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A 'Center for Teaching Innovation'

A conceptualization of a 'Teaching and Learning Center'

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Why do we need a center?



Grossmont does not currently have a dedicated, freely accessible, open space on campus designated to the development and evolution of teaching and learning.

Additionally, there is also **no interdisciplinary cross-functional space that can serve as a drop in location for members of our community** to exchange ideas, socialize, share or learn about new teaching strategies, while also tapping into PD programming and resources.

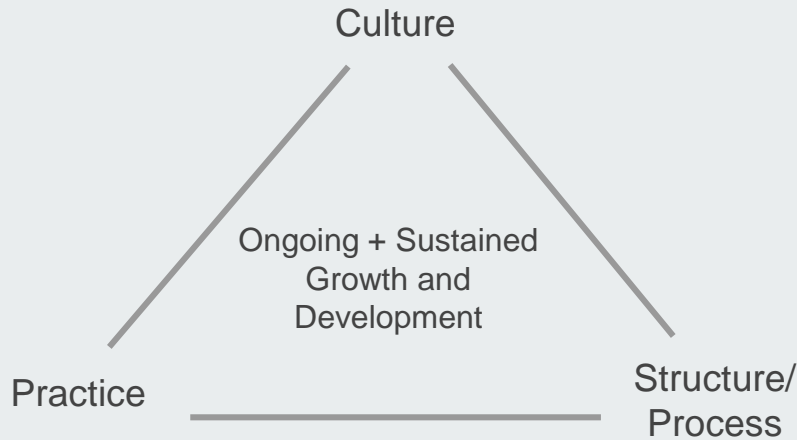
Why do we need a center?



A 'teaching learning center' at Grossmont would help guide the evolution of our teaching and student services culture. It would improve student success.

- 1. Add capacity to the great PD work already being done and offer new opportunities for growth and collaboration.**
- 2. Increase the visibility PD programming.**
- 3. The primary beneficiary of such a space will be our students..**

A TL Center would **add capacity** across 3 main facets of our current PD Programming



A Center would represent an ongoing and sustained commitment to student success

- Allow for more cross functional and interdisciplinary collaboration
- Increase our faculty's access to resources and PD programming.
- Create an opportunity for additional programming

Why do we need a center?



The Need:

- **Part Time Faculty** would like to have a space to connect with colleagues, the community, and PD programming as well as professional growth opportunities.
- **The college will be hiring one of its largest groups of new faculty** and having a space for teaching would be an invaluable resource.
- **The new funding formula** is based on student success metrics
- **The new CBA reduced the number of PD hours required** creating a need for even more 'mainstreaming' of flex week/PD opportunities.
- **Our current innovative PD programming is without a home**; a freely accessible, open, drop-in space.
- **Liberate instructors** from publisher specific course materials and content.
- **Build an engaged culture of social learning** among faculty

Why do we need a center?



There is precedence for such a space. In 2016 Mesa opened [The LOFT](#) and TL Centers are common across the 4 year university system.

Our faculty, classified professionals, administrators, and students engaged in PD equity initiatives need a space for collaboration.

What *would* the center do?



Close Equity Gaps

It would be a **cross functional space for faculty, administrators, and classified professionals and students** to learn about teaching and study the different ways students learn. It would also be an opportunity for the PD office to house some existing resources, develop a library of resources, hold workshops, and share information about student success initiatives and outcomes.

A 'Center for Teaching' would be an inviting space with a variety of collaborative areas to be used for workshops, a prospective resource library, presentations and trainings, as well as socializing.

What *would* the center do?



Offer increased capacity for the current PD programming. Allow for growth and expansion of the current innovative student success initiatives.

All the great PD work being done would be made **more visible** and **accessible** to faculty.

A mixture of some current and new ideas for PD programming could be developed and housed in the center.

What *could* the center do?



Some potential current and new PD programming ideas for a TL Center:

1. **A faculty fellows program** could be developed where faculty apply to be a fellow and are selected to identify specific challenges to teaching at a community college.
2. **A student fellowship program** could provide a small group of students each semester an opportunity to explore societal bias, power dynamics, learning styles etc...
3. **A summer institute** with PD classes could be offered.
4. **A new faculty institute** would orient our new faculty in regards to the development of a teaching skills and forming strong connections to other faculty mentors.
5. **An equity institute** to grow all the great PD work already being offered could be developed to focus student success data and equity minded approaches to teaching.
6. **Online course design institute** that provides canvas specific info and support.
7. **Community outreach initiatives** could be located at the center, which allow our peer mentors to develop their teaching/mentoring in partnership with local high school teachers

What *could* the center do?

Some potential current and new PD programming ideas for a TL Center:

8. **Community engaged learning** could be developed by infusing a pedagogical approach into the community service learning initiatives already taking place.
9. **Students led conversations** focused on honoring students experiences and realities could be facilitated in the space.
10. **A resource library** for faculty on teaching and learning could be created and organized in one section of the center. An area within the collection would house **student support services and materials** along with guidance on how to incorporate it into a course could be provided.
11. **Syllabi/Course (re)design consultations** with other faculty/teaching learning specialist on a course (re)design could take place in the space. Adjunct faculty who enroll in the program would be given a stipend for doing the redesign work and report back on how effective it was in their class.
12. **Peer feedback/mentorship** on teaching and learning.

What *could* the center do?

Some potential current and new PD programming ideas for a TL Center:

13. **A mid-semester feedback program** where faculty can receive anonymous feedback from their students in the form of a questionnaire or small group discussion led by someone from the center.
14. **Regular interdisciplinary faculty/classified/administrator lunches** so that they can share their experiences in the classroom and have conversations about teaching and learning.
15. **A multimedia lab** with some basic audio/visual equipment could allow faculty to leverage technology in their classrooms. PD could also record testimony, students stories, interviews and information for teachers.
16. **A catalog of video interviews** could be developed specifically focused on the Gen Ed courses.
17. **A website with online resources and information** along with guidance on how to incorporate it into a course could be provided.
18. **Teacher's Assistants Training opportunities** could take place here in the space.

What does a prospective space look like?



Ground level access that is centrally located, inviting and large enough to accommodate workshops, a resource center, and a multipurpose space for PD programming. Preferably this would be a cross-functional space with natural light that folks would want to frequent.

The space would not only foster community, but dovetail with the equity minded shift in teaching culture and offer convenient access and support to a community of people and wealth of resources to guide the evolution of our craft as educators.

Aligns with...



Accreditation Standards:

Standard III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Aligns with...



Educational Master Plan

“Learning and Student Success: Provide programs and services that enable students to progress in a timely fashion toward achievement of their identified educational goals. Promote a culture that values students, fosters academic excellence, and cultivates an environment that is conducive to sustained continuous improvement of learning.”

“Fiscal and Physical Resources: Enhance District fiscal and physical resources with strategic and transparent stewardship.”

“Value and Support of Employees: Value and commit to fostering an inclusive, diverse, and professional environment where employees are encouraged to pursue and reach their potential.”

Aligns with...



Strategic Plan

“close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success; and cultivate a student-centered culture of excellence, trust, safety, stewardship, and service.”

Outreach: “High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.”

Engagement: “A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.”

Retention: “A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.”

Institutional Capacity: “The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.”

Aligns with...



CCC Vision for Success Goals

A well developed center with a suite of professional development programming combined with clearly defined guided pathways for our students would contribute to the attainment of our institutional goals.

- More specifically, it would most directly contribute to **Goal 1A through Goal 2B**

Building Capacity



Here are some key positions that are a part of the design formulation at other colleges:

- **Director of Pedagogy**: A release time position that focuses specifically on the pedagogical aspects of the center.
- **Instructional Design Specialist**: Aid with course design/redesign, consult on teaching strategies, develop and institutionalize evaluative measures for providing specialized course feedback and recommendations. Coordinate with faculty to develop PD trainings.
- **Communications Director**: Coordinate with PD, the campus, and community at large to create and inform PD programming related to the Center. Markets the events/maintains web presence for the center. Also, coordinate on outreach and retention initiatives.