



The Faculty Learning Community on What is a Learning-Centered University?

Who are we?

- **Gil Brum** - Facilitator, Biological Sciences
- **Jeanne Almaraz** - Mgt. & Human Resources
- **Zeke Aliyazicioglu** – Electrical & Computer Engineering
- **Kara Caldwell-Freeman** – Human Nutrition & Food Science
- **Michael Cholbi** - Philosophy
- **Deborah Meadows** - Liberal Studies
- **Don St. Hilaire** - Hospitality Management
- **Zouyue Wang** - History

What are the objectives for the Faculty Learning Community?

- Conduct a scholarly investigation on What is a Learning-Centered University?
- Promote the principles of a Learning-Centered University at Cal Poly Pomona

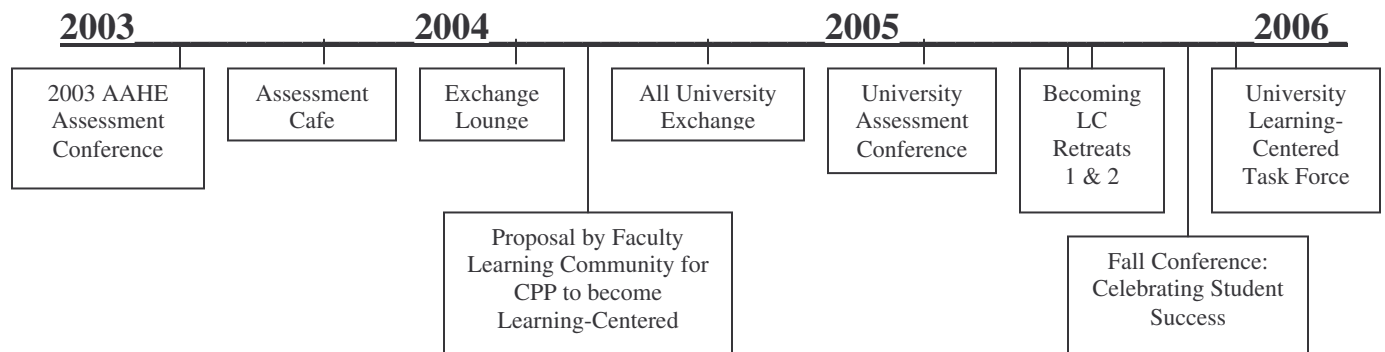
What is the definition of a learning-centered university?

A Learning-Centered University supports learning for all members of the campus community by fostering an evidence-based culture of continuous improvement.

Why are we here today?

- Improve understanding of what is a learning-centered university.
- Stimulate reflection on the role of faculty in a learning-centered university
- Begin conversations with our faculty colleagues on the Scholarship of Teaching
- Introduce Our Website: Resources currently available and Best Practices at CPP
- Share some of what we have learned over the past 3 years
- Conduct a survey to assess:
 - Are faculty satisfied with the learning environment at CPP?
 - What resources do faculty need in order to promote the Scholarship of Teaching at Cal Poly Pomona?

How did we get to today?



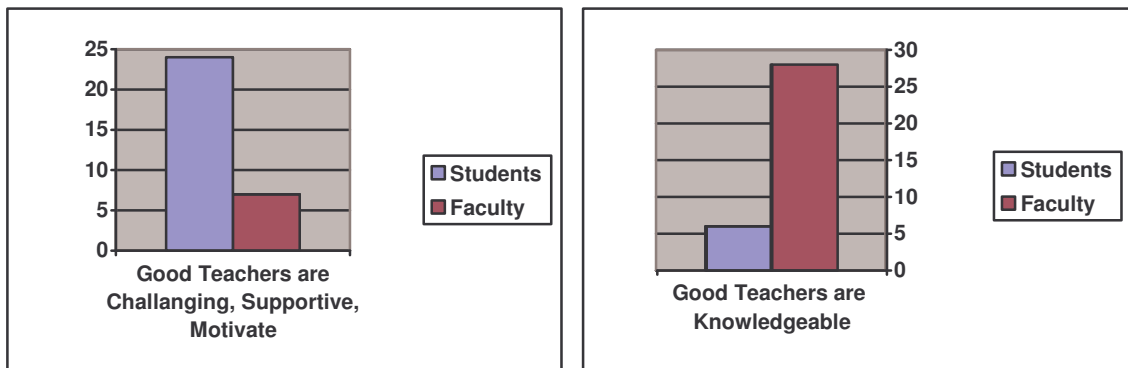
What are some of the important things we have learned so far?

1. Key Features of a Learning-Centered University:

- **Everyone** is a learner
- Intentionally builds new & permanent **Linkages** throughout the university
- Promotes **Collaboration** and information exchange
- **Engages** everyone on campus
- Prompts **Synergistic interactions** that forge new levels of understanding and builds community
- Infuses **Assessment**, creating a Culture of Evidence
- Actions focused on **Continuous Improvement**
 - improving learning, teaching, scholarship
 - improving university processes and services

2. Students and faculty do not always view teaching and learning in the same way.

Faculty Assessment Café vs Student Exchange Lounge: What is good teaching?



For More Comparisons: <http://www.asi.csupomona.edu/lounge/results>

3. By following the principles of a learning-centered university, CPP can build on its tradition of excellence in learning and teaching.

- Build on our strong history of “learn-by-doing”
- Like discipline scholarship, make teaching evidence-based: Base change on assessment data.

4. CSU Monterey Bay Visit: There is no “silver bullet”

5. Retreat 1 (Spring 2005): Students, Faculty and Staff

- Increase student involvement in process of change
- Provide resources for change
- Reduce workloads and bureaucracy
- Increase service learning, mentoring and internship programs

6. Retreat 2 (Spring 2005): Campus leaders (students, staff, faculty and administrators)

- Improve communication throughout campus
- Increase collaboration
- Reduce number of initiatives
- Build on Traditions
- Build on CPP’s record of excellence

7. Central Role of Faculty in a learning-centered university

- “We might envision faculty as engaged in dual scholarship, expected to be deep scholars of their respective disciplines, informed scholars of learning.” David Potter, Provost, George Mason Univ.
- The Scholarship of Teaching and Learning: A New Form of Scholarship
 - Purpose of teaching is to promote learning
 - Define and refine the assessment of learning

