Faculty Teaching and Learning Center Plan
2013-2014

Mission & Goals

The Faculty Teaching and Learning Center will transform teaching and learning college-wide by creating a paradigm in which innovation and best practices are utilized to improve student learning in support of the LBCC Educational Master Plan.

Goal 1: Establish sustained funding for FTLC activities

Strategy: Work with the Faculty Professional Development coordinator, the Academic Senate, the Vice President of Academic Affairs, the College Planning Committee, and other pertinent individuals or bodies to determine the best approach to securing funds.

Goal 2: Provide dedicated support to FTLC through a 30% faculty coordinator release time or stipend.

Strategy: Pursue and acquire ongoing funding.

Goal 3: Identify ways to improve or enhance the learning experience of Promise Pathways students.

Strategy: Coordinate with the Promise Pathways Initiative group and participating departments to identify professional development activities to strategically support Promise Pathways faculty.

Goal 4: Create opportunities for LBCC faculty research and innovation.

Strategy: Monitor and evaluate the implementation of Faculty Innovation Grants.

Resource: Estimated at $5,000/year.

Goal 5: Strengthen, formalize, and institutionalize the Teaching and Learning Institute.

Strategies:
- Identify and train Institute leaders.
- Develop a sustainable and scalable model for the Teaching and Learning Institute.
- Train and evaluate Institute facilitators.
- Remunerate Institute facilitators.
- Identify a method for encouraging and supporting Institute participation.

Resource: Estimated at $12,000- $20,000 annually.

Goal 6: Evaluate FTLC activities in a more effective and efficient manner.

Strategies:
- Develop an evaluation template for all FTLC activities.
- Establish a schedule for periodic review of data collected.
Spring 2010 – Spring 2013 Accomplishments

- Presented three faculty groups with a total of $5,000 in Innovation Grants. The grants will be implemented in the 2013-2014 academic year.
- Presented 6 sessions of the 8-week Teaching and Learning Institute, which focused on the role of the brain in teaching and learning. Beginning in Fall 2011, all new full-time faculty were required to participate in the Institute.
- Hosted thirteen Innovative Educators webinars on topics ranging from managing students’ aggressing behavior to metacognition and using social media.
  - The vast majority of participants (93%) agreed that through the webinars they gained information or skills to implement positive change in the classroom.
  - The vast majority of participants (91%) agreed that the webinars deepened their understanding of the topic presented
- Moderated five Academic Excellence, one Brain-Based Learning, and one Equity Book Club.
  - The majority of participants indicate that their participation in the book clubs increased their understanding and broadened their perspective of current educational issues and teaching and learning practices and will positively affect their works with students.
- Created a Faculty Teaching and Learning website with separate webpages for each FTLC activity.
- Created a webinar and workshop site to house nine categories of webinars, You Tube workshops, and Flex Day workshops.
- Established a Library Resource Collection of teaching and learning books and journals in the LAC library.
- Hosted several events at the Pacific Coast Campus.
- Exhibited two year-long and two semester-long art displays by Long Beach City College art faculty members.
- Facilitated six Pedagogical Idea Exchange (P.I.E.) workshops and six Professional Dialogue Hours.
- Posted five of the Pedagogical Idea Exchange (P.I.E.) workshops on YouTube for campus-wide viewing.

FTLC Activities

1. The Teaching and Learning Institute  The Institute will be on hiatus in Fall 2013.

   Outcome: Participants will apply effective instructional strategies and skills based on current theory in education and brain science to work with students.

   A structured, ongoing series of learning modules based on the theoretical and practical application of learning theory in classroom teaching and working with students. The Institute occurs in a highly interactive graduate seminar format. Each module consists of eight meetings for a total of sixteen hours of contact time and sixteen hours of outside preparation. Ongoing refinement and assessment of the program is undertaken by Institute facilitators, the FTLC Subcommittee Chair, and the Faculty Professional Development Coordinator.
Module One focuses on the introduction of the philosophy and definitions that inform pedagogy and andragogy of post-secondary education, the importance and meaning of the student-centered classroom, and holistic learning.

Module Two focuses on the application and integration of the philosophies covered in Module One into the classroom including assessment, problem-based learning, project-based learning, and incorporating study skills into content areas.

2. Book Clubs **Book Clubs will be on hiatus 2013-2014**

**Outcome:** Participants will report increased understanding and awareness of current educational issues and teaching and learning practices from multiple historical, political, philosophical, and scientific perspectives.

The Book Clubs enable faculty to keep abreast of current scholarly literature on educational issues and provide a forum for lively intellectual dialogue focused on one or two books per semester. The book club commenced in fall 2010, with faculty reading Diane Ravitch’s The Death and Life of the Great American School System. Subsequent titles have explored current research about brain in relation to the practice of teaching, transforming modern education, academic freedom, and standardized testing’s correlation to student learning. Through these selected texts, faculty explore educational systems from historical, political, and philosophical perspectives to ascertain the current state of testing and curriculum, school reform, and educational innovation to rethink their teaching practices and develop new strategies for student success. A copy of each book club book is donated to the Faculty Teaching and Learning Center library collection.

3. Faculty Innovation Grants

**Outcome:** Participants will implement and evaluate innovative ideas or solutions to curricular or instructional issues impeding student success.

Grant money will be awarded to faculty members to research, plan, pilot, and evaluate short-term, innovative projects which facilitate an original approach in the areas of teaching and learning, student success, curriculum, instructional approaches, student life, student services, service-learning, or interdisciplinary efforts to integrate any of the aforementioned areas. Project proposals will be presented to and grants will be awarded by the Faculty Teaching and Learning Center Subcommittee. Participants whose projects are successful will present their findings with the college community with the intention of being considered for implementation and institutionalization.

4. Innovative Education Webinars

**Outcome:** Participants will gain a greater understanding of a variety of critical and relevant topics related to classroom instruction as well as to broader issues facing educators today. Participants will gain information, training, and skills necessary to implement positive change in the classroom and at the college.

Webinars offer focused training on the most critical and relevant issues facing community college faculty today. Hosted by professionals in the field, the webinar format allows for real-time, interactive dialogue between and among participants and hosts across campuses. This
dynamic exchange provides information, training, and skills necessary to immediately implement positive change in the classroom and at the college. Topics ranging from practical strategies for working with diverse students to the newest instructional methodologies and emerging issues in higher education are selected based on evidenced need and relevance to college goals. Innovative Educators provides one-year unlimited institutional access to all webinar subscriptions. Pilot project outcomes include determining need for future subscriptions.

5. Library Resources Collaboration

**Outcome:** Participants will report that FTLC resources accessed from the college library have positively supported their work with students or growth as professional educators.

Resources for faculty seeking information to guide their pedagogical practices with the ultimate goal of improved student success are purchased by the Faculty Teaching and Learning Center and donated to the college library. Current periodicals, journals, books, and other materials on teaching and learning are housed in the college library and identified in the catalogue as part of the FTLC collection. Faculty members are able to utilize the online catalog to access and retrieve the FTLC collection items.

6. Guest Speakers *Guest speakers have not yet been implemented.*

**Outcome:** Participants will report increased understanding and awareness of the topic of the presentation or discussion.

Local and national guest speakers will be invited to speak, present, and lead discussions on topics and issues of interest of faculty members on various topics in the realm of teaching and learning.

7. Pedagogical Idea Exchange (P.I.E.) workshops *P.I.E. workshops have been on hiatus since 2011.*

**Outcome:** Participants will report improved or expanded understanding of professional skills and pedagogical techniques.

These interactive workshops are offered both individually and in a series as linked by common topics. The P.I.E. workshops are based on various teaching and learning topics as well as professional development skills, most of which were gleaned from the Faculty Survey administered in Spring 2010. P.I.E.s on the following topics were offered in the 2010-2011 academic year: Enhancing Students’ Critical Thinking, Faculty Leadership, Evaluating your own Teaching, Reading Skills, Strategies for Assisting Underprepared Students, Conflict Resolution, Classroom Management, Study Skills, Student Motivation, and Designing Effective Classroom Discussions. The workshops are recorded to increase access for faculty campus-wide so that asynchronous participation is possible for those who are unable to attend in person.
Background & Subcommittee Charge

Faculty Teaching and Learning Center Subcommittee Charge

This Faculty Teaching and Learning Center subcommittee is a committee of Faculty Professional Development reporting to the Faculty Professional Development Coordinator, who reports to the Academic Senate and to the Executive Vice President of Academic Affairs for fiscal matters.

The Faculty Teaching and Learning Center Subcommittee coordinates the content and delivery of ongoing faculty professional development in the Faculty Teaching and Learning Center.

Phyllis Arias, Learning and Academic Resources, Academic Senate representative
Alicia Andujo, Counseling and Student Support Services, Student Services representative
William Brazda, ESL, at large representative
Emily Gehrmann, FTLC chair, Learning and Academic Resource, Liberal Arts Campus representative
Heidi Neu, Academic Support and Development, Pacific Coast Campus representative
Ana Rodriguez, ESL, Part-time faculty representative
Sarah Vure, Art and Photography, at large representative
Christiane Woerner, ESL, Faculty Professional Development Coordinator

In November of 2006, the Instructional Planning Committee was charged with developing a plan to improve basic skills instruction spurred by the Basic Skills Initiative state funding. The Instructional Planning Committee then developed the Basic Skills task force, constituted by the Academic Senate and the Executive Vice President of Academic Affairs in February 2007. The task force renamed itself the Task Force to Improve College Readiness and authored the Student Success Plan. The Faculty Teaching and Learning Center (FTLC) was developed out of the Student Success Plan Professional Development Strategy I, Phase 2 which aims to “enhance the current Faculty Professional Development program by creating a Teaching/Learning Center where continuous and comprehensive professional development activities take place.” The need for such a center is supported by recent research cited in the Student Success Plan. As stated in the Basic Skills as a Foundation for Effective Practice in the California Community Colleges, “the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be overestimated” (Boroch et. al., 2007, p. 30).

According to the Student Success Plan, the aims of the center are to:

- Establish a full-time Teaching/Learning Center Coordinator
- Recruit and hire support staff
- Identify a facility for the TLC
- Establish professional development plan supporting the instruction of underprepared students as a college-wide effort
- Establish an appropriate budget to support supply and activity needs (conferences and visiting experts)
- Develop accountability measures for funding
Under the purview of the Academic Senate, the Faculty Professional Development Coordinator, three faculty members from the Student Success Committee, and an adjunct faculty member met throughout the fall 2010 and spring 2010 semesters to establish the committee charge and membership, develop the center’s mission and initial plan, and survey faculty members concerning their teaching and learning professional development needs.

This group utilized this information to plan, coordinate, facilitate, and evaluate preliminary workshops and an end-of-semester networking event in the spring 2010 semester. The official Faculty Teaching and Learning Subcommittee under Faculty Professional Development was approved by the Academic Senate on February 19, 2010 and was composed in October 2010.