Professional Development Day  
Diversity, Difference and Dragons  
Refocusing on Instructional Improvement  
8/23/13  
1-4 pm

Concepts and Ideas behind the activity:

- Build urgency in creating an instructional improvement agenda that is sustainable and can be built upon each year.

- What is our success rate in teaching and learning? What are the most compelling trends?

- How can we create strong program plans that drive departmental activity throughout the year?

- How do the program plans and program review reflect the performance measures each department sets for itself? What data is used to identify it?

- How do we create an opportunity to align teaching assumption across disciplines, and discover process-based learning using the tools of metacognition?

Theory of Change: When we support, cultivate, and promote our campus and the innovative and foundational strategies therein, it has an osmotic effect, which helps create more close-knit and engaged faculty relationships as well as strengthen the campus learning community.

Our Objectives: Build community, refocus on instructional improvement, develop program and departmental goals for the year, and incorporate dialogue in a sustained practice in all department meetings during the academic year.

1. Introduction/Overview (Before lunch on Professional Development Day) (15 minutes)
   a. Use of accreditation language to begin
   b. Recognition of diversity, difference and dragons on campus
   c. Chances are, even with differences, our dragons can be conquered
   d. We care about instructional improvement, don’t we?
   e. When we object to a process or procedure on campus, that means we care about instructional improvement, doesn’t it?

2. Creating Chains, Resulting in Change (Starting at 1:15pm until 3:00pm)
   a. Create connections within and between departments through an interactive exchange of ideas among disciplines. Each faculty member will come to the session with an example of a course and its learning outcomes, a course that is actively taught.
b. Randy Brown has used a randomizer to assign groups of three for the activity. Part time faculty will be distributed at the start of the afternoon activity.

c. Have each small group go to a space on campus of their choosing to engage in a dialogue using the questions below. At the conclusion of the dialogue, each group will create a “poster” of their findings. Arts and craft type materials would be available to each team. The questions for the dialogue and the poster would include:

1. Discuss and list some of your assumptions about how students will learn in your class. List the top three.
2. Each participant will select one class that you teach for review. You are encouraged to review the SLO data, basic course data (see basic data reviewer), and/or thoughts about the course.
3. What do the data and/or your thoughts suggest is going well in the course? List the top three.
4. What do the data and/or your thoughts suggest are needed improvements at the course level? List the top three.
5. What do the data and/or your thoughts suggest are needed improvements at the program/discipline level? List the top three.
6. What do the data and/or your thoughts suggest are needed improvements at the college level? List the top three.

d. Beginning at approximately 2:15, each team will bring their posters to the gallery in the Library for display. Each poster would have a “feedback carousel” next to it with the categories of clarify, probe, recommend, resources, and a central area for positive comments. Staff will be available in the gallery to assist with this step.

e. Each faculty member will have post-it notes and will be asked to view the gallery posters and provide comments on the feedback carousel.

3. Department Meetings and Goal Setting (Begin at 3pm, 1 hour)

a. Each department will meet to process and reflect on the activity.
b. Departments will use the activity to springboard the program planning process.
c. Each department will commit to continue the dialogue as a standing agenda item during future meetings during the academic year.
d. Follow-up will be due from the departments in the form of minutes which will include the captured themes from the discussions throughout the year on instructional improvement topics, submitted to the Office of Instruction to be shared with all departments.
e. The Academic Senate and Curriculum Committee, as well as other participative governance committees will continue to visit the themes generated from this activity throughout the year.