

1. Provide a brief description of your program/service (50 words or fewer).**THE MISSION**

CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students. CIETL promotes sharing of this scholarship of teaching and learning across campus.

2. Is the college contractually obliged to provide your program/service? Explain.

The college is not contractually obliged to pay, but adjunct faculty are also not obliged to attend flex day activities where this funding has been used.

FLEX DAY OBLIGATIONS from Contract: The District academic calendar may contain flex (staff development) days. The following provisions shall apply:

7.111 Faculty members on a regular academic year contract shall participate in such flex days as part of their basic assignments. Regular faculty will be expected to participate in flex day activities for five (5) hours per flex day.

7.11.2 Part-time faculty members shall participate in flex activities as part of their basic assignments if the flex day falls on a scheduled workday. For example, if a part-time faculty member normally holds a class on a Monday and that day is a scheduled flex day and thus his/her normally scheduled class(es) are not held, the part-time faculty member shall participate in the flex activities and shall receive regular pay for the normal student contact hours that would have been worked that day. Other part-time faculty members may voluntarily participate in flex activities but shall not receive pay for such activity.

3. Is the college obligated to provide your program/service in order to meet accreditation requirements? Explain.

CIETL was commended by the accreditation team:

4. **The College is to be commended on the Center for Innovation and Excellence in Teaching and Learning (CIETL) for bringing the college together in dialogue to support student learning. CIETL provides more than leadership in faculty development; it is the heart of the college, affording a place for all members of the College community to engage in conversation about student learning.**

<https://www.canadacollege.edu/accreditation/assets/ExternalEvaluationReportforSelfEvaluation2013.pdf>

4. How does your program/service specifically support objectives of the Educational Master Plan or other strategic plans?

From the Educational Master Plan: Teaching and Learning Objective 1.3: create a first-rate educational experience for students with the support of a campus-wide professional development program set-up through the center for Innovation and excellence in teaching and learning (CIETL) to support the use of effective teaching and learning practices.

5. How many students (headcount) per semester are served by your program?

This is primarily a center for college employees, who impact all Cañada College students.

6. Does your program/service provide for the needs of a special population of students?

It focusses on all student populations. Some examples of the interventions are listed below and they all promote student success across campus.

[Strategic enrollment – sustainability](#) A presentation and conversation with Dr. Katie Mach, Co-director of Science with the intergovernmental Panel on Climate Change (IPCC) spoke at an open forum of Risk and Climate Change.

[ADA students](#) – An expert on autism and Aspergers was brought in for conversation with faculty, students, and families.

- [Basic Skills Students](#) After providing an overview of research around effective practices Basic Skills in community colleges, Professor Bunch focused on the underlying question: How can we better understand the language and literacy demands of credit-bearing community college academic work, and how can students from language minority backgrounds best be prepared for and supported in meeting these demands?
- [Athletes](#) A conversation with CSM faculty members, James Carranza and Katherine (Teeka) James to learn about the creation, the achievements, the philosophy of this successful program, a collaboration of coaches, English faculty, & support services.
- [Honors Students](#) A conversation and report on National Collegiate Honors Conference from three colleagues, sharing what they learned, and their ideas and experiences about how a small college like ours can build a robust honors program.

7. What is your evidence of program success? In addition to previous examples:

a. CIETL brought Ken O'Donnell from the CSU State Chancellor's Office to speak about giving transfer credit where credit is due, including innovative classes, and the alliance between the CCCs and the CSUs. This presentation led to a successful COMPASS partnership for Canada College with CSU East Bay.

b. CIETL brought David Hubert from Salt Lake CC, to speak at a district-wide FLEX Day about their success with eportfolios, and helped Canada to launch a pilot eportfolio program that was noted positively by the accreditation committee.

8. What measures would be required in order to accommodate your current students if your program were to lose funding?**9. What specific measures of cost savings to your program/service can you propose? What are the consequences of implementing these measures?**

The stipends can be decreased or faculty can be provided with some other incentive. Participation by adjuncts in FLEX Day activities may decrease.

10. What other possible sources of funding might be available to fund your program/service?

The college could apply for an HSI or a [FIPSE grant](#).