

2020 Assessment, Teaching, and Learning Conference

May 6-8, 2020

[Lynnwood Convention Center](#)

*Rethinking Student Instruction: Exploring the Faculty Role in
Guided Pathways*

Conference Strands

Proposal Deadline: February 19th, 2020, at 5:00 PM

The 2020 Assessment, Teaching, and Learning (ATL) conference takes its title from "[Rethinking Instruction](#)," a chapter of *Redesigning America's Community Colleges* by Bailey, Jagers, and Jenkins.

As this annual state-wide event draws nearer, we're thinking a lot about the 434 faculty responses to the [survey](#) we sent out fall quarter as part of our [ATL initiative](#) around engaging faculty in guided pathways. It's our hope that participants who attend the annual spring conference will find responses to the questions, concerns, issues, and challenges raised within in the survey ... as well as the hopes, visions, and aspirations also expressed.

Therefore, this year's conference will include a major focus on key implementation issues related to guided pathways, and in particular good practices focused on successful faculty engagement in the work.

At the 2020 Assessment, Teaching, and Learning Conference, participants will enjoy high quality pre-conference workshops, concurrent sessions, and keynote addresses in the following five areas of a guided pathways redesign:

- Equity-Minded Praxis
- Guided Pathways: Design, Models, Approaches
- Faculty Leadership & Engagement
- Research-Based Learning Frameworks

Descriptions of the Conference Strands

Equity-Minded Praxis

Description: Washington has made equity central to Guided Pathways. The Center for Urban Education defines "[equity-mindedness](#)" as "the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes": Paulo Freire defines "praxis" in [Pedagogy of the Oppressed](#) as "reflection and action directed at the structures to be transformed." However, the initial model did not explicitly reference equity work (see "[Lessons Learned](#)" document from the January Pathways Kick-Off Event). Therefore, we are particularly interested in sessions that "bridge" (to employ a term from the keynote address from Dr. Debra Jenkins in 2017) between the current work of guided pathways with the "lasting work" (again, a term from Dr. Jenkin's keynote address) of equity. In addition to sessions that explore **an equity definition or framework** to guide campus efforts, we invite practitioners to share how they have taken an **equity lens** to both the "**what**" of change (essential practices such as meta-majors, program/degree maps, degree math and college English within one year) and also the "**how**," (such as **use of qualitative and quantitative data, inclusive pedagogy, or anti-racist writing assessment**).

GP Pathways: Design, Models, Approaches

Description: Sessions in this strand might highlight specific models, practices, challenges, and success in the following areas: the [four design pillars](#) and/or the [4 instructional approaches](#) of a guided pathways redesign. Based on the trends and themes of the [faculty survey](#), of particular interest are the processes used to create **meta-majors, program maps, and program-level competencies**; how **assessment plans at the course, program, and degree** (CPD) level are changing or will change based on guided pathways; how institutions are structuring and supporting **faculty advising**; departmental collaborations to streamline or collapse the **developmental education sequence in math and/or English**; reforms to **placement assessment** in math and/or English; how institutions are reframing **professional development** with **collaborative inquiry** in mind. We also welcome presentations on [high-impact practices \(HIPs\)](#) in support of design principle 4, "Ensure Student Learning."

Faculty Leadership & Engagement

Description: For this strand, we invite proposals that explore approaches and challenges to visionary, active, engaged, and ongoing faculty leadership and engagement. Sessions in this strand might highlight specific models, practices, challenges, and success in the following areas: cultivating and sustaining **faculty leadership** in strategic, intentional ways; fostering broad and

deep **faculty engagement** from planning and development to implementation; effectively and creatively managing **faculty workload** (release time, stipends); successfully addressing **initiative fatigue** and concerns around adding more bureaucracy; effective “**case making**” for guided pathways to faculty: elevator pitches, messaging, and activities.

Research-Based Learning Frameworks

Description: For this strand, we invite proposals that do two things: introduce participants to a learning framework and provide hands-on experience so faculty can start using what they learn in class on Monday. We encourage sessions that focus on how faculty, departments, or institutions are using one or more learning frameworks as a shared practice so they can work collaboratively to ensure student learning. An example of a research-based learning framework that many faculty use in our WA State CTC system to ensure student learning is the Transparency in Learning and Teaching ([TILT Higher Ed](#)). Many practitioners at our colleges have expertise and experience using a wide variety of learning frameworks. While this list is by no means exhaustive, some research-based learning frameworks currently being used in our system are the [4 Connections](#), **Universal Design for Learners** (UDL), [Problem-Based Learning](#), [the WA Course Design Checklist](#), [Reading Apprenticeship](#), and **Course-Based Undergraduate Research** ([CUREs](#)).

More Information

- **Conference Logistics:** <http://bit.ly/2020atlc>
- **Schedule at a Glance:** <http://bit.ly/2DKCub9>
- **Open Canvas Shell:** <http://bit.ly/2RjLoNP>