

CENTER FOR ENGAGEMENT AND LEARNING



THE PROBLEM:

Research is clear about what works in teaching and learning to increase student success, but integrating these best practices requires deliberate and coordinated efforts; this takes time, money, and motivation.

The Center for Engagement and Learning (CEAL) was created to provide professional development and support to promote excellence and innovation in teaching and learning, with a goal of improving student success rates. Pierce realized that to be effective, CEAL could not focus on “boutique” trainings aimed at a few faculty members. Instead, the professional development programs listed below are offered broadly, and have successfully been brought to scale.

FIRST YEAR FACULTY COHORT

The First-Year Faculty Cohort supports faculty in the first year of the tenure process. This year-long community of practice centers on the holistic role of being a tenured faculty member: teaching and learning, mentoring/advising, and shared governance. Plans are to introduce a similar program for the second year of the tenure process.

“DASHBOARD” DATA TRAINING AND SUMMITS

Pierce knew that sending student success data to faculty would not be enough. The College sought to provide faculty direct access to their own data (and the data of their colleagues), with the ability to sort student achievement data by course, section, modality, timeframe, subsequent success, and a variety of demographic measures. CEAL provides frequent training to help faculty members get familiar with the “Dashboards” as well as how the data can be used to inform change.

READING APPRENTICESHIP WORKSHOPS

Based on the national, proven Reading Apprenticeship Framework, faculty across disciplines learn to help students better comprehend and think more critically about texts they read throughout their college career.

PROMOTIONAL OPPORTUNITIES

TARGETED SKILLS TRAINING

This skill-building program focuses on increasing pedagogical effectiveness with an emphasis on using technology and emerging instructional models, and the use of data to assess and improve student outcomes. Each summer, a cohort designs individual action research projects. Over the following academic year, participants complete their projects and share findings with their colleagues. Upon completion, participants are eligible to receive a promotional salary increase.

MASTER TEACHING

More experienced instructors design a teaching-learning project, and over the following academic year, complete their projects, assess the impact on student learning, and share their findings. Upon completion, participants are eligible to receive a promotional salary increase and title change.

TRAINING FOR ONLINE TEACHING AND COURSE DEVELOPMENT

TRANSITIONING TO TEACHING ONLINE (TTOL)

TTOL covers online instructional strategies and practices. The Pierce eLearning department accepts TTOL to meet one requirement before teaching an online or hybrid course.

QUALITY MATTERS (QM)

This nationally recognized peer review process results in certification and improvement of online course design. All of Pierce’s online courses must meet QM standards.



The Master Teaching Program was featured in a 2013 Aspen Institute College Excellence report.