Worksheet Intro.1

**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.

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| **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 |
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| Aside from members of the working team, please identify key stakeholders you should engage in this work. | | |
| Institutional role | Name | Key skills/perspective this person  brings to the work |
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Worksheet Intro.2A

**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.

1. What did the results of this diagnostic suggest to you about the culture of excellence in teaching and learning at your college?
2. What strengths does your college have in this regard? What areas of need did you identify?
3. 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:

1. 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?
2. How does your team view these results? Do they seem accurate? What questions do they raise?
3. 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.2B

**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

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| 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 |

**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.

1. What did the results of this diagnostic suggest to you about the culture of excellence in teaching and learning at your college?
2. What strengths does your college have in this regard? What areas of need did you identify?
3. 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:

1. 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?
2. How does your team view these results? Do they seem accurate? What questions do they raise?
3. 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.)

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| 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). |
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| 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 |  |