



CENTER FOR TEACHING, LEARNING, AND ENGAGEMENT

strategic **plan**

2023 - 2026



**GLENDALE
COMMUNITY COLLEGE**

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introduction



Since the Center for Teaching, Learning and Engagement (CTLE) at Glendale Community College (GCC) was organized ten years ago, this small department has provided professional development events, resources, and support to GCC faculty and staff. We have offered individual workshops, multi-day conferences, semester-long cohorts, one-on-one appointments, and drop-in virtual and in-person labs. In addition to these offerings, the CTLE has also worked to build community and provide opportunities for connection and collaboration. Over the years, as more faculty and staff have worked with the CTLE, the small department has continued to support an increasing number of individuals. More recently, the CTLE has cultivated an extended team that encompasses fourteen

individuals from across campus doing work that connects to the CTLE, including, but not limited to, Assessment; Diversity, Equity, and Inclusion (DEI); Open Educational Resources (OER); Developmental Education; eCourses; and adjunct faculty.

During the move to remote teaching in spring 2020, the CTLE offered an extraordinary amount of support, resources, and training to faculty and staff. These allowed GCC to pivot and meet student needs. However, as we continue to evolve, it is time to revisit the vision, mission, values, and principles that guide the work of the CTLE. Based on this information, we have identified the strategic goals we will work towards over the next three years (2023-2026). This focus will help us continue improving the work we do and its reach.



vision

The Vision of the CTLE is to be the cornerstone of campus learning and professional development for all GCC employees. The CTLE serves as a place to share ideas, explore new approaches, inspire innovation and excellence, and interact with peers around issues of professional development and the scholarship of teaching and learning.

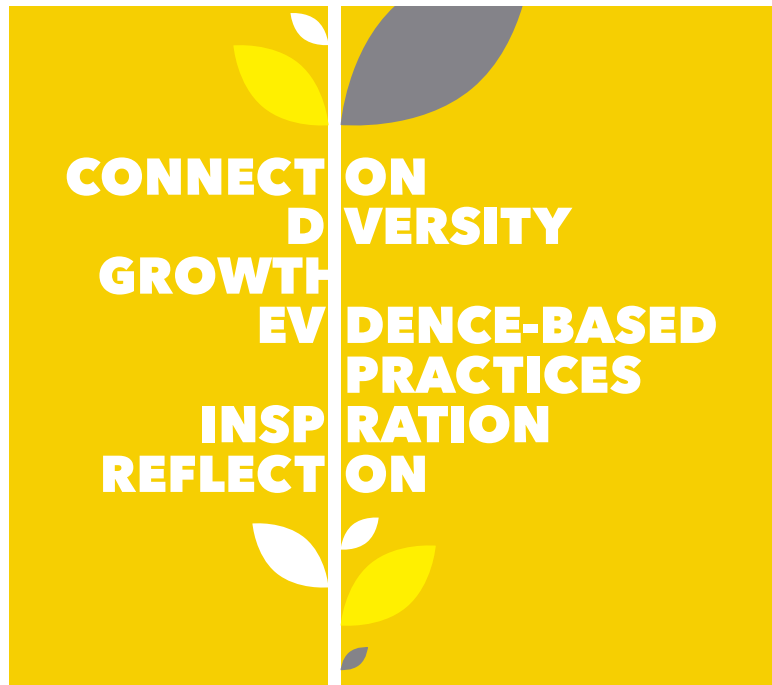


mission

The Center for Teaching, Learning & Engagement fosters student success by promoting, supporting, and delivering opportunities for professional growth, innovation, reflection, and collaboration for all employees.

The Center for Teaching, Learning and Engagement supports the teaching and learning needs of faculty and staff by providing:

- Professional development opportunities.
- Research-based best practices in innovative instructional strategies, pedagogy and andragogy.
- Technology training.
- Access to technology for teaching, learning, and work.
- Opportunities for networking, reflection, community building and collaboration.



CENTER FOR TEACHING, LEARNING, AND ENGAGEMENT

values

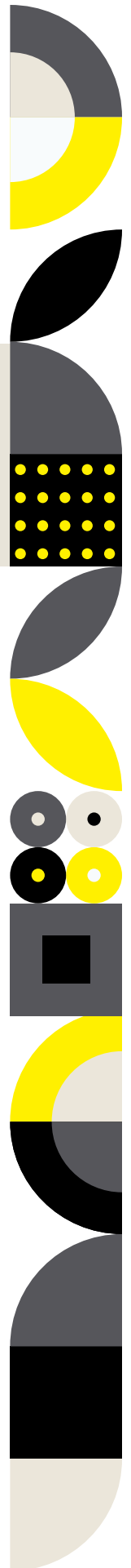
The CTLE identified the values that are core to the work we do. These brief explanations highlight why these values matter to us:

- **CONNECTION:** We value strong and supportive relationships across the college that help create an environment where faculty and staff feel valued and safe to take advantage of growth opportunities.
- **DIVERSITY:** We value the differences in our students and colleagues that provide unique ideas and perspectives.
- **GROWTH:** We value personal and professional improvement in faculty and staff and are excited to create opportunities for faculty to explore new tools, ideas, and programs to improve and guide their work.
- **EVIDENCE-BASED PRACTICES:** We value research, data, case studies, and examples to guide our practice towards the meaningful improvement of learning.
- **INSPIRATION:** We value new ideas that encourage us to be better, try different things, and be curious to make a difference in the lives of others and the world.
- **REFLECTION:** We value finding the time and space for thoughtful consideration of our professional and teaching practices.

principles of practice

The CTLE works to support faculty and staff in their pursuit of excellence and student success through principles of practice. Our principles of practice are a product of our vision, mission, and values and reflect our engagement with faculty and staff. The principles of practice include the following:

1. We believe that relationships are core to our work. We respect, value, and are inspired by our colleagues; we honor their experiences and partner with them as they work towards improving themselves and their work. We aim to create a supportive environment where people are encouraged to reflect and to get help if they fail.
2. We believe that research and evidence-based practices help provide a guide for the work we do.
3. We believe that effective technology can enhance and inspire teaching and learning, creating connections and helping students better engage with the material, and retain their knowledge.
4. We believe that our diversity is vital to creating a learning community that recognizes multiple viewpoints and experiences, and that we should be mindful of the additional challenges that many of our students face and attempt to mitigate them.
5. We believe in constantly learning, growing, reflecting, and experimenting to best support faculty and staff as they do the same.
6. We believe that infusing fun into our work helps us to learn better and make the process more enjoyable



strategic goals

2023 - 2026

Organizational Infrastructure

- Improve connections and relationships with academic departments across the college to help guide more focused resources and support for each department depending on their needs.
- Revisit and revise CTLE policies and procedures.
- Develop a plan for saving information, resources, process, and evaluation of programs, workshops, and projects.

Resource Allocation and Infrastructure

- Create a more comprehensive budget that includes academic technology and utilizes our budget to the most impact.
- Research optimal CTLE staffing. Request new positions and/or determine a future staffing plan.
- Improve online resources and on-demand content for faculty and staff.
- Increase and improve CTLE communication and reputation.

Programs and Services

- Design programming focused on specific groups of faculty & staff, including discipline, career stage, or other target audience.
- Develop a continuous professional development model for instructors or learners to support them through all stages of their career. Align programming to institutional needs.
- Design comprehensive programming to address major focus areas and encourage reflective practice.
- Increase the number of faculty participating in CTLE programs or events, or receiving resources and support from the CTLE.
- Identify the data needed to determine program value, usefulness, and satisfaction. Determine how to use data and feedback for planning and resource allocation.

connection to Focus 2024

As part of the process to complete the CTLE Strategic Plan, we consulted Focus 2024, GCC's Strategic Plan for 2021-2024. We wanted to review the campus strategic plan and be sure we were considering the institution's goals. Our plan strategically aligns to Focus 2024 in the ways shown below:

Focus 2024 Goals	CTLE Strategic Plan Goals
Increase completion with equity from 23% to 33% by Fall 2024.	Develop a continuous professional development model for instructors or learners to support them through all stages of their career. <i>Align programming to institutional needs.</i>
Improve the GCC Employee Satisfaction Survey Score from 3.08 to 3.30 by Fall 2024.	Improve connection/s and relationships with departments across the college to help guide more focused resources and support for each department depending on their needs. Increase the number of faculty and staff participating in CTLE programs or events, or receiving resources and support from the CTLE.

The CTLE hopes to assist GCC in achieving its goals by strategic alignment of its own goals.

appendix

History

The Center for Teaching, Learning and Engagement (CTLE) at Glendale Community College was established in 2012. The CTLE replaced the Training and Employee Development (TED) department at GCC to create a department focused on the professional development of both faculty and staff.

CTLE staffing has remained consistent over the last ten years, but the roles have changed based on the needs of the college. The Faculty co-Director is a rotating position that individuals hold for 2-5 years, helping to provide new insight, ideas, and focus to the CTLE.

More recently, the CTLE has been holding weekly meetings with faculty in campus leadership positions that connect to the work of the CTLE. This extended team has found ways to weave their work into the projects and programs of the CTLE, and the CTLE has provided support and help to the extended team to enhance their work in the respective areas. Collectively, the extended team can address most areas of professional development and support across the college.

The information below provides more detailed information about the CTLE core team and extended team.

Who We Are

TEAM

The CTLE, located in HT2-139, has a full-time core staff that support the CTLE year-round, supported by the following positions:

- Faculty co-Director
- co-Director & Instructional Designer
- Instructional Developer
- Training and Development Consultant
- Program Analyst

This team plans events and workshops for faculty and staff, supports faculty in their use of Canvas and other technologies, and assists employees with their learning and development needs.

EXTENDED TEAM

The CTLE meets regularly with an extended team that represents the values of the college. The strategic collaborations are reciprocal. Members of the team include the following:

- Open Educational Resources Director
- Director of Diversity, Equity, and Inclusion
- Developmental Education Director
- Director, College Assessment & Review Team
- First Year Residential Experience and Peer Assistance and Review Facilitator
- Faculty Developer
- Faculty Evaluation Plan Faculty Developer
- eCourse Faculty Lead
- Adjunct Faculty Association Representatives

end.