



Teaching and Learning Within a Guided Pathways Framework

CAMPUS CONVERSATION STARTERS

Turning the tide on ensuring all students are learning will require engagement and commitment from faculty, but the effort should not rest solely on their shoulders. While teaching and learning primarily happens in the classroom, enriching and assessing student learning should be an institution-wide effort.

Faculty members alone will not be able to scale program-relevant applied learning experiences. Nor will they be able to ensure that there is an institution-wide commitment to equity-minded, asset-based teaching improvement. And while student engagement certainly happens in the classroom, it should also happen in every interaction a student has with the college.

Because faculty will need the support of their college communities to ensure all students are learning, the Center offers these **campus conversation starters** to bolster these efforts:

- ▶ How are we training our faculty to incorporate cultural awareness and inclusivity into their courses?
- ▶ How are we encouraging our faculty to use asset-based teaching approaches that leverage students' strengths?
- ▶ How are we helping our faculty integrate active and applied learning experiences into their courses, whether face-to-face or online?
- ▶ How are we making all faculty members (full-time and part-time) aware that we are implementing guided pathways?
- ▶ How are we clarifying the faculty role within our institution's guided pathways work?
- ▶ How are we making guided pathways relevant for liberal arts faculty in the same way it is for faculty who teach in career and technical fields?
- ▶ What kind of professional development opportunities for teaching within a guided pathways framework are we offering our faculty?
- ▶ How are we supporting our faculty to have time and opportunity to interact with and learn from one another?
- ▶ How are we training new faculty on what high-quality assessment that promotes student learning looks like?
- ▶ How are we routinely measuring the engagement of our faculty and our students?
- ▶ How are we ensuring that all faculty who teach online employ high-impact teaching practices?
- ▶ How are we incorporating practices that help students build key skills and develop strong academic habits (e.g., study groups and collaborating with other students)?
- ▶ How are we encouraging our students who could benefit from tutoring and other supports to use those supports?
- ▶ How are we encouraging our students to interact with faculty members outside the classroom, whether physical or virtual?
- ▶ How are we supporting our full-time faculty as well as our part-time faculty to have time and opportunity to engage with students outside of class sessions, whether physical or virtual?
- ▶ How are we helping our students gain program-relevant experience?*

*Source: Davis Jenkins, Senior Research Scholar, CCRC