

ATD Teaching & Learning Sub-team
Friday, December 1, 2017 @ 10:30 a.m.
Vermilion Hall, Room 306

Present: Dave Kietzmann, Cindy Peck, Rebecca Doss, Ashley Hargrove, Dr. Ruth Lindemann, Dr. Luzelma Canales, & Dr. Ed Hughes

- Dave provided an overview of the Teaching & Learning team to the ATD coaches. The primary responsibility of the team is to plan professional development sessions for full-time & part-time faculty throughout the year, known as the Teaching Excellence Academy and the Part-Time Faculty Academy. Currently, there are 3 sessions of each offered per academic year. The team primarily consists of full-time faculty. Over the last several years, the team has focused on research-based best practices as topics for academy offerings. At the end of each academy, faculty are surveyed on the current session and future offerings. Based on this data, the Teaching & Learning team then researches the most popular topics for development. Often, DACC faculty are asked to present best practices from their classrooms that match the topic of academy sessions.
- The next Teaching Excellence Academy, planned for January, will cover the topic of open resources. One of the biggest student complaints is the cost of textbooks, so DACC encourages faculty to reduce these costs and investigate open resources for their classes. Dr. Wendy Brown, Dr. Stefanie Davis, Jen Slavik, & Dr. Ruth Lindemann will share their experiences with using open resources in the classroom, along with ideas for transitioning to open resources and other ways to reduce textbook costs. Growth mindset and critical thinking sessions are being planned for the next academic year. Dr. Luzelma Canales commented that professional development on mindset will be very beneficial to faculty.
- There are 2 full-time faculty that have been piloting learning community classrooms. Students that participate concurrently enroll in a specific section of Biology & Public Speaking. A specific classroom has been developed to support the learning community. At first, students are sometimes hesitant to enroll in a different course structure, but data has shown a substantial increase in success rates among students that participate. It is possible this pilot may scale up to other disciplines in the future.
- Another initiative being explored at DACC is moving some courses to an 8-week format, as research has shown increased student success rates. Most Nursing courses have been changed to 8-weeks, and courses in the recently updated Business Administrative Technology program are also moving to an 8-week format.
- The coaches asked the team to think about 1) What is the vision for the Teaching & Learning team over the next 5 years, 2) What will change with the way DACC faculty teach in the next 3 years, and 3) What differentiates DACC from other

institutions in terms of teaching & learning? Dr. Hughes discussed active learning classrooms and how this style of teaching has shown huge gains in student retention and success. DACC is recognized as a leader and has the opportunity to set an example for teaching & learning at other institutions. A focus on best practices that are supported on research is a great step in the right direction but planning of the academy sessions should not be the only focus of the team. The Teaching & Learning team should also think about helping the college continue to innovate with teaching strategies, with a focus on retention and students that with socioeconomic barriers.

- The coaches also suggested the Teaching & Learning team focus on supporting & encouraging collaborative and interactive classroom teaching styles. One of DACC's strengths are the connections between faculty, and this can be utilized to develop more cutting-edge techniques. It may be a good idea to survey faculty about ideas with course structure and teaching style innovations they are interested in learning more about as a starting point.
- Next meeting:
TBA