning methodology, who can play equally important roles in advancing the PLH and ensuring its effectiveness.

Skill and experience as an educator are vital, but do not fully prepare one to be an effective professional learning leader. The *ACE/POD Matrix* suggests that, at the most mature PLHs, the leadership team include those with "substantial educational or documented work experience in educational development and student learning." At a new PLH, leaders should engage with the professional learning field, including the research literature on learning, teaching, and educational development. Few faculty come to the PLH steeped in this literature. Supporting the educators tapped to lead your PLH to connect

with this literature and the field is an essential college investment in the future success of its PLH. We encourage PLH leaders to balance this engagement with the broader field with regular efforts to observe and celebrate excellent teaching at their own institution.

Most PLH leaders come to this work having trained in a specific academic field and find they learn a great deal by informally observing their colleagues who teach in other academic areas. In her role as Faculty Development Chair of the Teaching, Learning, and Educational Technology Center at College of Lake County, Page Wolf regularly visits her colleagues' classes during the first few weeks of the academic term. She finds it helpful to

College leaders must invest in their PLH if they wish it to thrive and grow as an effective lever for improving quality and advancing change.

take notes on the strategies faculty use to engage their students in the excitement of a new academic term and get their courses started on the right note. She shares what she sees with colleagues across the college. This approach also supports her strategy to identify faculty colleagues who can share their expertise as presenters or facilitators for the Center's programs.

Integration and Collaboration: We recommend that your PLH leaders collaborate with a working committee of educators from across the college. This committee should facilitate regular connection with academic departments and other areas (e.g., advising, assessment, human resources, institutional research). It should include Student Affairs educators and faculty at varied stages of their career, some full-time and some part-time, teaching in credit-bearing and non-credit courses. This will model for the entire institution that professional learning is the work of all educators. This group should be positioned to be an active working committee with some responsibility for facilitating programs.

Hub design should include an integrative work function with instructional designers, instructional technologists, and others who support learning, teaching, and educational development. Some colleges separate instructional designers and instructional technologists from the PLH. For example, instructional designers based in IT may support online teaching, while a separate

---

11 Bickerstaff, S., & Chavarín, O. (2018, November). Understanding the needs of part-time faculty at six community colleges. *CCRC Research Brief*. https://ccrc.tc.columbia.edu/publications/understanding-part-time-faculty-community-colleges.html

CAMPUS CASE STUDY • SIDEBAR 5.2

Designing a New Professional Learning Hub at Central Piedmont Community College

Many ATD campuses are in the process of considering or designing new Professional Learning Hubs. Central Piedmont has pursued a step-by-step process that helped it mobilize broad campus support. Their work can serve as a useful touchstone or example for other campuses working on this process.

In Spring 2019, the college formed the Teaching and Learning Excellence Team (TLET)—a cross-functional group of nearly thirty educators that would work in coordination with the college's Student Success Leadership Team—and charged it with researching and crafting a proposal for a new Center for Teaching and Learning Excellence. The majority of the TLET members are faculty, with representatives from key areas around the college (e.g., Student Affairs, library). Many of the faculty representatives bring an additional lens to this work, because they also serve the college in other significant ways (e.g., faculty senate, college equity initiatives).

The Vice President for Strategy and Organizational Excellence leads the Student Success Leadership Team and also serves on the TLET, helping to facilitate communication with the President's Cabinet. These institutional connections create opportunities for the Student Success Leadership Team to share insights with the TLET about gaps in the student experience. As such, the design process for the new Center has kept the needs of students at the heart of its work from the beginning.

The TLET's early work was informed by a recently completed faculty needs assessment. This data was essential as the team began to brainstorm the kinds of opportunities the new Center would create. They also dug into the faculty development literature and visited other institutions (both in-person and virtually) to learn more about their PLHs. The team articulated objectives and a timeline and created working groups that would write each of the proposal's sections. Areas of focus included: faculty programming; best practices in faculty development; faculty engagement (e.g., networking opportunities, awards); Center resources and operations; coordination and integration with Student Affairs; online learning; support for adjunct faculty; support for college strategic initiatives; assessment and evaluation; and capacity building.

The TLET's final proposal for a new Center was aligned with the college's values (e.g., student-centered, collaboration, excellence, accountability, equity, courage). Likewise, their vision for the Center's programming is informed by a new Framework for Teaching and Learning Excellence, which emphasizes the importance of faculty competency in inclusive pedagogy, classroom climate, curriculum alignment, and feedback and assessment. In each of these areas, the Center's leadership has articulated where it sees opportunities for collaboration across the college.

By Fall 2019, the TLET's proposal had been approved, and the TLET began to craft vision, mission, and goals statements for the new Center. Staffing changes at the college soon led to a merger, such that the new Center will now include supports for faculty in face-to-face and online teaching and learning. As the Center planned toward a Fall 2020 opening, faculty fellows were selected to support the design and facilitation of Center programs. The Center's leadership, instructional development team, and faculty and staff stakeholders participated in a summer retreat to build community and plan for a successful first year of programming and services for full-time and adjunct faculty.

PLH focuses on face-to-face teaching and learning. This represents a missed opportunity. We argue that it is a mistake to send faculty in different directions for these resources. Support for face-to-face teaching and support for online teaching should be based in the same location, with faculty and staff members actively collaborating and reporting to the same supervisor. In Sidebar 5.2, we highlight how Central Piedmont Community College used an integrated approach as it launched its relatively new PLH.

Resource Allocation and Infrastructure

The second category of the *ACE/POD Matrix* focuses on resource allocation. College leaders must invest in their PLH if they wish it to thrive and grow as an effective lever for improving quality and advancing change. This investment can take multiple forms, depending on the resources available to the college.

Funding is one type of resource. The *ACE/POD Matrix* spotlights budget for staff and programming. Beginning PLHs may only have budget for specific events or programs; well-developed PLHs have funds for personnel and operating costs as well as programming, and they are funded as part of the regular College budget. Beginning PLHs may be staffed by faculty with a few hours of reassigned time. At more mature PLHs, staffing includes a full-time director and professional staff with responsibilities for supporting the work of educators on seminar and program leadership teams.

Another key resource is dedicated space. Beginning PLHs may be housed in shared space, but dedicated space can make a difference in enabling growth and effectiveness. The *ACE/POD Matrix* suggests that accomplished PLHs have "a space that is easily found and accessible," with office space for the leadership and staff. The PLH space "has dedicated classroom, lab and meeting/event space" which is "welcoming, engaging and resource rich." Beginning PLHs may not be able to command this, but more advanced hubs should pursue a space where professional learning can thrive.

We would argue that integration of professional learning into the campus reward structure also fits under resource allocation and infrastructure. The *Matrix* does not specifically address the ways that the institution supports and rewards participation and effective engagement in a professional learning process. However, in Chapter 4, the discussion of NLC Good Practice Principle #10 spotlights this issue and discusses possible strategies to pursue. We encourage campus teams to consider this as you develop your long-term strategic plan.

Programs and Services

Mission, leadership, budget, and location are all important. But the heart of a PLH lies in the programs, activities and services it offers. Selecting the content and designing the methodology for professional learning programs is a critical, ongoing process for both beginning and accomplished hubs. Engaging your team with Worksheet 5.4 can help you with this vital step.

The *ACE/POD Matrix* suggests that effective hubs balance the expressed needs of faculty and staff educators (perhaps gathered through a needs assessment survey, as discussed above) with the strategic needs of the institution. Accomplished hubs will offer a "diverse array of programs designed to reach broad

campus constituencies," utilizing "a continuous professional development model" that supports ongoing growth as an educator. At the same time, programs should be "responsive to and advance needs and initiatives as defined by the institution, are aligned with CTL mission and goals, and are grounded in the

A one-time workshop may expose participants to new strategies but is unlikely to produce meaningful change in practice. Enduring change comes from ongoing engagement with programs that leverage peer learning and sustained support as educators seek to strengthen their work.

literature on teaching, learning and educational development." Strategic initiatives could include, for example: increasing retention and graduation in STEM by advancing active learning STEM pedagogy and improved student support, implementing learning communities or other high-impact practices, rethinking gateway courses through the use of adaptive learning tools, strengthening the pedagogy of online learning, or scaling new approaches to accelerated remediation in mathematics. Sidebar 5.3, on the LaGuardia Center for Teaching and Learning, highlights an example of strategic integration of multiple initiatives, keyed to campus goals.

The mix of programs offered will vary from campus to campus. Newly formed hubs should consider how each new program to be offered will help move the PLH toward its goals within the context of available resources (e.g., time, money, space). To this end, it can be helpful for a new PLH to project what it plans to offer to faculty in each of its first few years of operation, with an eye on gradually adding to the menu of programs and services each year. A developing or accomplished PLH should periodically revisit its vision, mission, and goals and then reflect on each program and service it currently offers. Do these programs and services help to fulfill your reimagined vision, mission, and goals? Are you able to offer each program and service at a high level of quality, or are there ways you should reconsider how resources are allocated?

It is also important to consider the structure and methodology of professional learning programs. Beginning PLHs, the *Matrix* suggests, often focus on one-time workshops. More advanced

CAMPUS CASE STUDY • SIDEBAR 5.3

Building a Robust Center for Teaching and Learning

Between 2000 and 2019, LaGuardia Community College (CUNY) grew a robust Center for Teaching and Learning, gradually building capacity and establishing professional learning as a key element of campus culture. While maintaining faculty leadership and faculty-generated initiatives, the CTL connected with the college's strategic initiatives. This helped to generate support for growing the Center, which in turn contributed to steady improvement in student outcomes. In the five years leading up to Spring 2019, LaGuardia doubled its graduation rate; and Stanford University's Mobility Report Card ranked LaGuardia in the top five community colleges nationwide in moving low-income students into the middle class.[12]

LaGuardia's twenty-year history of Center building includes twists and turns, ups and downs, successes and setbacks. A list of key touchpoints would include:

• **2000-2004: Early growth.** The LaGuardia CTL was founded in 2000 with a USDOE grant focused on helping faculty develop active learning strategies for the use of digital tools, spearheaded by the Designed for Learning (DFL) faculty seminar. Connecting a summer institute with monthly seminars, DFL attracted strong faculty interest. Soon, CTL offerings included other faculty-led seminars, such as "Writing in the Disciplines" and "Critical Thinking Across the Curriculum."

The DFL model of classroom-focused inquiry and reflection became a model for other faculty seminars, which soon grew to serve a majority of full-time faculty. All CTL seminars were faculty-led in partnership with CTL staff. Prompted by the campus president, CTL partnered with Institutional Research to gather data on impact, starting with data on student engagement and then moving to address course completion, course pass rates and next-semester retention. CTL launched *In Transit*, a campus-focused Scholarship of Teaching and Learning journal, and joined the national Integrative Learning Project.

• **2004-2010: Strategic Expansion.** With support from VP for Academic Affairs John Bihn, CTL drew recognition in college-wide strategic planning and resource allocation. This, plus successful grant-writing, permitted expansion to new topics, such as ePortfolio and contextualized instruction in math, and the transition of grant-funded staff to institutionally-funded "hard money" lines. As College began hiring large numbers of new faculty, CTL launched a New Faculty Colloquium;

(sidebar continued on next page)

hubs, such as those at Clark, Valencia, Harper, or LaGuardia, offer variety in their programming; this can help the hub reach a wider cross-section of faculty. A one-time workshop may expose participants to new strategies but is unlikely to produce meaningful change in practice. Enduring change comes from ongoing engagement with programs that leverage peer learning and sustained support as educators seek to strengthen their work. We encourage you to design with the end in mind. That is, first consider what goals you have for a program, and then decide which format is best suited to get you there. Understand that sustained programming, while likely to have greater impact on practice, requires more investment from the PLH and participants. It is essential that your decisions about programs and services find a realistic balance between participant needs, available time, PLH goals, and PLH resources.

As you design programs for your hub, we encourage you to draw on the work you did in Chapters 3 and 4, using the *NLC Framework*. The Good Practice Principles discussed in Chapter 3 provide you with a set of design principles you can use to plan and facilitate high-impact professional learning programs. We encourage you and your PLH team to revisit these principles regularly in your design, planning and assessment processes. Worksheet 5.4 suggests a process that incorporates the *NLC Framework's* Good Practice Principles.

---

12 CUNY PMP Report, Spring 2019.

The Chronicle List. (2017, October 20). Colleges with the highest student-mobility rates, 2014. *The Chronicle of Higher Education.* https://www.chronicle.com/article/Colleges-With-the-Highest/241450

Bhika, R., Quish, E., & Hofmann, E. (2018). Critical junctures: Professional development in an evolving ePortfolio landscape. In B. Eynon & L. M. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice* (pp. 125–140). Sterling, VA: Stylus.

(sidebar continued from previous page)

and academic chairs increasingly encouraged all faculty to highlight CTL participation in their annual evaluations. CTL supported an effort to launch a First Year Academy program; however, this initiative fell apart, in part because of the failure to build a partnership between Academic and Student Affairs.

• 2008-2012: ATD and Alignment. LaGuardia's collaboration with ATD prompted a college-wide inquiry into student success data. A Task Force report called for "alignment" between Academic and Student Affairs, the creation of a Provost to supervise both areas, and three initial projects: 1) the rethinking of advisement to engage faculty and professional advisor teams; 2) restructuring the First Year Experience to include discipline faculty; and 3) mandating the CTL to work with Student Affairs professionals as well as faculty.

• 2012-2019: Change in Structure, Change in Practice. Increasingly emphasizing strategic partnerships and taking programs to scale, CTL led college-wide restructuring, first related to the First Year Seminar and then moving on to advisement. Related to these projects, the CTL led sustained professional development for more than 400 faculty and 100 advisement professionals. The re-designed, ePortfolio-based FYS, taught by discipline faculty and assisted by Student Success Mentors, boosted 1-year retention and credit accumulation for tens of thousands of students.[13] Jointly led with Student Affairs, the advisement re-design moved from a pilot in two departments to college-wide implementation. At the same

time, CTL invited faculty to propose, design and lead seminars that they felt would be valuable, including seminars on equity and inclusive pedagogy related to race, gender, and ethnicity.

• 2014-2019: Guided Learning Pathways. As advisement reform was moving to scale, CTL partnered with the faculty-led Assessment Leadership Team to improve learning related to college-wide Core Competencies. To "close the loop," to help faculty make changes based on assessment data, CTL offered program-based Mini-Grants to support faculty in assignment, course and program design (see Sidebar 4.2). And CTL helped faculty to partner with Student Affairs to develop competency-linked co-curricular processes.[14] New projects on co-requisite models in English and Math went to scale and showed significant impact. Faculty launched a ReThinking the Capstone Experience seminar to support integrative learning and student transition to advanced education and career. The faculty reward structure evolved to recognize participation in college-wide strategic initiatives and reward individual faculty's structured examination of the evidence of student learning.

Building a robust professional learning hub can measurably advance student success and help to generate a learning culture. But it takes a step-by-step process. It benefits from strategic partnership between faculty, staff and administrative leadership. And it requires ongoing agility, the ability to take advantage of opportunities yet at the same time maintain a persistent focus on improving learning for students, faculty, staff and the entire institution.

Evaluating Your PLH and the Impact of Its Work

Considering assessment of student learning is crucial to designing a course. Similarly, assessment or evaluation is critical to the design of professional learning programs. Evaluation is valuable, not least because it helps PLH leaders advocate for resources in tough budget periods. At the same time, evaluation helps professional development leaders understand their work and identify ways to strengthen it.

For many years, the primary form of assessment in CTLs involved collecting data to track attendance and perhaps participant satisfaction.[15] Some hubs maintained relational databases to track attendance for individuals and academic departments. Hubs can use this data to assist individual faculty members who need to complete an annual reflection by providing them a summary of their participation. But this does not tell us much about the impact of a hub's programs on teaching and learning. Meaningful assessment must go further.

13 Battle, T., Chandler, L., Eynon B., Francis, A., Radhakrishnan, P., & Quish, E. (2017). Now I know who I am as a student: The LaGuardia First-Year Seminar. In T. L. Skipper (Ed.), *What makes the First-Year Seminar high-impact? An exploration of effective educational practices (Research Reports on College Transitions No. 7).* University of South Carolina, National Resource Center for the First-Year Experience & Students in Transition.

   Kapetanakos, D. V. (2018). Curating the complete self: ePortfolio pedagogy in the First-Year Seminar in the liberal arts. In B. Eynon & L. M. Gambino (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice.* Sterling, VA: Stylus.

14 Eynon, B., & Avila, P. (2020). Who am I? Who am I becoming? Transcending the transcript at LaGuardia Community College. In P. Bowers (Ed.), *Beyond the college transcript: Innovative strategies for assessing and documenting student learning.* Washington, DC: NASPA.

15 Beach, A. L., Sorcinelli, M. D., Austin, A. E., & Rivard, J. K. (2016). *Faculty development in the age of evidence: Current practices, future imperatives.* Sterling, VA: Stylus.

Susan Hines suggests six key assessment questions, each mapped to a progressively deeper level of analysis:

▸ Who is participating in the PLH's programs and services?

▸ What was the participant's level of satisfaction?

▸ Did the participants learn?

▸ Did participants change their attitudes or practices as a result of participating in the program?

▸ Did student learning outcomes change as a result of the program?

▸ Was there an institutional change as a result of the program?[16]

Worksheet 5.5 will help teams consider these questions as they design and refine programs for their PLH. A new hub should be significantly concerned with making its presence known to educators; thus, a focus on attendance and satisfaction is helpful. As a hub matures, it becomes increasingly important to offer programs and services that have a positive impact on learning and teaching. This Worksheet can help you plan assessment of each of your hub's programs.

Evaluation is valuable, not least because it helps PLH leaders advocate for resources in tough budget periods. At the same time, evaluation helps professional development leaders understand their work and identify ways to strengthen it.

In *Faculty Development in the Age of Evidence*, Beach and colleagues strongly encourage educational development leaders to engage in evaluation and assessment of their programs. The POD Network makes a similar case in a resource intended to support evaluation of CTLs.[17] A consistent theme in these pieces is the recognition that most educational developers do not have the time or capacity to conduct rigorous research that demonstrates a causative relationship between program participation and improvement in student learning. "Faculty developers cannot and should not need to become educational researchers to demonstrate the worth of their programs."[18] Documenting change in practice aligned with the research on evidence-based strategies is a wise way to manage the evaluation challenge. Knowing the literature on evidence-based practices and partnering with the campus Institutional Research office are both useful aids in this process, as well.

Conclusion

In this chapter, we have provided guidance on key design features for new and reimagined PLHs, strategies for selecting professional learning programming, and approaches for evaluating your hub. We encourage your team to use this chapter and its Worksheets to help you build the strong organizational base needed for high-impact professional learning programs.

Throughout this *Toolkit*, we have emphasized that a well-designed, well-resourced PLH can play a critical role in supporting educators in their ongoing development of their practice in the classroom and beyond. It is also critical that a hub serve an integrative role on campus. While its primary role may be to support professional learning activities, the hub should also be a connector, leveraging expertise and resources through collaboration with programs and offices like institutional research, assessment, human resources, and IT. Furthermore, PLH leaders should be at the strategic planning table, advocating for issues of teaching, learning, and professional learning in institutional initiatives. To that end, we recommend that a PLH leader be a key member of your college's ATD core team. When your professional learning program is meaningfully embedded across your institution, supporting all educators in their collaborative work for student success, then it can truly be called a hub for innovation and change, supporting your college's culture of excellence in teaching and learning.

---

16   Hines, S. R. (2017). Evaluating Centers for Teaching and Learning: A field-tested model. *To Improve the Academy, 36*(2), 89–100.

17   Brown, E. C., Brown, V. M., Chace, A., Flaming, A. L. B., Frederick, J., Hatcher, M., Herckis, L., Hoessler, C., Kustra, E., Lohe, D. R., Mansbach, J., McGowan, S., Troncoso, A. M., Watson, F. F., & Wright, M. C. (2018). *Defining what matters: Guidelines for comprehensive center for teaching and learning evaluation.* https://podnetwork.org/content/uploads/POD_CTL_Evaluation_Guidelines__2018_.pdf

18   Beach, A. L., Sorcinelli, M. D., Austin, A. E., & Rivard, J. K. (2016). *Faculty development in the age of evidence: Current practices, future imperatives.* Sterling, VA: Stylus.

Worksheet Instructions

Please take some time to consider the progress your team has made through each of the planning exercises in the previous chapters. If you have worked through these pieces sequentially, you have:

A. Gathered a team of colleagues, representing diverse roles at your college, to collaborate on building an institutional culture of excellence in teaching and learning (Intro.1); engaged in self-assessment to understand your college's current landscape around teaching and learning (Intro.2); and developed a preliminary action plan for your work over the next few years (Intro.3).

B. Highlighted potential evidence-based instructional practices for use at your college (1.1); created an inventory of practices currently in use (1.2); identified courses where these practices might be used to good effect (1.3); and, across these activities, started thinking about professional learning support that could advance change.

C. Examined faculty roles in supporting students beyond the classroom (2.1 and 2.2); considered possible collaborations between faculty, Student Affairs educators, and others across the institution (2.3); and, across these activities, started thinking about professional learning support that would strengthen practice.

D. Used the Good Practice Principles of the *NLC Framework* to assess your current professional practice (3.1-3.8) and begin planning high-impact professional learning to support your campus efforts to improve teaching, learning and student support (3.9).

E. Used the Good Practice Principles to identify systemic connections and strategic institutional supports needed to build and sustain high-impact professional learning on your campus (4.1–4.9).

F. Reflected on the research literature discussed in each chapter and considered ways to use evidence to build support among various stakeholders for your proposed work (Making the Case, in each chapter).

If you've followed this path, you should be well prepared to refine your plans and launch your effort to build a culture of teaching and learning excellence. The Worksheets for this chapter can guide a culminating experience for your team and help you build an institutional home for your work. The reflection and planning you have completed up to this point should play a key role, informing your work in the Chapter 5 planning exercises.

We encourage you to gather your notes and draw on them as your team completes the Chapter 5 Worksheets. Worksheet 5.1 offers a structure of beginning that process. Starting with this Worksheet will help you leverage your learning as you move through the rest of the Chapter 5 Worksheets.

Harvesting Our Learning

The Chapters and Worksheets you've explored through this *Toolkit* have been designed to support a rich learning experience for your team. Reflection can deepen this learning and help us use our insights to take next steps in our inquiry.

You can engage your whole team in this reflective process, or you can ask a smaller group to complete it and report back to the team as a whole. You will know best what will work for your team.

Step 1: Gather Your Worksheets. As your team has progressed through the chapters of this *Toolkit*, you have engaged in active learning experiences and documented your insights on multiple worksheets. We encourage you to start your work for Chapter 5 by gathering some of the key worksheets. **Our minimal review list would include Intro.2 and Intro.3, 1.1 and 1.3, 2.3, 3.9, and 4.9.** You will know best whether there are other key documents or sets of notes that would be important to review.

Step 2: Individual Review and Reflection. We suggest that everyone involved in this activity individually review these documents and spend some time in written reflection, addressing these prompts.

- Is there one document or Worksheet that you find particularly valuable? Why? What do you see in that document that makes it important? What does it reveal or suggest?

- What strikes you on reviewing these materials as a body? What patterns stand out? How did your team's thinking evolve over time? What possibilities and challenges emerged? What strategies surfaced for addressing these issues? What does this suggest to you about possible future directions?

Step 3: Collective Conversation and Planning. Take some time to share insights based on your reflections and collectively consider the implications of your learning. Then consolidate and apply your learning to concrete next steps with discussion responding to these prompts:

Agree on a preliminary list of priority professional learning programs your team wants to advance. What aspects of learning, teaching and student support practice should these programs focus on? How could these programs embody the Good Practice Principles of high-impact professional learning? What structures and design features will you deploy?

- What steps will you pursue to build strategic connections and support for this work? What are your priorities in this regard?

- Given the above, how can your team leverage the power of a Professional Learning Hub, as discussed in Chapter 5?

- If such a CTL or PLH already exists on your campus, how will it be involved? How could the work of your team build capacity by helping to strengthen the PLH? How could this help advance high-impact professional learning on your campus?

- If your campus does not currently have a CTL or some other PLH, what will your team do to create one? How could that fit into and help ensure a long-term payoff for your plans?

- We encourage you to take notes and keep the ideas and insights generated in this discussion in mind as you engage with the rest of the Chapter 5 Worksheets.

Using the *ACE/POD Matrix* to Advance Your Professional Learning Hub

The Center for Teaching and Learning Matrix developed by a team of national experts for the American Council on Education (ACE) and the Professional and Organizational Development Network in Higher Education (POD) offers a powerful tool for examining the work of a campus Professional Learning Hub. As described in Chapter 5, it spotlights three broad categories of activity:

- **Organizational Structure**, which includes mission, leadership, institutional placement, and collaborations

- **Resource Allocation and Infrastructure**, which includes budget, space and location, staffing, online resources, and communication

- **Programs and Services**, which includes the scope, audience, content, approach and impact assessment.

Each of the three is broken down into multiple subcategories. The *Matrix* offers a developmental trajectory from "Beginning/Developing" to "Proficient/Functioning" and "Accomplished/Exemplary."

Teams Creating New Hubs: We encourage teams designing a new PLH to review the *Matrix* to help inform their efforts to design an effective hub for professional learning. Consider these questions:

1. What aspect of the *Matrix* was most interesting or valuable to you? What aspect was unexpected? What's your take-away?

2. You are in the early stage of a long-term process that may take years to see fulfillment. How can your early activities lay groundwork for long-range action?

3. What does the *Matrix* suggest about Mission Statements? What are your preliminary thoughts about the Mission of your PLH? What do you need to think about?

Teams Strengthening Existing Hubs: We encourage teams with existing hubs to use the *Matrix* to assess the structure and activities of your PLH and identify ways to strengthen it. (We assume the PLH is represented on your team—if not, you may want to invite a representative to join you in this activity, and ensure they understand this as a supportive process designed to advance professional learning on your campus.)

You may want to design a jigsaw structure, breaking your team into three subgroups, with each examining one major category. Each subgroup would examine the status and work of the current hub and rate it, using the *Matrix*. Groups should document their findings and report back to the team as a whole. When this process is complete, we encourage you to consider these questions:

1. What did we learn about the operational status of our PLH? What are its strengths? How could it be strengthened?

2. Where did we have quality information to work with? What else would be helpful to know? What questions emerged?

3. How could the work designed by our team most effectively draw on the working strengths of our PLH? In turn, how could our work best help the PLH to build capacity?

A Vision and Mission for Your Professional Learning Hub

Note: This activity is primarily designed for teams that are creating a new CTL or PLH. It suggests a process to begin crafting a vision and a mission statement for the new hub. If your campus already has a working CTL or PLH, you can adapt this activity and use it to strengthen your current vision and mission statements.

Vision

Taking into account all that your team has learned thus far, please take some time now to engage in this visioning exercise. In the tables below, describe what you see as key components of the ideal experience for students and faculty at your college. Then identify the specific changes that would be needed for each component to achieve this ideal experience. Working individually, please think about and write a response to each of these four prompts.

Students' Experience

What are the components of an ideal academic experience for students?	For each component you have listed in the left-hand column, describe what changes, if any, would be needed to make this ideal experience a reality.

Educators' Experience

What are the components of an ideal experience for educators at your college (including faculty and staff)?	For each component you have listed in the left-hand column, describe what changes, if any, would be needed to make this ideal experience a reality.

Having considered these issues, reflect on this question:

How might a PLH help to create the ideal experience for students and educators at your college?

A Vision and Mission for Your Professional Learning Hub

Articulating Your Vision

Based on the components of the ideal experience you want for your students and faculty, and the ways in which a PLH could support these outcomes, let's work to create a rough draft of a compelling vision statement. Guidance on what contributes to a compelling vision can be found below.

Mission Statement

Your PLH's Mission Statement articulates the ultimate goal of the PLH—what you hope it can accomplish, framed at the highest level. The Mission Statement should indicate who the PLH serves and what the PLH is doing in order to achieve this vision. It might embody the most important values and Good Practice Principles of the *NLC Framework*. With that in mind, please brainstorm a draft Mission Statement for your PLH.

What Makes a Vision Compelling?

A strong vision, as described by John Kotter's *8 Steps for Successful Change*,[19] is a clear, specific, and inspiring understanding of what the institution aspires to become or achieve and can be used by all stakeholders to set priorities and guide actions.

As you develop or refine your change vision, consider the following:

- Focus on what you care most deeply about and suspend your internal critic. This is a time to have fun as you dream about the future for your faculty colleagues, your students, and institution and you certainly won't generate a word-perfect vision the first time round.

- Focus on what you want to achieve (i.e., impact on the experiences of faculty and students), not on the process, initiatives, or what you want to stop doing. Paint the picture of success for your stakeholders.

- Clearly align your vision with the institution's strategic direction.

- A strong, convincing vision is ideally no more than 150 words. Additional communications, guided by this concise vision, can provide further information tailored to your stakeholders.

Questions for reflection and discussion

1. What did we learn from this process? What does it suggest about the shape of a PLH for our campus?

2. How can we turn our brainstormed draft into a more polished statement? What would be an appropriate and effective process?

---

19 Kotter, J. (2011, June 7). *How to create a powerful vision for change.*
https://www.forbes.com/sites/johnkotter/2011/06/07/how-to-create-a-powerful-vision-for-change/#3dac882451fc

Worksheet 5.4

Designing a Program Menu for Your Professional Learning Hub

What programs should your PLH offer? Who should your programs engage? How can you design them to reflect the Good Practice Principles? What do you hope the programs will accomplish? How will you know if your programs are working? These are questions that should be part of your effort to design professional learning programs. In designing the menu of a PLH, leaders also need to consider alignment between programs, connection to strategic goals, and balancing attention to different campus needs and groups.

We encourage teams to consider these issues as they envision ways to launch a new PLH or strengthen an existing one. Fill out the chart below, moving back and forth between Outcomes, Evidence, and Structure. As you do this, refer back to Worksheet 5.1 and be sure to incorporate the priority programs your team has identified through your work on this *Toolkit*. Worksheets 3.9 and 4.9 will be particularly helpful in identifying the design features of key professional learning activities. Address those in the green shaded boxes. Then address other programs that are or should be offered by the PLH in the blue-shaded boxes. The filled out charts on the facing page offer examples for you to consider as you do your work.

	Program/Service Name of program and key focus issue. Who will it engage?	Program Outcomes What will this program accomplish in terms of changes in practice? In terms of outcomes for students?	Evidence What evidence will we gather to determine whether we're achieving our goals?	Program Structure/Activity What are the key structural elements of this program? What priority Good Practice Principles will it embody?
Strategic Change/Priority Programs				
Other PLH Programs				

	Program/Service Name of program and key focus issue. Who will it engage?	**Program Outcomes** What will this program accomplish in terms of changes in practice? In terms of outcomes for students?	**Evidence** What evidence will we gather to determine whether we're achieving our goals?	**Program Structure/Activity** What are the key structural elements of this program? What priority Good Practice Principles will it embody?
Strategic Change/Priority Programs	*Example:* Implement course-based inquiry learning in all STEM courses. Work with full- and part-time faculty in all STEM majors.	Embed increasingly complex inquiry in key courses in STEM majors, from gateway to capstone. Help students engage w/ scientific process, developing STEM skills and understanding of disciplinary concepts. Use active/inquiry learning to build student motivation, engagement and persistence in STEM.	Redesigned courses and assignments. Curricular maps showing linkage across courses. Improved retention and accelerated progress toward degree. Improve students' demonstrated skill at problem-based inquiry.	Monthly faculty-led course design seminar, starting with pilot in Biology 101, expanding to other key courses in Biology, building from initial small group of faculty to change at scale. • Map program curriculum, tracing scaffolded development of inquiry skills, across courses. • Support faculty to design, test & refine inquiry assignments linked to key course topics and goals. • Develop online training system to support hybrid professional learning for part-time faculty. • Work with IR and outcomes assessment to gather data; engage students in providing feedback. • Refine curriculum & pass through curriculum committee. • Meanwhile begin piloting in other STEM majors, from chemistry to engineering and computer science.
Other PLH Programs	*Example:* New Faculty Colloquium. All new full-time faculty.	Help new faculty adjust to campus and their role on it; understand our students, the challenges and assets they bring Gain overview of key pedagogies that have been shown to help our students; support services they can draw upon in helping students; role of professional learning in their success as faculty. Support sustained scaling of strategic initiatives. Begin building leadership capacity of new faculty, growing an important human resource for adaptive, long-term institutional change.	Pre/Post survey examining new faculty familiarity with key issues addressed by the colloquium. Enrollment rate of new faculty in next year's professional learning programs. Retention rate for new faculty to the third year.	Monthly seminar led by two faculty, one senior and one relatively junior. • Support new faculty as they adjust to campus, provide opportunity to discuss their experiences, including challenges they are encountering. • Bring in representatives of key initiatives and support services to facilitate active-learning processes and discussion. • Bring in student peer mentors to discuss student perspectives on good teaching, potential for partnerships in learning. • Introduce other professional learning opportunities and help participants develop a professional learning plan to discuss with their chair. • Create opportunity to showcase good work to academic chairs and college leadership.

157

Assessing the Work of Your Professional Learning Hub

Now that you have created a menu of programs and services, it is essential to consider how you will know if your PLH is having the impact you intend for it to have. In Worksheet 5.4 you identified the evidence you would need to gather to determine if each of your programs is achieving its intended goal. Here, we encourage you to look at your PLH as a whole. How does your full menu of offerings operate to engage faculty and support their learning in a variety of ways?

This tool is designed to help you consider the questions you might want to ask about programs and services offered by your PLH (far left column, based on the six key assessment questions presented on page 150) and the types of data you would need to collect (top row) to answer each question.[20] We first present the tool with indicators of the most appropriate type(s) of data for each assessment question you might wish to ask. On the next page you will find a blank version. Please use this to modify the questions in the far left column and the types of data in the top row. Feel free to add rows and columns as needed. In some cases, what you do here should overlap with your thinking in Worksheet 5.4, where you thought about specific programs and services. But you should also use this tool to ask questions about your PLH as a whole (e.g., How many faculty does the PLH serve? What combination of programs and services seems to be most impactful for adjunct faculty?).

	Event sign-ins	Website hits	Immediate feedback question-naires	Follow-up email and online surveys	Participant reports and narratives, Interviews and focus groups	Measure-ment of teaching outcomes	Measure-ment of student learning outcomes
How many faculty does the PLH serve?	x	x					
Who are we serving? (e.g., full-time/part-time; career-stage; academic program; demographics)	x	x	x	x	x		
How valuable/useful do participants find these services? How satisfied are they with their experience?			x	x	x		
What did participants learn? What changes do instructors report they will make or have made in their teaching as a result of a PLH service/program?			x	x	x	x	
What has been the impact of the PLH's services/programs on participants' attitudes and behaviors?				x	x	x	
What has been the impact of participants' behavioral changes on their students' learning?				x	x	x	x
Was there an institutional change as a result of the program?				x	x	x	x
What needs are there at my college for new programs and services?				x	x	x	x

20   Modified from a tool presented in Cook, C. E., & Kaplan, M. (Eds.) (2011). *Advancing the culture of teaching on campus: How a teaching center can make a difference.* Sterling, VA: Stylus.

Worksheet 5.5 (cont'd.)

Assessing the Work of Your Professional Learning Hub

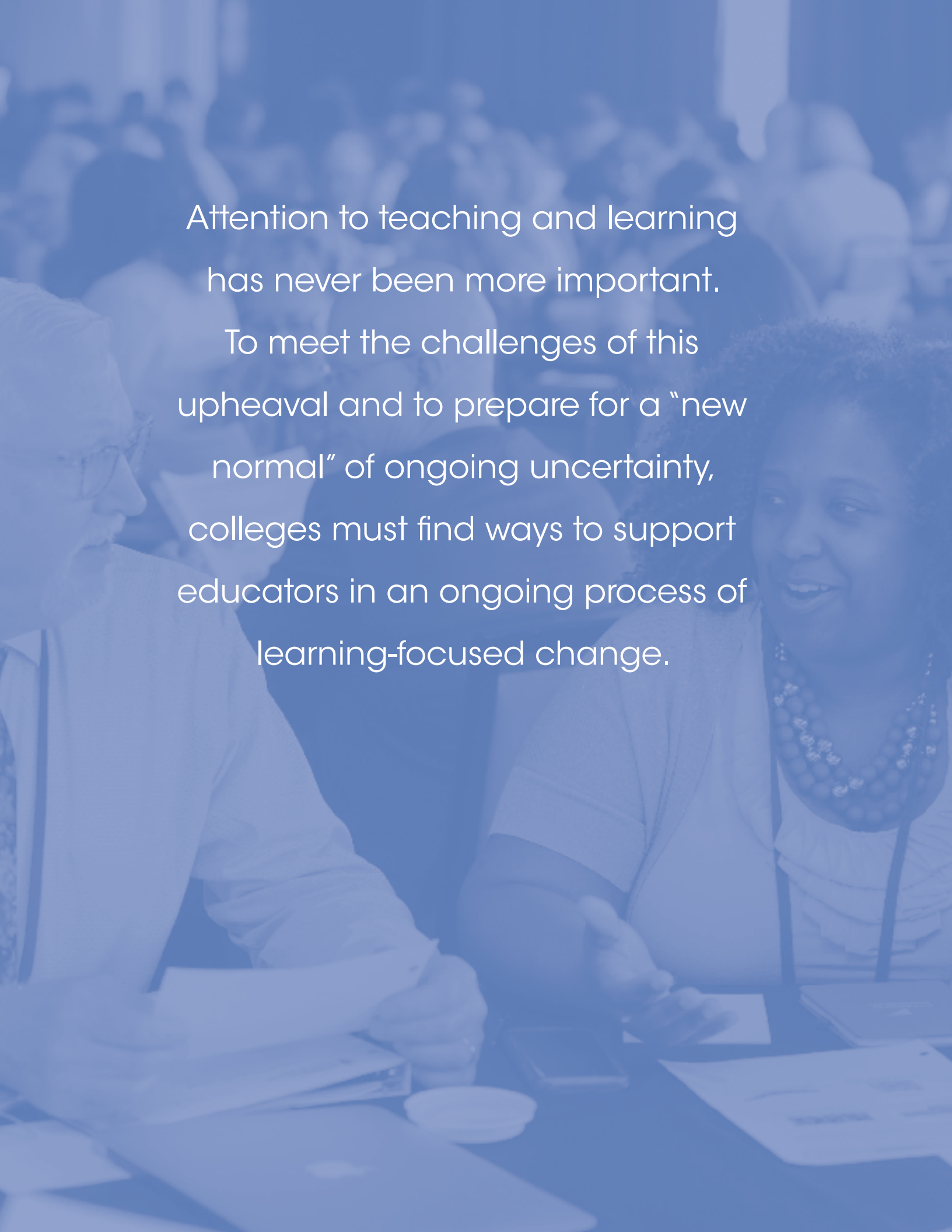|	Event sign-ins	Website hits	Immediate feedback question-naires	Follow-up email and online surveys	Participant reports and narratives, Interviews and focus groups	Measure-ment of teaching outcomes	Measure-ment of student learning outcomes
How many faculty does the PLH serve?							
Who are we serving? (e.g., full-time/part-time; career-stage; academic program; demographics)							
How valuable/useful do participants find these services? How satisfied are they with their experience?							
What did participants learn? What changes do instructors report they will make or have made in their teaching as a result of a PLH service/program?							
What has been the impact of the PLH's services/programs on participants' attitudes and behaviors?							
What has been the impact of participants' behavioral changes on their students' learning?							
Was there an institutional change as a result of the program?							
What needs are there at my college for new programs and services?							

159

Crossing the Threshold

Congratulations! This team has done amazing work! Your campus is poised to take crucial steps in fostering a culture of teaching and learning excellence. Your efforts have created opportunities to advance evidence-based teaching, strengthen student support, and broadly advance student learning and success. The professional learning programs you have planned have the potential to directly benefit students and educators alike, and to build capacity across the institution.

In addition to celebrating, we encourage you to also take some time to look back, reflect, and think ahead. This Worksheet offers one way for your team to do that.

1. **Looking back.** Review the Worksheets you completed at the beginning of the *Toolkit* process (Intro.1 and Intro.3). What progress have you made toward the goals you identified there? What have you accomplished that you might not have anticipated at that time? How has your thinking evolved since then?

2. **Looking forward.** Based on what you've accomplished and the plans you've launched, what are your key goals for the next phase of your work? How would you scaffold those goals for the next few months? The coming academic year? Three years out? What elements of what you learned in this process will help you achieve those goals?

3. **Looking inward.** How might your team change at this point? Are there new participants who need to be drawn into this discussion? Why? Are there team members who fulfilled their role and are ready to cycle off of the team? Is it time for the team to change how it works in some way, large or small? How should the team evolve to address its new goals and challenges?

NOTES

Attention to teaching and learning has never been more important. To meet the challenges of this upheaval and to prepare for a "new normal" of ongoing uncertainty, colleges must find ways to support educators in an ongoing process of learning-focused change.

Teaching and Learning in Times of Upheaval

As we assembled this *Toolkit* in Spring 2020, the world changed. First, the COVID-19 pandemic swept the country. Colleges were forced to abruptly close their campuses, scrambling to move classes and student services to remote delivery. In the past, colleges have experienced temporary closures caused by natural disasters or incidents of mass violence. But the scope and depth of the current crisis is unlike anything we have experienced. The explosion of unemployment and other economic ripple effects added to the shock. Three months into broad disruption and unprecedented losses of life, educators nationwide looked to uncertain futures marked by the possibility of enrollment declines, budget cuts, and layoffs.

Then, in late May, as most colleges wrapped up the disrupted Spring semester, George Floyd was murdered. Coming on top of centuries of injustice and the recent deaths of Breonna Taylor and Ahmaud Arbery, this brutal public killing sparked passionate protests led by young people of color and attracting diverse participation and support. As we write, these developments are pushing America to take a hard look at its tragic and unresolved history of racism, prejudice, violence, and inequality. The fact that African American, indigenous, and Latinx communities had been shown to suffer disproportionately high rates of COVID-19-related death and economic devastation has underscored the need for new attention to systemic inequality in American society. In this context, colleges and universities across the country have committed themselves to a process of self-examination and equity-focused change.

At this moment in particular, we would argue, colleges must *support high-impact professional learning, empowering educators to work together to examine and develop solutions to shared challenges.*

It comes as no surprise that higher education is deeply implicated in the debate over equity. Historically, colleges have been seen as gateways to opportunity, the solution to inequality. And it is true that a college degree increases the chances of economic mobility and a meaningful career. However, higher education itself is deeply stratified, with higher levels of funding and other resources channeled to elite schools, serving primarily elite students. Community colleges and other Minority Serving Institutions, home to the vast bulk of the nation's low-income students and students of color, receive by far the least resources

163

per student of any sector.[1] This disparity shapes students' educational experiences as well as their post-graduation lives. "Higher education essentially preserves intergenerational racial and class inequality now," argues the widely respected Anthony Carnevale in a new book, *The Merit Myth: How Our Colleges Favor the Rich and Divide America*.[2] As we work to advance equity and recover from the COVID-19 crisis, America's community colleges will again be forced to do more with less.

Higher education itself is deeply stratified, with higher levels of funding and other resources channeled to elite schools, serving primarily elite students. Community colleges and other Minority Serving Institutions, home to the vast bulk of the nation's low-income students and students of color, receive by far the least resources per student of any sector.

"This is a tough time," acknowledges Lorelle Espinosa, a leading scholar of equity in higher education. "Students of color are falling away, because of the pandemic and, on top of that, this national racial crisis," she noted in a recent interview. "And even if these students stay, their education experience may be disrupted or misaligned with their needs."

Currently Vice President for Research at the American Council on Education, Espinosa is particularly concerned with the community colleges and public comprehensive universities that serve low-income students and students of color. "The schools that serve these students are the most likely to face cuts in public funding," she argues. "How will these institutions meet the needs of

---

1   Edgecombe, N., Shaw, K., & Brathwaite, J. (2020, June). Want anti-racist policy to work on today? Adequately and equitably fund community colleges. *CCRC Mixed Methods Blog*. https://ccrc.tc.columbia.edu/easyblog/anti-racist-community-college-funding.html

2   Carnevale, A. P., Schmidt, P., & Strohl, J. (2020). *The merit myth: How our colleges favor the rich and divide America*. New York: The New Press.

a student body that really has been traumatized by the pandemic and the racial crisis? What condition will these institutions be in to meet student needs?"[3]

At a moment like this, it could be tempting, as community college educators and leaders, to think of capacity building in teaching and learning as a luxury that will have to wait for another time. It might seem easy to put teaching and learning improvement on the back burner, something that can wait till things "return to normal." We would argue, however, that this would be a mistake. We suggest that attention to teaching and learning and supporting educators through professional learning has never been more important. To meet the challenges of this upheaval—and to prepare for a "new normal" of ongoing uncertainty—colleges must find ways to support educators in an ongoing process of learning-focused change.

In whatever virtual or socially distanced campus contexts emerge during the 2020–21 school year, we as educators will have to work together to learn and adapt. We must pursue equity and inclusive pedagogy with ever greater intensity, thoughtfulness, and purpose. We need to consider the pedagogies and student support structures that can work in online environments and physically distanced campuses. We must develop strategies for deploying inclusive, evidence-based active learning and proven High-Impact Practices in new contexts. Such strategies are needed to advance learning and build student motivation and engagement. This in turn will be critical to addressing key institutional and systemic goals and needs: advancing equity and student success, sustaining enrollment, and avoiding a ruinous cascade of budget cuts, layoffs, and closures. At this moment in particular, we would argue, colleges must support high-impact professional learning, empowering educators to work together to examine and develop solutions to shared challenges.

Our colleges must look inward in order to plan forward. To respond to this unprecedented situation, colleges must plan and act intentionally, engaging in a sustained process of adaptation that will help them prepare students to deal with the challenges in front of them. We urge you to consider these four essential planning steps related to teaching and learning in an era of upheaval:

1. Reflect on and learn from the experience of Spring 2020;

2. Help educators prepare for ongoing educational distancing;

3. Rise to the challenge of equity and inclusion; and

4. Prepare for a future of disruptive change.

The sections that follow discuss what's involved in these four steps. Sidebars offer key resources that we hope you find useful. Worksheets 1–5 outline structured activities you and your team can use to advance this process. Your team will get the most from these resources if you use them in conjunction with broader engagement with the evidence, resources, and planning activities offered by the *Toolkit* as a whole.

1. Reflect on and learn from the experience of Spring 2020.

What happened at your college in Spring 2020 in terms of teaching, learning, and student support? What was the experience of students, faculty, and staff? What supports did your college provide to help faculty and staff learn how to engage students remotely? What worked? Where did you experience

A process of examining local data and reflecting on local experience can be a powerful tool in planning for Fall and beyond.

barriers or challenges? How were these addressed? How can you build on the expertise you have gained from Spring 2020 and prior experiences with online learning and support?

National data shows that students, faculty, and educators were widely dissatisfied with results of the rapid shift to emergency remote instruction. For example, a sample of more than 3,000 students were asked to compare this spring's online learning to their prior face-to-face learning experiences: 68% of students said it was worse or much worse; a total of 6% said it was better or much better.[4] Three out of four students said that they missed the interactions with faculty and other students. "My initial thoughts on learning remotely involve frustration, confusion

---

3   Fain, P. (2020, June 17). *Higher education and work amid crisis.* Inside Higher Ed.
    https://www.insidehighered.com/news/2020/06/17/pandemic-has-worsened-equity-gaps-higher-education-and-work

4   Top Hat. (2020, May). *Adrift in a pandemic: 3,000+ higher ed students on remote learning and their plans for Fall 2020.*
    https://tophat.com/teaching-resources/ebooks-and-guides/adrift-in-a-pandemic

and stress," explained one student. "The idea of learning all class material online when a majority of the class is lecture-based is rather concerning." Another added:

> I personally struggle with learning remotely. My learning style is very visual and I like to connect with other students and my professors. Another concern with learning remotely is the home environment. Just because students have a place to live does not mean that the environment is healthy. All students do not have a healthy environment to learn with all the technology that is needed.[5]

As we look back at the spring, it is crucial to avoid blame and finger-pointing. Educators' switch to remote instruction was abrupt and, in most cases, undertaken with very limited support. Faculty had to rush to quickly put their courses online; advisors scrambled to figure out ways to help students remotely. Students wrestled with limited and uneven access. In parts of the

country hard hit by the virus, many students' families struggled with illness, loss, and economic devastation. Faculty and advisors went the extra mile to be both effective and compassionate, working to support students in countless ways. That said, everyone agrees that the fall must be better; looking frankly at what happened in the spring is an important part of making plans for a better experience in 2020–21.

National data can be valuable as a point of reference. But most helpful would be to examine whatever data your college collected on student and faculty experiences and student outcomes. The Center for Teaching and Learning at Oregon State cooperated with other campus offices to gather feedback:

> We all want to avoid another uncomfortable term. Thankfully, we have a wealth of information to capitalize on. At Oregon State University, like many other colleges nationwide, students and faculty members have provided feedback on their learning in surveys and focus

---

5   Lederman, D. (2020, May 20). *How college students viewed this spring's remote learning.* Inside Higher Ed.
    https://www.insidehighered.com/digital-learning/article/2020/05/20/student-view-springs-shift-remote-learning

166

groups. Individual colleges have held seminars where faculty members have shared experiences and what worked well for them. Those student and faculty voices can help us triangulate on some key issues. In fact, the consistency and overlap in experiences are uncanny, heartwarming and sometimes unsettling. When the diverse voices are amalgamated, the feedback allows us to structure recommendations for future terms.[6]

A process of examining local data and reflecting on local experience can be a powerful tool in planning for Fall and beyond. Worksheet Appendix.1 and the ATD guide to *Data-Informed Decision Making in Times of Disruption* can be helpful in suggesting avenues for inquiry. What instructional strategies did different faculty employ in different courses? Where did students thrive, and where did they struggle? What can advisors tell you about the challenges students faced? What did educators learn about teaching and supporting students in this new context? What did students learn about how to handle this challenging situation? How can professional development help everyone build on their learning? As Jillian Kinzie of the National Survey of Student Engagement suggests, "This is all valuable information for institutions and for individual learners."[7]

2. Help educators prepare for ongoing "educational distancing."

What are your college's two to three most likely scenarios for education in the 2020–21 academic year? What might be the mix of remote education and physically distanced face-to-face education? How will you prepare faculty, staff, and students for these various scenarios? What can be done now to plan and implement effective professional learning processes that will help faculty and staff more powerfully engage students in these settings? What kinds of support and professional learning need to take place in the fall and beyond? How could the *New Learning Compact Framework's* Good Practice Principles (as presented in Chapters 3 and 4) inform your planning?[8]

While the situation remains fluid, it seems likely that some campuses will remain primarily in online mode for at least Fall 2020. Others will ask students and faculty to return to campus to physically distanced classes and support services, where students stay six feet apart and are asked to wear masks. In either environment, educators will be challenged to employ the approaches that research shows advance student engagement, learning, and success. Helping educators plan and work collaboratively to adapt and support each other will be critical to student success—and the future of our institutions.

Deployed with active learning pedagogy, online learning environments can be highly engaging, collaborative and effective. For the most part, the evidence suggests, this was not the norm in Spring 2020. Researchers at Indiana University and Ohio State are conducting a *Mega-Study of COVID-19 Impact in*

Deployed with active learning pedagogy, online learning environments can be highly engaging, collaborative and effective.

Higher Education, and while results are still preliminary, they suggest that, despite the best of intentions, lecture-centered approaches predominated.[9] "The common response was to ignore those more interactive aspects of what online learning could be," says David Motz, the lead researcher. Faculty, he says with compassion, "just needed to survive." He adds:

> It was spectacularly isolating. The thing that was totally forgotten in this is any kind of contact among students or between students and faculty members. The faculty member seemed to feel the need to be a firehose of knowledge. The street was one way.[10]

To the extent that colleges operate in virtual environments in 2020-21, it will be vital to do everything possible to ensure that pedagogy and practice better reflect what we know about effective learning and teaching. This means creating collaborative professional learning environments where faculty and staff can learn about effective online pedagogy and digital resources.

6   Gurung, R. A. R. (2020, June 10). *Pandemic teaching prescriptions.* Inside Higher Ed.
    https://www.insidehighered.com/advice/2020/06/10/six-factors-best-online-experiences-faculty-and-students-share-opinion

7   Lederman, D. (2020, June 10). *What do we know about this spring's remote learning?* Inside Higher Ed.
    https://www.insidehighered.com/digital-learning/article/2020/06/10/what-do-we-know-and-what-should-we-try-learn-about-springs

8   Bass, R., Eynon, B., & Gambino, L. M. (2019). *The new learning compact: A framework for professional learning and educational change.* Every Learner Everywhere. https://www.everylearnersolve.com/asset/YAhR8dclZb0mzn4v2zXh

9   *Mega-study of COVID-19 impact in higher education:* https://osf.io/n7k69

10 Lederman, D. (2020, June 10). *What do we know about this spring's remote learning?* Inside Higher Ed.
    https://www.insidehighered.com/digital-learning/article/2020/06/10/what-do-we-know-and-what-should-we-try-learn-about-springs

RESOURCE GUIDE • SIDEBAR APPENDIX.1

Active Learning in Online and Physically Distanced Settings

There is a large and growing body of available resources on ways that educators and institutions can most effectively adapt to the circumstances created by the pandemic. Here is a sample, focused particularly on learning, teaching, and student success.

What kind of resource list does your campus offer? If it doesn't, what could be created that would be helpful to your colleagues?

Web Resources

Achieving the Dream: COVID-19 response resource. A regularly updated resource site with a wide range of helpful links.
https://atdconnect.instructure.com/courses/386

Resource on Active Learning in Hybrid and Socially Distanced Classrooms.
Insightful discussion from Vanderbilt's Derek Bruff, examining pedagogical issues and practical options.
https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms

Providing Student Support Services in Extraordinary Times: A Caring Campus Approach.
The Institute for Evidence-Based Change assembled a thoughtful guide to advising in remote contexts.
http://www.iebcnow.org/wp-content/uploads/2020/04/IEBC-CC_Guide1-vF2-FINAL.pdf

8 Ways to Be More Inclusive in Your Zoom Teaching. Kelly A. Hogan and Viji Sathy offer quick, useful tips.
https://www.chronicle.com/article/8-Ways-to-Be-More-Inclusive-in/248460/

Ultimate Guide to Online Teaching: Tips and Tools to Motivate and Engage Students in the Virtual Classroom.
Web platform TopHat created this broad and accessible resource, focused on active learning.
https://tophat.com/teaching-resources/ebooks-and-guides/the-ultimate-guide-to-online-teaching

Advising in Times of Disruption. A crowd-sourced Google doc created by NASPA and members of the @AcAdvChat community.
Loosely organized but contains many useful nuggets. https://naspa.org/articles/advising-in-times-of-disruption

Deeper Reading

Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research, by Linda Nilson & Ludwika A. Goodson. Published in 2018 by Jossey-Bass.

Small Teaching Online: Applying Learning Science in Online Classes, by Flower Darby & James M. Lang. Published in 2019 by Jossey-Bass.

High-Impact Practices in Online Education: Research and Best Practices, edited by Kathryn E. Linder & Chrysanthemum Mattison Hayes. Published in 2018 by Stylus.

Minds Online: Teaching Effectively with Technology, by Michelle D. Miller. Published in 2014 by Harvard University Press.

It means helping educators to create or find OER resources to support inquiry-based and other active learning pedagogies. It means offering professional development programs, probably virtual, where educators can share with each other, and everyone feels comfortable discussing both successes and difficulties. It requires structured opportunities to redesign courses, assignments, and assessments, sustained discussions that reach part-time as well as full-time faculty. To help everyone, including students, it will be important to draw on what we know about high-impact professional learning as captured in the *NLC Framework*. The work your team has done in this *Toolkit's* Worksheets, considering the *NLC Framework's* Good Practice Principles, will help you effectively support educators as they do this crucial work.

Meanwhile, if some or most students and faculty return to campus, parallel challenges will present themselves. Colleges that seek to reopen in face-to-face contexts will have to find ways to ensure the health and safety of faculty and students. The socially distanced classroom will include considerable space between seats (which may be fixed in place), mask requirements, and possibly Plexiglas shields. This constrained environment will pose multiple challenges for everyone involved. It could make it difficult to use active learning, collaborative learning and other evidence-based pedagogies pivotal to building equity and student success. "I am somewhat concerned that the physical challenges may discourage some faculty members to the point where they just lapse back into lecture mode," explained one professional development leader. "Not out of conviction that that's the best thing for learning, but just because they're too discouraged."[11]

Derek Bruff of the Vanderbilt Center for Teaching and Learning has considered this scenario as well. "If I'm standing at the front of the classroom with half or a third of my students in the room with me, but sitting six feet apart from each other and wearing masks, while the rest of my students are joining class by video-conference, what strategies might I employ to engage all of my students in meaningful learning?" In a recent blog post, entitled *Active Learning in Hybrid and Socially Distanced Classrooms* (see Sidebar Appendix.1), Bruff offers a range of smart and practical suggestions that could help faculty prepare for this possibility.[12]

Whatever the context on your campus for 2020–21, it will be crucial to use high-impact professional learning to support educators as they deal with its challenges. We strongly encourage campus teams to use the Good Practice Principles of the *NLC Framework* to plan steps to create well-structured professional learning programs that will help educators adapt to a challenging situation and create effective and engaging learning environments for our students. Worksheet Appendix.2 is designed to help your team advance that process.

3. Rise to the challenge of equity and inclusion.

While the trajectory and impact of the current protest movement is still unfolding, it is clear that hundreds of thousands of students across the country will return to campuses having witnessed and taken part in one of the largest social movements of recent decades.[13] More broadly, no matter what transpires in the short term, deep work will still be required if we wish to address issues of race, equity, and justice. Will our colleges take

No matter what transpires in the short term, deep work will still be required if we wish to address issues of race, equity, and justice. Will our colleges take the lead in dismantling old structures and building new ones that enable more equitable outcomes for our students and their families?

the lead in dismantling old structures and building new ones that enable more equitable outcomes for our students and their families? How do we help students process their experiences and develop as empowered agents of change? How do we support educators to do their own internal work around these issues and prepare to facilitate potentially challenging student conversations? What kinds of professional learning can support broader understanding and use of inclusive pedagogy? How can professional learning support efforts to address institutional structures and cultures of inequality, including those on our own campuses? How could the Good Practice Principles of the *NLC Framework* inform your planning on this front?

The swelling national debate over racism, violence, and equity in American society has generated a flurry of statements from college leaders. "Things need to change. We must change them," wrote Yves Salomon-Fernández, president of Greenfield Community College. "When our students come back, we can expect them to hold us to a higher standard for ensuring equity in opportunities and outcomes. We need to help them build social capital, not simply award them degrees." She went on,

11 Lederman, D. (2020, May 27). *Can active learning co-exist with physically distanced classrooms?* Inside Higher Ed.
https://www.insidehighered.com/digital-learning/article/2020/05/27/will-active-learning-be-possible-if-colleges-have-physically

12 Bruff, D. (2020, June 11). Active learning in hybrid and physically distanced classrooms. *Center for Teaching Blog.*
https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms

13 Buchanan, L., Bui, Q., & Patel, J. K. (2020, July 3). Black Lives Matter may be the largest movement in U.S. history. *New York Times.*
https://www.nytimes.com/interactive/2020/07/03/us/george-floyd-protests-crowd-size.html

"Our students are far more inclusive and aware of disparities than we are. We need to listen to them more and less to ourselves to help our country make progress."[14]

Isis Artze-Vega, vice president of Academic Affairs at Valencia College, pointed out that we are entering a new space as "first-generation equity practitioners," who need to examine ourselves and learn what it means to do equity work. She highlighted the work of University of Southern California's Center for Urban Education resource website, the Transparency Framework, and Zaretta Hammond's *Culturally Responsive Teaching and the Brain* (discussed in Chapter 1). "Each of these pedagogical approaches," she wrote, "is a means to the same end: equal outcomes among all student groups, the definition of educational equity."[15]

Walter Kimbrough, president of Dillard University, talked of the need to "turn thin words into thick action."[16] Shaun Harper's USC Race and Equity Center will partner with Achieving the Dream on the 2021 Racial Equity Leadership Academy[17] and has also agreed to work with more than 60 California community colleges to provide equity-focused training for faculty and staff.[18] Christiane Warren, retired academic dean of Hudson County Community College and a leader in the New Jersey Association of Black Educators, argues that we need to do more than create hiring quotas and offer sensitivity training. "Rather," she says, echoing Artze-Vega, we must "rethink what and how we teach."[19]

As discussed throughout this *Toolkit*, reshaping pedagogy and curriculum—what and how we teach—is essential to the equity agenda. In Chapter 1, we highlighted evidence showing that

14   Salomon-Fernandez, Y. (2020, June 9). *How does higher ed respond to the sweeping calls for social change?* Inside Higher Ed. https://www.insidehighered.com/blogs/university-venus/how-does-higher-ed-respond-sweeping-calls-social-change

15   Artze-Vega, I. (2020, June 4). *Channel outrage and disillusionment into action.* Inside Higher Ed. https://www.insidehighered.com/views/2020/06/04/colleges-should-recommit-equity-looking-inward-and-changing-practices-opinion

16   Kimbrough, W. (2020, June 3). *No more statements.* Inside Higher Ed. https://www.insidehighered.com/views/2020/06/03/president-discusses-need-go-beyond-statements-response-killing-george-floyd-opinion

17   Achieving the Dream and USC Race and Equity Center Racial Equity Leadership Academy: https://www.achievingthedream.org/resources/initiatives/achieving-the-dream-and-usc-race-and-equity-center-racial-equity-leadership-academy

18   Weissman, S. (2020, June 11). *More than 60 California community college presidents form alliance to actively combat campus racism.* Diverse Issues in Education. https://diverseeducation.com/article/180757

19   Warren, C. (2020, June 9). *Colleges must take a new approach to systemic racism.* Inside Higher Ed. https://www.insidehighered.com/views/2020/06/09/defeat-systemic-racism-institutions-must-fully-integrate-truly-diverse-subject

RESOURCE GUIDE • SIDEBAR APPENDIX.2

Race, Equity, and Inclusive Pedagogy

There is a large and growing body of available resources on ways that educators and institutions respond to the need for greater equity and inclusive pedagogy. Here is a sample, focused particularly on learning, teaching, and student success.

What kind of resource list does your campus offer? If it doesn't, what could be created that would be helpful to your colleagues?

Web Resources

Center for Urban Education, University of Southern California. Inquiry and self-assessment tools and webinars designed to support more equitable courses and institutions. https://cue.usc.edu

Talking about Race—for Educators. The National Museum of African American History and Culture has created a vast, rich, and accessible resource. Sections on race and racial identity, bias, social identities and systems of oppression, and community building. Excellent mix of videos, links, reflective questions. https://nmaahc.si.edu/learn/talking-about-race/audiences/educator

Want to Reach All of Your Students? Here's How to Make Your Teaching More Inclusive. Viji Sathy and Kelly A. Hogan share clear and practical advice. https://www.chronicle.com/interactives/20190719_inclusive_teaching

Becoming an Anti-Racist Educator, Center for Collaborative Teaching & Learning at Wheaton College. Step-by-step tips and practices. https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/anti-racist-educator

Inclusive Teaching, Derek Bok Center for Teaching and Learning, Harvard University. Topics include inclusive course design, classroom dynamics, and navigating difficult moments in the classroom. https://bokcenter.harvard.edu/inclusive-teaching

A Motivational Framework for Instructional Equity in Higher Education. A thoughtful framework to guide pedagogy and practice by Margery B. Ginsberg. https://www.higheredtoday.org/2018/05/16/motivational-framework-instructional-equity-higher-education

Culturally Relevant Pedagogy: A Model to Guide Cultural Transformation in STEM Departments. Johnson, A., & Elliott, S. (2020). *Journal of Microbiology & Biology Education, 21*(1), 1–35. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7195162

Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity. Tanner, K. D. (2013). *CBE—Life Sciences Education, 12*, 322–331. https://www.lifescied.org/doi/full/10.1187/cbe.13-06-0115

Deeper Reading

Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students, by Zaretta Hammond. Published in 2015 by Corwin.

From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education, by Tia Brown McNair, Estela Mara Bensimon, & Lindsey Malcom-Piqueux. Published in 2020 by Jossey-Bass.

Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation, by Laura I. Rendón. Published in 2009 by Stylus.

active learning and inclusive pedagogies can help close equity gaps. Educators can use such strategies and online resources, including OER resources, to advance curricular and pedagogical change. High-impact professional learning processes will be essential to helping broad numbers of educators rethink courses and develop new assignments exploring issues of race, violence, equity, and justice. Addressing the whole student and valuing the diverse experiences that students bring to campus will be more important than ever before. It will be crucial to find ways to link curricular and co-curricular learning and to engage the voices of students.

This work will take time and will be most effective when done in supportive professional community where educators can learn from and with each other—and from students. Worksheets

Appendix.3 and Appendix.4 will help your team design high-impact professional learning methods to support these goals. If we are to take seriously the challenge of this moment, we must bring educators together and create the empowering, equity-focused learning environments that our students—and our society—so urgently need.

4. Prepare for a future of disruptive change.

If there is one thing that seems certain at this moment, it is that the future of American society will be marked by ongoing challenge and disruption. How do we help students become the adaptive learners, critical thinkers, and problem solvers that our society needs now and will continue to need in the decades to come? What changes to our curriculum, pedagogy, and assessment could facilitate this? How can we use professional learning to support faculty and staff as they, in turn, become more adaptive learners and educators, adjusting to new realities and priorities? What kinds of institutional support, as identified in the *NLC Framework's* Good Practice Principles, will be necessary?

More broadly, how can we use professional learning to help our institutions address the present moment and build capacity for the future, becoming more nimble and agile in developing informed responses to the future that lies ahead?

If we are to take seriously the challenge of this moment, we must bring educators together and create the empowering, equity-focused learning environments that our students—and our society—so urgently need.

The current moment requires our colleges to be adaptive learning organizations. This means leveraging all the good work your team has done in this *Toolkit*, creating a clear path through its planning activities so that your institution can be ever more agile and resilient in the face of crisis. Adaptive learning organizations build on their existing strengths and make ongoing improve-

172

CAMPUS CASE STUDY • SIDEBAR 2.4

Broward College Confronts COVID-19

Broward College's transition to remote learning is a good example of how adaptive learning organizations respond to disruption. During the first week of March (Spring Break), the college's leaders began to consider what would need to happen if the college had to quickly shift to a remote learning environment. Broward had nearly 3,800 course sections at that point in time. They began with a Readiness Assessment to better understand how prepared faculty would be to move face-to-face classes to a remote environment. The Center for Teaching Excellence and Learning partnered with the college's instructional design and academic leadership to rapidly design supports for faculty to make this transition.

One week later, they launched a series of faculty professional learning sessions. Several hours each day, every day, faculty could access supports on a range of essential topics related to synchronous and asynchronous remote teaching and learning. In one month's time, the college supported over 1,200 educators through 120 professional learning sessions. In addition to providing those structured sessions, the college also offered "just-in-time" opportunities in which faculty could drop in and meet with an instructional designer or faculty development coordinator on an as-needed basis. These sessions were meaningful for faculty who had specific questions about

Blackboard Collaborate, for example. Faculty could also bring specific pedagogical questions like how to create authentic assessments in a remote environment. The college made those just-in-time opportunities available several times per day and on weekends. Educators could also access Broward's Academic Continuity website, full of resources on communicating with students and course delivery.[20]

This combination of programs and services supported faculty in successfully moving 94% of the college's face-to-face and blended course sections into a remote learning environment. Adapting quickly and learning together also served to build community, creating a reservoir of trust that can enhance future collaborations and strategic initiatives. According to Julia Philyaw, Broward's associate vice president who oversees the Center for Teaching Excellence and Learning, "We really have tried to wrap our arms around our faculty in helping them. I think the silver lining that we have seen at Broward from a faculty standpoint is that faculty who were previously not as excited about learning about instructional tools have really jumped with both feet into the pool with us, and not only have learned but have tried and have found that they liked it."

ments based on evidence, best practice and data, taking an approach that aligns with their institutional mission. This process requires that all voices are heard, including the voices of students. Colleges that do this well are capable of mobilizing their financial and human knowledge resources to help them respond most effectively to a fast-changing world. That is the essential power of the *NLC Framework* and the work you have done through this *Toolkit*, helping you link classroom change and institutional change, evidence-based classroom strategies and strategic institutional priorities. Using high-impact professional learning and building your PLH empowers you to rethink your classrooms and advance learning not only for students but also for educators and the institution as a whole. In an adaptive learning organization, everyone is engaged in ongoing learning, relentlessly examining what is happening and persistently asking, "How can we continuously get better at serving our students in this challenging environment?"

The worksheets that follow can help your team in a process of considering these issues and developing plans for Summer, Fall, and beyond. Worksheet Appendix.1 invites you to reflect on the experience of Spring 2020. Worksheet Appendix.2 offers a structure for planning professional learning support for effective teaching and learning in remote and physically distanced contexts. Worksheets Appendix.3 and Appendix.4 focus on professional learning related to inclusive pedagogy. Worksheet Appendix.5 highlights the power of adaptive learning for students, faculty, staff, and institutions.

The time is now. Our colleges must adapt and change to meet the challenges we face. We must rise to this occasion—our students deserve no less. Professional learning will be crucial to this process. We look forward to working with you and learning from you as we collectively develop ways to learn, teach and thrive in the fast-changing new world of the 2020s.

---

20   Broward College Academic Continuity Plan in Response to COVID-19: https://www.broward.edu/coronavirus/academic-continuity.html

Appendix Worksheets

Appendix Worksheet Instructions:
Reflection and Planning in Times of Upheaval

The world of higher education is being reshaped by the COVID-19 pandemic and nationwide discussion focused on equity and injustice. These Worksheets are designed to help your team focus new attention on issues raised by these profound developments and to plan professional learning programs that will support your faculty and staff in adapting effectively to—and helping to guide—learning-centered and equity-focused change.[21]

In June 2020, Achieving the Dream released a *Toolkit for Actionable Decision Making in Times of Disruption*, which includes three key resources that can also be helpful to your team.[22]

- *Data-Informed Decision Making in Times of Disruption: A Guide.* Provides decision support to institutional leaders to build stronger adaptive and resilient organizations in three of the areas impacted most by COVID-19: student learning, student supports, and enrollment management.

- *Building Adaptive Capacity for Resiliency and Agility: A Guide.* This resource provides a framework for building adaptive capacity, which is the ability to generate or initiate changes in the way we do business that drives improved performance, relevance and impact.

- *COVID-19 Reflection Exercise.* This tool can be used by itself or together with other ATD resources to help colleges prioritize near- to medium-term actions, allocate resources strategically, and scenario plan for ongoing operations.

We draw on these resources in the Appendix Worksheets, but we also encourage your team and other teams at your college to review each of these resources in full. Further, they may be a helpful point of connection as multiple cross-functional teams at your institution with different areas of focus come together for deeper reflection and integrated planning in times of crisis and disruption.

- **Worksheet Appendix.1** invites your team to examine data and reflect on the experience of Spring 2020 as a way of grounding your plans for professional learning programs for the 2020–21 academic year.

- **Worksheet Appendix.2** helps you plan professional learning designed to support educators as they prepare for learning and teaching in remote and physically distanced settings.

- **Worksheet Appendix.3** offers an equity focused Self-Assessment Tool that your professional learning programs may choose to use with faculty and staff.

- **Worksheet Appendix.4** supports planning for professional learning programs designed to strengthen a focus on diversity, equity, and inclusive pedagogy.

- **Worksheet Appendix.5** highlights the role of adaptive learning and considers ways that we can prepare students, faculty, staff, and the campus as a whole for a future of ongoing change.

This Appendix and all of these Worksheets will be most effective if used in conjunction with the rest of the *Teaching and Learning Toolkit*. They build on the discussions of key issues in previous chapters: the role of pedagogy in building equity (Chapter 1), ways to strengthen student success movements (Chapter 2), and the design of high-impact professional learning programs in (Chapters 3–5). Where at all possible, we encourage an integrated approach that is most likely to produce meaningful change.

---

21 Achieving the Dream. (2020, June 11). *Toolkit for actionable decision making in times of disruption.*
https://www.achievingthedream.org/resource/18100/toolkit-for-actionable-decision-making-in-times-of-disruption

22 Worksheets can be downloaded at https://www.achievingthedream.org/teaching_and_learning_toolkit

Worksheet Appendix.1

Reflecting on Your College's Response to COVID-19

This worksheet invites you to consider the experience of your college's Spring 2020 transition to remote learning as well as the professional learning processes your institution implemented to support educators through that transition. It draws on the power of reflection and the experiences and insights of your team.

The conversation can be enriched if it can also draw on college-wide data about the spring experience. You may want to check with your Institutional Research office or other possible sources for data on what happened and its impact. If you have time to do a thorough examination of data, the ATD resource, *Data-Informed Decision Making in Times of Disruption: A Guide* can provide a useful framework.

Depending on your team's size, you may want to do this activity as a jigsaw—assigning questions 1 and 2 to distinct small groups. Once these groups have completed their series of questions, gather to share insights and discuss question 3.

You will want to build on this discussion and apply what you have learned about the past several months as you approach the next worksheet, which asks you to look ahead to the coming year. Keeping good notes on your conversation will help.

1. Please reflect on what your college did to navigate the sudden transition to remote learning in Spring 2020.

   a. What did this transition look like in the context of your college's culture of student success? What was the experience of students? Of faculty and staff?

   b. In what ways was the college able to ground its response in equity? Was the experience different for different groups of students? How?

   c. How has the college used data to assess its successes and challenges in the transition? What does the data reveal?

   d. What does the data reveal? What went particularly well, and why? What did not go as well, and why?

2. Drawing on data and your team's experiences, what can you say about how well your college transitioned to remote learning this spring?

   a. What do you know about the pedagogical approaches used by faculty? What was lost or gained in the transition to remote learning?

   b. What professional learning processes were reframed or newly implemented to support the changes educators needed to make? What worked well? What additional support would have been helpful?

   c. How did you leverage your Professional Learning Hub to support this work?

3. What are one to two key lessons learned from your college's response to COVID-19 that will impact your teaching and learning work in the future?

   a. What worked well? What strengths can you build on?

   b. What gaps emerged? What needs to be addressed or improved?

   c. Can you identify any practices that were suspended that you would prefer not to return to? Might there be new approaches that you now want to preserve going forward?

Worksheet Appendix.2

Planning Professional Development for Fall 2020 and Beyond

Drawing on your expertise and what you learned from Spring 2020, build your plans for professional development support for Fall 2020 and beyond. Consider your campus context and establish meaningful goals, and develop practical plans to reach those goals.

As you work, we encourage you to draw on what you learned about effective pedagogy and high-impact professional development, drawing especially on the Good Practice Principles (GPPs) for professional learning. The principles discussed in Chapter 3 (Individual and Community) may be particularly applicable.

If possible, you will find it useful to review selected resources from Sidebar Appendix.1 as part of the preparation for this work, particularly the questions listed under item 2 below. You might consider a jigsaw approach, assigning different resources to different members of your team, inviting all to contribute what they learn to discussion organized around these prompts.

1. What are your college's two to three most likely scenarios for education in the 2020–21 academic year?

   a. What might be the mix of remote education and physically distanced face-to-face instruction and student support? Will one model prevail college-wide, or will there be some combination of different approaches in different areas?

   b. What do you know about how and when decisions are being made about this?

   c. Are contingency plans being made in case there is a second wave of the pandemic?

2. Given these possible scenarios, what active learning approaches could educators use to build student engagement, learning, and success in the fall? What strategies would you hope to encourage?

   a. Given the experience of spring, the resources listed in Sidebar Appendix.1, and your knowledge of effective pedagogy, what active learning strategies for remote and/or physically distanced settings could advance college-wide student engagement and learning in 2020–21?

   b. How could OER and other available online learning resources help your educators? What would you have to do, short term, to include such resources as part of the long-term plan?

   c. What does your review of selected web resources in Sidebar Appendix.1 suggest about effective strategies that you might encourage? How might you use one or more of those resources in your work with faculty and staff?

Planning Professional Development
for Fall 2020 and Beyond

3. How could your team advance the preparation of faculty and staff for the scenario they're likely to encounter? What kinds of professional development support can be offered during the summer? What should take place in the fall (and beyond)?

   a. What kinds of professional development and support would be helpful to different groups of faculty and staff? What is in place? What needs to be developed?

   b. How can you draw on the Good Practice Principles for High-Impact Professional Learning in designing and offering this professional development? For example:

   - How can you draw on the existing expertise of faculty and staff? What resources of expertise can you leverage? *(GPP#1)*

   - How can you offer occasions for support, reflection, and ongoing learning as the semester unfolds? *(GPP #3)*

   - What structures would mobilize the power of group learning and exchange? *(GPP #5)*

   - What can you do to engage all faculty, full- and part-time? Student Affairs educators? *(GPP #6 and 7)*

4. Planning and Preparation

   a. Building on this discussion of possibilities, design short and mid-range professional development plans. How can your PLH help to facilitate this process?

   b. What do you need to do in order to ensure needed support for these programs? Who do you need to involve? What will help them understand the value and importance of this task?

   c. What's a good process for communicating with educators about possibilities? What's a timeline for finalizing and sharing a plan?

177

Self-Assessment Tool: Evidence-Based Inclusive Teaching Practices

Directions: This Self-Assessment Tool is designed to support faculty members as they consider their role in the effort to advance equity and the use of evidence-based inclusive teaching practices. Your PLH may wish to incorporate this tool as an exercise in a workshop or as part of a Faculty Learning Community on evidence-based inclusive teaching practices. Once faculty identify areas for growth, the PLH can provide appropriate resources to support implementation of each practice.

The Self-Assessment Tool is followed by reflection questions. Worksheet 4 focuses on planning professional learning programs using this and other resources.

These items are intended to help you consider the extent to which you are currently using inclusive teaching practices and where there may be opportunities to grow, learn, and strengthen your practice in this area. Please take some time to consider your use of each of these practices. At the bottom of the tool, we have included some questions for reflection and planning.

1 = I have not done this yet.

2 = I do this occasionally; there are opportunities for me to increase the frequency.

3 = I do this quite frequently.

This tool is modified from a checklist created by Bryan Dewsbury and Cynthia Brame. Additional information relevant to these suggestions and to inclusive and equitable teaching more broadly can be found in their *LSE Evidence-Based Teaching Guide to Inclusive Teaching* and in Kimberly Tanner's *Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity.*[23]

23   Dewsbury, B., & Brame, C. J. (2019). Evidence-based teaching guide to inclusive teaching. *CBE—Life Sciences Education, 18*, 1–5. https://www.lifescied.org/doi/10.1187/cbe.19-01-0021

Tanner, K. D. (2013). Structure matters: Twenty-one teaching strategies to promote student engagement and cultivate classroom equity. *CBE—Life Sciences Education, 12*, 322–331. https://www.lifescied.org/doi/full/10.1187/cbe.13-06-0115

Worksheet Appendix.3 (cont'd.)

Self-Assessment Tool: Evidence-Based Inclusive Teaching Practices

Developing self-awareness			
1. Take the Implicit Association Test (http://implicit.harvard.edu). The website contains a number of tests based on different identities around which biases exist.	1	2	3
2. Read literature on the history of the social context of higher education.[24]	1	2	3
3. Write a positionality statement. Sherry Hamby's blogpost, *Know thyself: How to write a reflexivity statement* provides a useful guide for how to get started.[25]	1	2	3
Developing empathy			
1. Carefully understand the student within their sociocultural and institutional contexts.	1	2	3
2. Provide opportunities for students to share their personal narratives (student voice) and use that to build relationships and pedagogies reflecting the inclusion of those voices.	1	2	3
3. Read literature on the sociology and psychology of the student higher education experience.	1	2	3
4. Create opportunities for dialogue beyond individual meetings. Casual conversations before class begins or in the hallway can be extraordinarily impactful.	1	2	3
5. Provide students an opportunity for agency, both in terms of articulation of the material and sharing their story with you/others. Their unique voices should form the framework around which the pedagogy is built.	1	2	3
6. Provide feedback in a timely fashion, and use that as an opportunity for ongoing dialogue.	1	2	3
Classroom climate			
1. Consider how you demonstrate warmth, organization, and respect for students as part of developing a positive classroom climate. This can start with the syllabus and extend to face-to-face and online interactions with students.	1	2	3
2. Encourage respectful and supportive peer interactions, providing students opportunities to collaborate in building understanding, identify shared interests in course content, and develop a supportive classroom network.	1	2	3

24   hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *Journal of Higher Education, 63*, 539–569.

Thelin, J. R. (2019). *A history of American higher education* (3rd ed.). Baltimore, MD: Johns Hopkins University Press.

25   Hamby, S. (2018, May 22). *Know thyself: How to write a reflexivity statement.* [Blog post].
Retrieved from https://www.psychologytoday.com/us/blog/the-web-violence/201805/know-thyself-how-write-reflexivity-statement

Worksheet Appendix.3 (cont'd.)

Self-Assessment Tool: Evidence-Based Inclusive Teaching Practices

	Pedagogical choices			
1.	Signal an identity-safe environment with inclusive language or by highlighting successes of individuals from stereotyped groups. This can lessen stereotype threat and improve student performance and participation.	1	2	3
2.	Know and use student names. Name tents are one way to facilitate this practice in high-enrollment courses.	1	2	3
3.	Find ways to leverage students' life experiences as an asset to building knowledge and skill in your course and program.	1	2	3
4.	Use wait time, small groups, think-pair-share, and writing time as well as other strategies that enhance students' opportunities to contribute and benefit from the intellectual community of the classroom.	1	2	3
5.	Increase course structure through graded out-of-class assignments and in-class active learning, including the strategies listed above.	1	2	3
6.	Enhance cooperation and reduce competition among students to help promote student feelings of success.	1	2	3
7.	Emphasize the relevance of coursework to real life in order to enhance student interest and engagement.	1	2	3
8.	Support students' sense of autonomy to increase interest and enjoyment and possibly decrease anxiety measures.	1	2	3
9.	Read about and consider using social-psychological interventions that are suited to your students and your context. These interventions may focus on helping students endorse a growth mindset, helping students understand adversity as shared, transient experiences to increase social belonging, or helping combat stereotype threat through values affirmation.	1	2	3
	Leveraging networks			
1.	Explicitly connect other aspects of campus life designed for student success to classroom content.	1	2	3
2.	Invite staff members from offices like career services to spend a few minutes in your classroom explaining to students how the classroom curriculum connects with their services.	1	2	3
3.	Sync First-Year Experience and College Success courses with your syllabus to maximize the synergistic effects of the learning outcomes of the two courses.	1	2	3

Worksheet Appendix.3 (cont'd.)

Self-Assessment Tool: Evidence-Based Inclusive Teaching Practices

Reflective Questions (for faculty users of this tool): After you complete your responses to each of the tool's items, please take some time to think about these questions as you plan your next steps:

1. Where did you identify current strengths? What areas of need did you identify?

2. What question or questions were hard to answer? What would you want to learn more about?

3. What do your responses suggest about your knowledge and use of evidence-based inclusive teaching practices? In what ways will you need to seek the support of colleagues in your department? In your college's PLH?

4. To the extent that you and your faculty colleagues can begin to use these practices (or strengthen the way you already use them), what do you expect that will mean for your students' learning?

Professional Learning for Equity and Inclusive Pedagogy

How can we help our colleges take the lead in dismantling old structures and building new ones that enable more equitable outcomes for our students and their families? How can our educators help students process their experiences related to equity and social protest? How do we support educators to do their own internal work around these issues and prepare to facilitate potentially challenging student conversations?

Worksheet Appendix.3 focuses on a Self-Assessment Tool for educators. This Worksheet (4) picks up on that self-assessment and moves to issues of inclusive pedagogy and the professional learning programs needed to advance its effective use. You will know best what combination of discussions works best for your team.

As part of this process, you may want to review the discussion of inclusive pedagogy and the role of active learning in building equity in Chapter 1 as well as the discussion of high impact professional learning in Chapter 3. The resources in Sidebar Appendix.2 can also be helpful.

Follow up on Self-Assessment Tool

As an individual, after you review the tool, please take some time to think about these questions. Then begin discussion of them with your group.

1. What did you notice about the five key areas of focus (developing self-awareness, developing empathy, classroom climate, pedagogical choices, and leveraging networks)?

2. How can your team and your college PLH use this tool to support faculty in assessing their own attitudes and approaches and implementing evidence-based inclusive teaching practices?

3. How might your college community leverage these approaches in campus-wide discussions of Black Lives Matter and issues of equity and social justice?

Professional Learning Support for Inclusive Pedagogy

Individually and as a team, please take some time to review some of the web resources on equity and inclusive pedagogy in Sidebar Appendix.2. You may have other resources that you want to highlight. You may also want to revisit the discussion of inclusive pedagogy in Chapter 1.

1. Which of the Sidebar Appendix.2 resources seem like they would be particularly helpful to educators on your campus? Why? What ideas seem particularly relevant and helpful?

2. How could you best engage colleagues and support the spread of inclusive pedagogy on your campus? What venues could you create or use to advance this conversation?

Worksheet Appendix.4 (cont'd.)

Professional Learning for Equity and Inclusive Pedagogy

3. How could your team spur or support professional learning on issues of equity and inclusive pedagogy? What kinds of professional learning would be helpful to different groups of faculty and staff? What can the college do to meet this need?

4. How can you draw on the *NLC Framework's* Good Practice Principles for High-Impact Professional Learning in designing and offering high impact professional development in this area? For example:

   - How can you draw on the existing expertise of faculty and staff? What resources of expertise can you leverage? Who could provide leadership? *(GPP #1)*

   - How can you offer occasions for support, reflection, and ongoing learning as the semester unfolds? *(GPP #3)*

   - What structures would mobilize the power of group learning and exchange? How can you make this conversation most productive? *(GPP #5)*

   - What can you do to engage all faculty, full- and part-time? Student Affairs educators? *(GPP #6 and 7)*

   - What productive role could students play in this process? How could you make students partners in this effort, and make sure that their voices are heard? *(GPP #8)*

With these issues and ideas in mind, begin developing your plans. Think about what can be done in the short term and what might need more long-range planning and development. You might consider ways to infuse inclusive approaches into existing professional learning as well as the creation of new programs. We strongly encourage you to partner with your PLH and other campus leaders active on these topics.

Worksheet Appendix.5

Adaptive Learning for a Fast-Changing World

Appendix Worksheets 1–4 have guided your team to reflect on two issues that are especially top of mind today as we think about the 2020–21 academic year: the COVID-19 pandemic and racial equity. But the future is likely to bring additional, ongoing change for educators, institutions, and students. This final worksheet builds on your collective thinking and asks you to look ahead to your institution's future. What will it look like to fulfill your potential as an adaptive learning organization? We encourage you to utilize the Good Practice Principles (especially those from Chapter 4 on the institutional and ecosystemic levels) as you respond to each of these questions.

1. How do we help students become the adaptive learners, critical thinkers, and problem solvers that our society needs now and will continue to need in years to come?

   a. What are we doing well in this regard? Where are there gaps? What could we do better?

   b. What changes to our pedagogy, curriculum, and assessment could facilitate this? How could we advance those changes? *(GPP #9)*

2. How can we build a learning culture that uses professional learning to support faculty and staff as they, in turn, become more adaptive educators and leaders, adjusting to new realities and priorities? *(GPP #12)*

3. What kinds of institutional support will be necessary to help educators adapt to a future of ongoing change? What partnerships could be cultivated to support this work? *(GPP #11 and 13)*

4. Finally, how can we use professional learning to help our institution address the present moment and build adaptive capacity for the future? What would it look like for our college to grow as an adaptive learning organization, becoming more nimble and agile and developing informed responses to change? *(GPP #10 and 12)*

NOTES

Achieving the Dream™

Since 2004, Achieving the Dream has helped hundreds of colleges and millions of students achieve their goals of success. Informed by research and more than 15 years of practice with institutions of varying demographics, sizes, and contexts, ATD has helped them:

• Enable institution-wide systems and culture change

• Envision the ideal student experience

• Prioritize the barriers to student success

• Share evidence-based strategies for change

• Anticipate necessary changes in college structures and processes

• Plan how to engage stakeholders in making the case for change

• Beta-test strategies for improvement

• Track implementation progress and impact of change initiatives