

## Teaching & Learning Plan (2023-2028)

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### College Vision

Equity, Excellence, and Social Justice through Education

### College Mission

Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility.

### College Values

Student-centered  
Equity  
Student Success  
Innovation  
Excellence  
Social Justice  
Community

### College Strategic Goals (2022-2028)

- Increase Equitable Access
- Eliminate Equity Gaps in Course Success
- Increase Persistence and Eliminate Equity Gaps
- Increase Completion and Eliminate Equity Gaps
- Increase hiring and retention of diverse employees to reflect the students and communities we serve



## **Program History and Guidelines**

The purpose of professional development is to educate and improve the entire staff. The flexible calendar program was initiated in 1976 as a pilot project authorized by Assembly Bill 2232. Professional development funding is provided under the provisions of AB 1725, and is intended to provide community college faculty, staff, and administrators with training opportunities that will help them to better serve students of diverse backgrounds. In 2013, SB 590 provided additional legislation to support the professional development needs of classified staff. The Flexible (Flex) Calendar allows California community colleges to set aside 1-15 days of the state-mandated teaching year (175 days) for Professional Development purposes. This time is to be used primarily by faculty for Professional Development activities related to staff, student and instructional improvement (Title 5, section 55720). Currently, Cuyamaca College has 10 dedicated Flex days, but professional development opportunities are offered throughout the entire year.

## **Organization, Roles, and Responsibilities**

### **Administrative Assistant**

The assistant supports the Teaching & Learning Committee (TLC) by sending out calls for agenda items, taking minutes, and posting them and related documents on the Teaching & Learning intranet website.

### **Dean of Student Success & Equity**

The dean collaborates with the Teaching and Learning Coordinators in developing the direction and priorities of professional development at Cuyamaca College in support of the College's Strategic Plan, Equity Plan, the Teaching & Learning Committee charge, as well as AB1725 and other applicable federal and state laws pertaining to professional development. The dean serves as the administrative tri-chair of the Teaching & Learning Committee (TLC), the participatory governance group that oversees teaching and learning and professional development at the College. In conjunction with the other committee chairs, the administrative tri-chair determines how professional development funds are allocated and sets the agenda and direction of the Teaching & Learning Committee.

### **Teaching & Learning Committee Classified Chair**

The classified chair serves as one of four chairs who lead the Teaching & Learning Committee (TLC), the participatory governance group that oversees teaching and learning and professional development at the College. In conjunction with the other committee chairs, the classified chair determines how professional development funds are allocated and sets the agenda and direction of the Teaching & Learning Committee.



### **Teaching & Learning Faculty Coordinators**

Within the framework of the College Strategic Plan and AB 1725 guidelines, the Teaching & Learning Coordinators plan, coordinate, and/or provide professional development activities for the campus administration, classified staff, and faculty (full-time and part-time), including Flex Week/Flex Calendar activities. The Coordinators develop the direction and priorities of professional development at Cuyamaca College in support of the College's Strategic Plan, Equity Plan, the Teaching & Learning Committee charge, as well as AB1725 and other applicable federal and state laws pertaining to professional development. The Coordinators serve as the faculty chairs of the Teaching & Learning Committee (TLC), the participatory governance group that oversees teaching and learning and professional development at the College. In conjunction with the other committee chairs, the faculty chairs determine how professional development funds are allocated and sets the agenda and direction of the Teaching & Learning Committee. The Teaching & Learning Coordinators also oversee the THRIVE retention program, which includes professional development workshops, College-specific onboarding, and community building activities. See the [Teaching & Learning Coordinator Job Description](#) for a full description of this role and its responsibilities.

### **Professional Development Program Specialist**

This is a temporary, grant-funded GCCCD Foundation employee position supporting the Dean of Student Success and Equity and the Teaching & Learning Coordinators. The PD Program Specialist (Specialist) tracks and coordinates professional development activities and hours, maintains and completes data entry in the Vision Resource Center (Cornerstone), and prepares documentation and reports related to the completion of faculty professional development hours and Flex Week. The Specialist maintains and updates professional development, teaching and learning, and related web pages. If funding/hours permit, the Specialist will provide logistical and technical support for campus-based equity-minded professional learning and teaching and learning events and activities. TLC is advocating for a permanent, funded Classified position.

### **Teaching & Learning Committee**

This committee coordinates teaching and learning and professional development for all college constituencies and makes decisions on the allocation of professional development funds. This committee recommends policy on professional development issues within the framework of Title 5 regulations. This committee reports to the Student Success & Equity Council (SSEC), and reports matters of faculty development to the Academic Senate.

### **Teaching & Learning Committee Charge**

This committee will collaborate with the Teaching & Learning Coordinator to develop and plan the criteria, direction, priorities, and policies related to professional learning for faculty, classified, and administrative employees, based on the College's strategic priorities and commitment to racial equity, anti-racism, social justice, and student-centered practices. As part of this work, the committee will help to create and manage the College's Center for Teaching and Learning. The committee will assess professional learning needs and the efficacy of



professional development activities. The committee will also collaborate with the College's participatory governance leadership to provide professional development for their members, and will collaborate with the professional development leads at Grossmont College and the District on district-wide professional development activities. This committee reports to the Student Success and Equity Council (SSEC), and reports matters of faculty development to the Academic Senate and matters of classified development to the Classified Senate.

## **Documents Used to Inform Teaching & Learning Plan**

- [T&L Committee Charge](#)
- [T&L Committee Goals](#)
- [College Strategic Goals \(2022-2028\)](#)
- [Student Equity & Achievement Program \(SEAP\) Plan \(2022-2025\)](#)
- President's Racial Equity & Social Justice Taskforce - [Hiring Inquiry Team Recommendations](#)
- President's Racial Equity & Social Justice Taskforce - [PD Inquiry Team Recommendations](#)
- [Quality Focus Essay - Teaching & Learning Center](#)
- [Professional Development Program Plan \(2017-2022\)](#)

## **Teaching & Learning Goals**

1. **Improve the culture and climate of the College to make it a safe, welcoming, and inclusive space for students and employees from historically marginalized groups.**

### Action Steps

- Provide community building events for students and employees
  - Culture & Community Circle Events
  - THRIVE community events
- All employees complete equity-minded and anti-racist training
- Implement the THRIVE program
- Provide equity in hiring and EEO-focused professional development

### Measure/evaluate efficacy

- Culture & Community Circle event surveys
- THRIVE event surveys
- PD event surveys
- Campus climate surveys
- Student and employee surveys
- Student and employee demographics
- Student success and retention data

### Impact

- Increase and retain the number of employees from historically marginalized groups



- Increase and retain the number of students from historically marginalized groups
- Increase success rates and close/eliminate equity gaps

**2. Provide equity-minded and anti-racist professional development opportunities for all constituent groups.**

Action Steps

- Create an Equity-Minded Institute for all employees
- Continue providing EMTLI for teaching faculty
- Continue providing Culture & Community Circle events for students and employees
- Increase buy-in and participation in professional development opportunities
- Implement the THRIVE program
- Provide equity in hiring and EEO-focused professional development
- Provide professional development opportunities on equity-minded and anti-racist topics proposed by the Teaching & Learning Committee, the Student Success and Equity Council, and the Academic Senate

Measure/evaluate efficacy

- A Equity-Minded Institute for all employees exists
- EMTLI surveys
- Culture & Community Circle event surveys
- THRIVE event surveys
- PD event surveys
- Campus climate surveys
- Student and employee surveys
- Student and employee demographics
- Student success and retention data

Impact

- Improve campus culture and climate
- Improve employee and student perceptions of students and employees from historically marginalized groups
- Increase and retain the number of employees from historically marginalized groups
- Increase and retain the number of students from historically marginalized groups
- Increase success rates and close/eliminate equity gaps



### **3. Establish a virtual and physical Teaching & Learning Center.**

#### Action Steps

- Advocate for permanent T&L staffing and support
- Research other T&L spaces/centers
- Execute the Center for Teaching and Learning Action Plan as outlined in the ISER Quality Focused Essay
  - Develop a virtual Teaching & Learning Center
  - Identify a location for a physical Teaching & Learning Center
  - Develop a physical Teaching & Learning Center

#### Measure/evaluate efficacy

- Acquire permanent staffing and support for Teaching & Learning
- A virtual Teaching & Learning Center exists
- A physical Teaching & Learning Center exists

#### Impact

- Institutionalize professional development and teaching and learning
- Provide a centralized location with resources and assistance for employees
- Remove silos around PD and bring practitioners together

### **4. Develop a PD Curriculum Criteria & Process.**

#### Action Steps

- Develop a criteria and process for codifying internal professional development programs that includes an evaluation plan, course outlines, learning outcomes, assessments, surveys, etc.
- Align PD with Equity Affirmation Framework
- Develop outlines for existing institutes and programs that aligns with the criteria and process established for internal professional development programs
  - EMTLI
  - POCR
  - CoPs (Teaching Dialogues, Equitable Grading Strategies, etc.)

#### Measure/evaluate efficacy

- Student and employee surveys
- Student data (access, persistence, retention, success, transfer, etc.)

#### Impact

- Institutionalize internal professional development programs
- Codify the content and process for both new and existing teaching and learning institutes, programs, and discipline-specific communities of



practice to ensure continuity and alignment with our institutional vision, mission, and goals.

- Maintaining professional development programming's focus on racial equity and social justice

### Alignment of Teaching & Learning Goals and College Strategic Goals

	College Strategic Goals (2022-2028)				
	1. Increase equitable access	2. Eliminate equity gaps in course success	3. Increase persistence and eliminate equity gaps	4. Increase completion and eliminate equity gaps	5. Increase hiring and retention of diverse employees to reflect the students and communities we serve
Teaching & Learning Goals (2023-2028)					
1. Improve the culture and climate of the College to make it a safe, welcoming, and inclusive space for students and employees from historically marginalized groups	X	X	X	X	X
2. Provide equity-minded and anti-racist professional development opportunities for all constituent groups	X	X	X	X	X
3. Establish a virtual and physical Teaching & Learning Center		X	X	X	X
4. Develop a Professional Development Curriculum Criteria & Process	X	X	X	X	X