Chapter 5 Worksheets

**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.

Chapter 5.1

**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.

Chapter 5.2

**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?

Chapter 5.3

**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**

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| --- | --- |
| 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. |
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**Educators’ Experience**

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| --- | --- |
| 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. |
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**Having considered these issues, reflect on this question:**

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| How might a PLH help to create the ideal experience for students and educators at your college? |
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**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.

**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?

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| What Makes a Vision Compelling? |
| A strong vision, as described by John Kotter’s *8 Steps for Successful Change*,[[1]](#footnote-1) 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. |

2. How can we turn our brainstormed draft into a more polished statement? What would be an appropriate and effective process?

Chapter 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 next page offer examples for you to consider as you do your work.

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| --- | --- | --- | --- | --- |
|  | 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 |  |  |  |  |
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| Other PLH Programs |  |  |  |  |
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| --- | --- | --- | --- | --- |
|  | 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 in STEM course.*  *Working 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.* | *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.* |

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| 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.* | *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.* |

Chapter 5.5

**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.[[2]](#footnote-2) 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?).

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|  | Event  sign-ins | Website hits | Immediate feedback questionnaires | 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 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Event  sign-ins | Website hits | Immediate feedback questionnaires | 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? |  |  |  |  |  |  |  |

Chapter 5.6

**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?

1. *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 [↑](#footnote-ref-1)
2. 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. [↑](#footnote-ref-2)