**Building Capacity for Change:**

**Strengthening Teaching & Learning Through High-Impact Professional Learning**

***Application Form***

***Priority Deadline: June 17, 2022***

Colleges across the country recognize that evidence-based pedagogies and student support structures are essential to address equity and improve student success. High-impact professional learning is key to engaging full- and part-time educators and effectively scaling sustained improvement. ATD is pleased to support our network colleges in this essential work with our new collaborative program, **Building Capacity for Change: Strengthening Teaching & Learning Through High Impact Professional Learning**.

Drawing on ATD’s [Teaching and Learning Toolkit](https://www.achievingthedream.org/resource/18241/teaching-learning-toolkit-a-research-based-guide-to-building-a-culture-of-teaching-learning-excellence), this program links teaching and learning leadership teams from across the network in synchronous and asynchronous engagement. A structured community of practice empowers teams to apply a comprehensive framework for high-impact professional learning to their campus needs and goals. Thoughtful partnerships link teams with their CAOs to guide transition from action plan to effective implementation.

With coaching and facilitation from national professional development leaders, teams will support each other in a program that combines college-focused self-assessment and strategic planning with constructive cross-college community. At the program’s conclusion, teams will come away with a deepened understanding of proven strategies, a cohesive college-focused Action Plan for Professional Learning Impact, and connection to a growing national network of support.

**Program Goals:** The Building Capacity for Change program will help campus leadership teams:

* Explore evidence-based practices that address equity challenges while building student learning and success in a wide range of disciplines;
* Consider their campus professional development needs, assets & improvement goals;
* Use the *ATD Teaching and Learning Toolkit* and other resources to familiarize themselves with research-based Principles of Good Practice and use them to design more effective, high-impact professional learning programs for their campus;
* Consider new models for institutional structures and policies shown to effectively support professional learning and educational development, and identify locally-appropriate strategies for related campus change;
* Actively learn from and with faculty and professional development leaders from ATD campuses nationwide in a supportive, equity-focused community of practice;
* Prepare to offer and support high-impact professional learning programs that engage full-and part-time faculty, as well as staff educators, and strengthen learning, teaching and student support processes;
* Develop organizational development plans linking short-term actions with strategic capacity-building and institutional change

**Program Components:** The *Building Capacity for Change* program involves learning and planning by campus-based teams, as well as collaboration across teams. The program will integrate multiple components to help teams effectively address campus and program goals:

* ATD staff, coaches, and subject matter experts will facilitate eight virtual synchronous seminar meetings from September 2022 to April 2023, where teams will consider new ideas, share plans and ideas, and help each other address goals and challenges;
* Participating college team members will review and discuss the *ATD Teaching and Learning Toolkit* and associated resources to deepen their understanding of strategies to build a culture of teaching and learning excellence;
* College teams will meet regularly outside of the seminar to consider ways to apply these strategies to strengthen equity-focused professional learning practice and institutional support structures on their campus;
* College teams will each create and share with stakeholders an *Action Plan for Professional Learning Impact,* identifying the short and long-term steps their campus can take to deepen professional learning practice and build enduring capacity for equity-focused change;
* CAOs partner with their teams to ensure alignment with campus strategic needs and priorities; and gather in a CAOs Summit, sharing strategies and building national leadership;
* Teams will use ATD’s Canvas platform to share their work and learn across campuses;
* Program leaders and ATD Teaching & Learning coaches will offer six hours of campus-specific virtual coaching, designed to help teams generate effective and actionable plans for change.

ATD will accommodate as many interested colleges as possible. If there are more interested campuses than available slots for participation, ATD will select participating campuses on the basis of completed application materials as a demonstration of the institution’s readiness to participate effectively and use the program to advance educational change.

ATD offers a Priority Application option. Campuses that meet the Priority Application deadline (see Timeline, below) will receive detailed feedback and additional pre-seminar support and have more time to engage teams and prepare for the seminar.

The application materials consist of the attached form and a letter from either the CAO or college President. Please see the Application Form for details on the letter.

**Timeline:**

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| June 17, 2022 | Priority Application deadline |
| July 8, 2022 | ATD shares selection status with colleges that meet Priority Application deadline |
| July 15, 2022 | Final Application deadline |
| August 3, 2022 | ATD shares selection status with colleges that meet Final Application deadline. |
| August 25, 2022 | Team Leaders Orientation |
| September 2022  - April 2023 | Eight synchronous (virtual) seminar meetings, 2 hours each on Thursday afternoons, 3pm-5pm EST |

**Submission:**

Please send completed application materials, including the letter of support from your President or CAO, to [teachingandlearning@achievingthedream.org](mailto:teachingandlearning@achievingthedream.org).

For more information, see the [FAQ document](https://www.achievingthedream.org/teachinglearningseminars) or contact Jon Iuzzini, Director of Teaching & Learning, at jiuzzini@achievingthedream.org. **Deadline for priority consideration is June 17, 2022.**

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**Building Capacity for Change**

Application Form

Please use this form to help us understand your campus, your goals, and your plan for engaging in this program. Please limit your answer to any numbered question to 200 words, except where noted.

1. Goals for Participation. Why does your campus want to enroll a team to participate in the *Building Capacity for Change* program? What do you hope to take away from this process? How will participation support strategic campus goals for equity and change?

2. Teaching, Learning, Equity, & Student Success Initiatives. Please list your major campus initiatives (no more than 5) focusing on addressing equity and/or advancing learning, teaching and student success (e.g., Guided Pathways, High-Impact Practices, improving student outcomes in STEM, engaging pedagogy for digital environments, strengthening advisement, etc.).

3. Professional Learning Programs—Current Status. Please provide a concise overview of the current status of professional learning programs on your campus. Who leads and coordinates professional learning on your campus? What structures (e.g., workshops, all-campus convocations, summer institutes, sustained Faculty Learning Communities) are most significant? What topics do your most active programs focus on? Do your major initiatives (listed in #2 above) involve professional learning? If so, how?

4. Professional Learning Programs—Goals for Change and Improvement. What changes might strengthen your professional learning practice? Thinking in terms of benefits for educators, for students, and for the College, how could your programs strengthen their effectiveness?

5. Campus Learning Team. Teams can range from 6-10 participants, and should integrate diverse campus perspectives, such as faculty leaders, professional development leaders, coordinators of success initiatives, department chairs, and an upper level (Dean or above) academic administrator. If you wish to address professional learning for staff educators (advisors, tutors and other support staff), you may want to include representatives from Student Affairs as well. Participants who bring knowledge about professional learning and who are positioned to leverage change will strengthen the team. Participants should be available for and committed to participation in all components of the program, including individual reading and preparation, in-seminar conversation, and local team meetings as outlined above.

* Who will lead the team? Please identify 1 or 2 team leaders (name and title) and briefly describe why they are positioned to be effective leaders.
* Please provide at least a tentative list (name and title) of other members of the team.

*NOTE: For more detailed information about the team members time commitment, please see the* [*FAQ document*](https://www.achievingthedream.org/teachinglearningseminars)*, questions 7-10.*

6. From Planning to Action. Each campus team will develop a detailed *Action Plan for Professional Learning Impact*, encompassing short term and long term goals and practical steps for strengthening campus professional learning practice and building enduring institutional capacity for advancing equity-focused change. Briefly describe how you would want your campus to act on this Plan, in terms of consideration for strategic action.

Letter from your President or CAO

Please provide a letter signed by the campus President or Chief Academic Officer (CAO). We ask the letter writer to please address these points:

* Your familiarity with the goals and structure of the *Building Capacity for Change* program and your campus team’s application materials.
* The strategic goal, from your perspective, of having a team from your campus participate in this program.
* Your commitment to encouraging the team’s full participation in the program and meeting with them to discuss possible strategies related to equity-focused change.
* Your commitment to ensuring that the *Action Plan for Professional Learning Impact* developed by the team receives full consideration in the development of campus strategic initiatives and related resource allocation processes.