

GROWING A CENTER FOR TEACHING AND LEARNING

Starting or growing a Center on your campus is a complex and exciting endeavor! These four steps organized around a gardening metaphor can help to guide your process. A good place to start is attending the [Getting Started Pre-Conference Workshop at the POD Network Annual Conference](#) and the [Institute for New Faculty Developers](#).

1 TILLING THE SOIL



Prepare fertile ground by gathering input by asking yourself, faculty, and your leadership these questions:

- Who will your Center serve and what are your constituents' needs?
- What are the mission, vision, and goals that will guide the work of the Center?
- Who on your campus will help the Center thrive?

Readings and Resources

Lee, 2010; Robertson, 2010

2 PLANTING THE SEEDS

As you are developing ideas for programming make sure it aligns with your mission and address the needs of your audience. These questions may be useful in germinating your Center programming:

- What are the most pressing institutional needs that your Center can address?
- What programming will have the most impact and give you positive visibility?
- How can you leverage existing resources?

Readings and Resources

Felten, Little, Ortquist-Ahrens, & Reder, 2013; Lee, 2010; Wright, Lohe, Pinder-Grover, & Ortquist-Ahrens, 2018



3 TENDING THE GARDEN



Once your Center is up and running you will need to make sure that your programs are bearing the intended fruits. Attending to these questions will help your Center thrive:

- How will you assess that your programs are having the desired impact?
- How will ensure you and your staff have appropriate professional growth opportunities?
- How will you lobby for resources (budget, personnel, space, etc.)?

Readings and Resources

Hines, 2017; Kenny et al., 2017; Sievers, n.d.; Truong, Juillerat, & Gin, 2016

4 HARVESTING & SHARING

Now that your Center is thriving you can start to explore ways to expand and improve offerings. Consider these questions as you harvest ideas and share success stories with your stakeholders and the educational development community:

- How will the Center communicate the outcomes of its work to a range of constituents and stakeholders?
- How will the Center archive activities, feedback, and other artifacts?
- How will you contribute to the field of educational development?

Readings and Resources

Little, 2014; Schroeder, 2015; UBC Centre for Teaching Learning and Technology, n.d.



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READINGS AND RESOURCES

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UBC Centre for Teaching Learning and Technology. (2016). CTLT External Review. Retrieved November 26, 2018. Retrieved from <https://ctlit.ubc.ca/about/ctlit-external-review/>

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