

# Center for Teaching Excellence Annual Report

2022-2023

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CTE Director

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## Part 1 - Executive Summary

This was a good year for the Center for Teaching Excellence. New Faculty Onboarding, signature events, partnerships that extended the reach of CTE, and varied opportunities for faculty resulted in increased participation and engagement. Faculty evaluations of CTE events are overwhelmingly positive, and the CTE’s increasing engagement with the POD Network and the Academic Master Plan positions the Center for a strong 23-24.

### Major Accomplishments

- Increased percentage of full and part-time faculty participation in professional development.

Full-time participation	40% increase
Part-time faculty participation	275% increase

- This year’s numbers represent 52.6% of the full-time faculty (up from about 33% last year), and 12.8% of the part-time faculty (up from 3% last year).

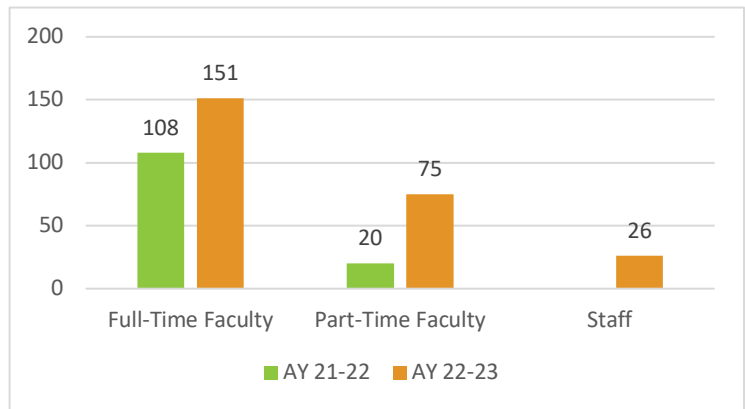


Figure 1. Number of employees participating in professional development. Note: Staff numbers were not recorded in AY 21-22.

- Increased Knights Certificate earners by 138%

Green Level 21-22	15	Gold Level 21-22	6
Green Level 22-23	29	Gold Level 22-23	21

- Increased Implementation Plan submissions by 156% (48 to 75).
- Piloted equity-minded Summer Intensive and collaborated on future summer professional development design.
- Supplemented part-time faculty orientation with informational binders and made additional binders available for chairs throughout the year.
- Achieved an average rating of 4.72 out of 5 on 86 event evaluations by faculty participants.
- Supported 13 full-time faculty through New Faculty Onboarding across the fall and spring terms.
- Supported 10 faculty in receiving and reflecting on disaggregated course data.
- Added 24 new texts to the CTE library collection.
- Initiated work on a Faculty Excellence Self-Assessment.
- Created and maintained a professional development planner with other members of Academic Affairs.

## Part 2 - Faculty Development

Through more deliberate partnerships with the CTE Faculty Board and other groups on campus, CTE was able to offer more professional development opportunities to CCRI Faculty this year. These events fall into several categories: Signature Events, Ongoing College-Wide Programs, Single-meeting workshops, Multi-meeting Groups, and Events with Partners. Each of these events earned participants points toward CTE Knights Certificates. Data for each event can be found in Appendix A.

### Signature Events

Winter Workshop

Participants: 30 faculty and CCRI community members.

Modality: Zoom

Date: January 17, 2023

Description: This year, CTE was pleased to host Dr. Matt Reed, author of the “Confessions of a Community College Dean” blog for Inside Higher Ed, and the book “Confessions of a Community College Administrator” as the special guest speaker for Winter Workshop. He is currently serving as the Senior Executive Officer in Residence for the New Jersey Council of Community Colleges. He is an Aspen Presidential Fellow with CCRI’s President Hughes and negotiated a robust transfer agreement for BCC and William Patterson University.

Dr. Reed was invited to speak on the topic of “Trends in Higher Education: What is coming and how can faculty prepare?”

Assessment: I was hoping for more attendees since this event was at a time when faculty were not teaching, and it was easy to participate. The CTE Board and I would like to return this event to campus in 2024.

Spring Symposium

Participants: 43 CCRI employees (6 staff members and 37 faculty) attended Spring Symposium this year.

Modality: In-person event at the Knight campus.

Date: May 15, 2023

Description: This year’s invited speaker at Spring Symposium was Dr. Darris R. Means, from the Center for First-Generation Student Success. **Dr. Darris R. Means** is an Associate Professor of Higher Education and Dean’s Faculty Scholar in Equity, Justice, and Rural Education in the School of Education at the University of Pittsburgh. Darris researches how economic, educational, and social conditions shape pathways to and through postsecondary education for first-generation college students, rural students, Black students, and/or students from low-income backgrounds.

Dr. Means’ keynote address was titled: “Reimagining Teaching and Mentoring to Elevate First-Generation College Student Success.”



Figure 2. Dr. Darris R. Means

Spring Symposium also features breakout sessions and an Instructional Fair poster session. Thirteen CCRI Community members presented 6 workshops in our breakout session after the keynote address (see Appendix B for details). The second annual Instructional Fair featured 12 posters this year. Twelve faculty members were involved in at least one poster (see Appendix C for details).

Assessment: Spring Symposium was an in-person event this year. The energy in the room was noticeably different from last year's event. Faculty were energized, excited to be present, and engaged with Dr. Means and each other. On a personal level, this event was very gratifying.



### Ongoing Campus-Wide Programs

New Faculty Onboarding

Participants: 13 faculty across two semesters.

Modality: Hybrid in Fall; Flanagan campus in Spring

Description: This academic year I was able to implement last year's plan for semester-long New Faculty Onboarding (NFO) with the new full-time faculty. In the Fall, there were nine new Nursing department faculty members, and one new English/Communications faculty member. This cohort met weekly in a hybrid format – zoom was available for those working at their day jobs, or on a different campus, and the Center on the Knight campus was the in-person meeting space. The WebEx equipment in the Center was very helpful for allowing all of us to meet at one time. Even so, I suspect that those who were able to attend at least one session in person got a richer experience out of NFO.

In the Spring, there were three new full-time faculty members – one each from Biology, Social Science, and Dental Health Departments – and we were able to all meet in person on the Flanagan campus.

Assessment: 6 faculty have evaluated the program.

On evaluation questions, 100% of respondents selected Strongly Agree or Agree on these items:

- I have knowledge of, and agree with, the culture and goals of CCRI.
- I have a community of colleagues I can turn to for information and support.
- I am prepared to use effective teaching strategies to ensure quality learning outcomes for students.
- I have knowledge of CCRI resources and processes for myself and for my students.

I am very pleased with these results as they are my main goals for offering the NFO program. An



Figure 3. Dean Carr meets new Nursing faculty at the NFO Kickoff meeting.

additional goal is to increase retention for new faculty, which I am not yet able to evaluate. In addition to the questions above, faculty also gave very useful feedback about what topics were most helpful and how I can improve the program for the future.

I prefer being able to meet with everyone at once in person, but scheduling so many faculty across our different schedules and campuses can be a challenge.

I solicited testimonials from NFO participants for a conference workshop I will lead in November 2023. Here are some of the quotes they provided:

*The NFO program was not only a great opportunity to learn about all of the useful teaching strategies and resources to college has to offer our students, it was also a great opportunity to meet established faculty and new faculty which made me feel like I was building a community of support around me. – Nursing Faculty Member*

*NFO was the safety net I needed to begin my career in higher education. In addition to knowing who my resources are, I have met and interacted with these people. When I reach out for help, I'm not emailing a stranger behind a computer. I am emailing someone I've met, and that I know is invested in helping me and my students. I have already used the resource binder multiple times for guidance and direction. I feel like a welcome part of the CCRI family. And the most important part is that this will in turn help my learners succeed. – Nursing Faculty Member*

*NFO was a wonderful place to build a sense of community, not only with my interactions with [my cohort], but just to be able to put faces to procedures and parts of the college is really helpful... The suggestions for teaching were also helpful, and NFO gave me a space to reflect on my teaching and also to consider alternative items to include in my teaching. If I were someone who had no background in teaching prior to this, I would say it gives a solid footing to taking your first steps, and also, it made everything seem more attainable; a significant message in NFO I think, was, you don't have to get it down in a day, tweak things bit by bit, work through things as they come up, and not everything is a must, and it's okay if things don't go to plan at first- but you now have the resources, and know where to look if you need it. It also gave a nice "peek behind the curtain" to specific procedures and collegiate items that otherwise you'd have to learn through hearsay and direct experience. – Social Science Faculty Member (edited for length)*

New Faculty Orientation for part-time faculty continues to be a one-day event. To supplement this somewhat overwhelming day of information, I created a binder of resources for all new faculty that contains many resources, such as the Strategic Plan, the Academic Master Plan, instructions for entering grades or verification of enrollment, and items from many offices



Figure 4. Part-time Faculty hear from the DEI&OD office at NFO.



around campus. The goal is for this binder to serve as a ready reference for the faculty member later in the semester when questions arise. I reached out to department chairs to offer binders for part-time faculty who were not able to attend the event or joined CCRI in the Spring Semester.

### Caring Campus

This academic Year I was tasked with working with the Caring Campus team. The faculty leads offered the workshop series two times last summer and two times during the academic year. Attendance was low at each session. 38 additional faculty completed Caring Campus this year.

The three-year commitment of the Caring Campus leads was over in May, so new faculty leadership is now in place. The 4-person team is charged with a two-year commitment and making the workshops into on-demand training that will be housed online. We hope that being able to complete the training on your own time will increase participation and allow us to reach the target of 85% of full-time faculty participation.

### Single-meeting workshops

#### Rubrics Workshop

Participants: 9 faculty from the HELP Teams

Modality: Hybrid – Knight campus and Zoom

Date: August 10, 2022

Description: In August 2022, I repeated the Rubrics Workshop developed that May with MaryAdele Combe at the request of Lauren Webb. Department teams were working on changes to their HELP courses that summer, and Lauren believed the rubrics workshop would be helpful to those teams.

Assessment: This event was more difficult to run in a hybrid format than an in-person only event, given the set-up of the physical location. Faculty once again expressed gratitude that they could learn more about rubrics and how to use them on Blackboard for ease of grading.

#### Creating and Scaffolding Research Assignments

Participants: 23 faculty, plus the 13 New Faculty at NFO meetings.

Modality: multiple: hybrid, in-person only, and online only.

Dates: August 23, 2022, November 30, 2022, and January 17, 2023, plus NFO in Fall and Spring

Description: This was a hands-on workshop developed by Katie Holcomb, Library, and Brenda McGill, Psychology, at my request. Katie Holcomb introduced participants to the options available to students in the CCRI libraries, to ensure that there are enough appropriate resources available to students for the project the instructor has in mind. Brenda McGill walked instructors through the process of scaffolding larger assignments. By the end of the workshop, faculty were well set up to adjust or create a writing assignment that would effectively support students.

Assessment: This workshop was very well received and has been offered three times to the faculty at large, and twice in an abbreviated form to the new faculty members at NFO. Katie and Brenda are willing to continue offering this workshop as many times as would be helpful. I have participated or overheard each offering, and participants are enthusiastic about what they learn. Anonymous evaluations are also positive.

#### OSCQR Information Session

Participants: 2 faculty

Modality: Zoom

Date: September 30, 2022

Description: As mentioned in the first Annual Report, CCRI adopted OSCQR as the target for online courses. The Online Learning and Technology group offered 13 webinars in the Fall, and 5 webinars in the Spring on the OSCQR Standards. CTE Faculty Board member Kristen Swithers, Biology, offered an OSCQR Information Session as well, so faculty could hear from a peer on the need for these standards and how they are used.

Assessment: The use of OSCQR is getting more attention from faculty since this session. The faculty Senate has discussed it, and more and more faculty are going through the Online Course assessment process. I will work with the Office of Online Learning and Technology to see if a repeat of this session would be helpful.

#### Book Discussion Groups and Article Club

Participants: 0

Modality: Hybrid

Dates: September 15, and 23, 2022; October 3 and November 14, 2022

Description: In September, Justine Egan-Kunicki, Psychology, and I attempted to offer two Book Discussion Groups on “The Missing Course,” the recommended summer reading from CTE. In October and November, Faculty Board members Lou Turchetta, Psychology, and Laura Picraux, Chemistry, attempted to offer two Article Clubs on Social-Emotional Learning.

Assessment: Group discussions of a reading selection have been a low or no attendance offering from CTE and its precursors for several years. I have had more success with faculty reading articles or books when it is part of a group that meets several times. Single events revolving around a prior reading for participants will likely be avoided in the future.

#### Labster Information Session

Participants: 5 faculty

Modality: Zoom

Date: January 26 and 27, 2023

Description: In an effort to encourage more faculty to utilize a Labster subscription purchased with COVID funding, the Biology department hosted several information sessions with representatives from Labster. There were several iterations of the event at different times and on different days of the week to maximize attendance and reach to faculty. Kristen Swithers and Christine Turenus-Bell organized the events, invited the Labster personnel, and requested that faculty who use Labster already be present to offer their perspectives.

#### Supporting Neurodivergent Students Workshop

Participants: 28 faculty, plus 74 community members at PDD



Modality: Knight Campus

Dates: February 13 and March 2, 2023

Description: Upon request of a faculty member, I kept my eyes open for resources about teaching neurodivergent students well. At the POD Network Annual Conference, I encountered a shared resource which I was able to adapt for CCRI. The workshop titled “Supporting Neurodivergent Students” was co-led by Kristen Swithers.

We then partnered with Allison Robinson from DSS and adapted the workshop for all CCRI employees in a brief format and offered it two times at Professional Development Day (PDD). Seventy-four CCRI employees from all divisions of the college participated across two sessions on PDD.

Assessment: The rate of attendance and engagement of participants show that supporting different kinds of students is something that faculty care about very much. In the Fall, CTE will be offering an FLC on this topic with Kristen Swithers so that interested faculty can dive deeper into this subject, and devote time to updating courses and/or assignments.

Working with an Advisory Board Information Session

Participants: 6 faculty

Modality: Knight Campus

Date: March 30, 2023

Description: Maria Coclin, Faculty Board Member, volunteered to offer an information session with Chris Ratcliffe from Business and Professional Studies titled “Working with an Advisory Board.” Maria and Chris discussed how they recruited their Advisory Board members, how they structure meetings, gave some tips about working with these groups. Time was devoted to questions from the participants.

Assessment: I was particularly excited about this professional development opportunity as advisory boards are mentioned in both the Strategic Plan and the Academic Master Plan.

## Multi-Meeting Groups

Inclusive STEM Teaching Project FLC

Participants: 3 faculty in Fall; 4 faculty in Spring

Modality: Zoom

Dates: October and November 2022; March and April 2023

Description: This Academic Year I offered the Inclusive STEM Teaching Project Faculty Learning Community (FLC) each semester, in alignment with the MOOC from the national group. This FLC was also offered during Spring semester last academic year.

Assessment: All participants attended every meeting and fully participated in the program. Both groups were fully engaged and a joy to work with. The national group is offering the course again this Fall, and I will offer the FLC to CCRI Faculty again.

#### Gamification FLC

Participants: 7 faculty total.

Modality: hybrid

Date: periodic meetings all academic year with at least four people

Description: Justine Egan-Kunicki and Amanda Vanner, Faculty Board members from Psychology, offered a Faculty Learning Community centered around gamification of courses in the Fall Semester. The first two meetings were open to all faculty and served as an introduction to gamification – 5 faculty attended these meetings. Two faculty participants who were interested in transforming a course into a gamified version continued in the FLC with Justine and Amanda. These 4 faculty continued to work together in the Spring to evaluate their gamified courses. The group created a poster for CTE's Instructional Fair to introduce gamified course design to colleagues.

Assessment: Gamification continues to be a popular option for faculty who wish to try something new in their course design. I am very encouraged by this, as it is an effective form of student-centered course design that centers learning instead of coverage of content.

#### Active Learning Community of Practice (CoP)

Participants: 5 faculty

Modality: Zoom

Date: February to May, 2023

Description: A small group of new faculty members from the Fall cohort were interested in further exploring active learning as a strategy to support student learning. I suggested that they form a Community of Practice (CoP) around the idea. They were eager to have faculty from other disciplines join them, so CTE promoted the group in the bi-weekly newsletter. The group will continue to meet in the Fall.

Assessment: I was very excited to have a Community of Practice be successful at CCRI. In contrast to an FLC, a CoP is member-led. Since CTE is currently a department of one, Communities of Practice are an excellent way to extend the reach of the Center. CTE can provide support for them by promoting, recruiting leaders, booking rooms, and ordering resources for them without being involved in the day-to-day planning and leading of them. Since CoPs usually form out of expressed faculty interest, there is inherent motivation for participation. There will also be a CoP in Fall 2023 focused on designing group work well.

#### Summer Intensive: Equity-Minded Teaching

Participants: 10 faculty

Modality: Knight Campus

Dates: May and June, 2023

Description: This new initiative was inspired by the release of “The Norton Guide to Equity-Minded Teaching” by Artze-Vega, Darby, Dewsbury, and Imad and the Summer Intensive: Improving General Education Assessment Methods developed by Leslie Killgore and Lauren Webb. The Summer Intensive: Equity-Minded Teaching was a series of four two-hour workshops with a group of 10 faculty members.

Each group member was given a copy of “The Norton Guide” and read it on their own time. In meetings, each participant was able to examine their own course outcome data disaggregated by race and other variables of their choice, we discussed topics related to equity-minded teaching, learned about strategies that could help close any equity gaps, and participants made a plan for their course in the Fall.

Assessment: The Summer Intensive was evaluated highly, and excellent suggestions were given for future iterations of the series. I would like to update the workshops, expand the time commitment, and offer this professional development opportunity again in the future.

### Events with Partners

Working with partners around campus continues to be a large part of my role. Several professional development opportunities for faculty came out of those partnerships this year.

Event	Partner	Date/Location	Attendees	Notes
Gen Ed Assessment Workshop	Assessment – Lauren Webb	August 30, 2022, Knight Campus	40	
Lunch & Learn: Starfish	Tanekar Alexander	November 2, 2022, and Zoom	6	
DSS Orientation for Faculty	DSS Team	December 9 and 16, 2022	8	This was a synchronous + asynchronous orientation program
OSCQR Webinars – Level 1	Online Learning & Technology	13 Webinars throughout Fall Semester	21 + 4	Twenty-one faculty attended all Webinars. Four additional faculty attended at least one.
Brainstorming Ways to Integrate Guided Pathways into Our Teaching Practices	Guided Pathways – Beth Anish	January 19, 2023, Knight Campus	13	Beth Anish and the Pathway Navigators developed this based on a suggestion from me.
Workshop on Using Assessment Results	Assessment – Lauren Webb	January 27, 2023, Knight Campus and Zoom	39	Featured Linda Suskie
Gen Ed Rubrics Workshops	General Education – Leslie Killgore	October 19, October 27, 2022, March 3, and March 23, 2023, Knight Campus	24	Leslie and I co-led many options of a workshop to help faculty understand what they needed to do for the Gen Ed Assessment project.
OSCQR Webinars – Level 2	Online Learning & Technology	5 Webinars throughout Spring Semesters	10	

Event	Partner	Date/Location	Attendees	Notes
Regular and Substantive Interaction Workshop	Online Learning & Technology	Several meeting options throughout Spring Semester	105	
Summer Intensive: Improving General Education Assessment	Leslie Killgore and Lauren Webb	May and June, 2023	29	I helped plan this event and presented on TILT Higher Ed at the third meeting.

## Part 3 - Resources

### CTE Book Collection

Thanks to an increased budget, CTE was able to add twenty-four new books to the CTE collection in the CCRI Library, purchase resources for the Active Learning Community of Practice, and purchase eighty copies of the “The Norton Guide to Equity-Minded Teaching” for the Summer Intensive, future iterations of the Summer Intensive, and other giveaways.

### Branding

Branded items were also purchased this year, including stickers, coffee mugs, pads of paper, and pens. All items were available to attendees at Spring Symposium and contributed to the energized mood. Faculty were very excited to be acknowledged with free items.

### Communication

CTE continued to send out a bi-weekly newsletter to all instructors that included relevant announcements, professional development opportunities, and teaching tips. The newsletter is the most frequent and broadest point of contact between CTE and faculty.

The CTE Website continues to promote professional development opportunities, link to resources, registration forms, and provide faculty a way to track their CTE Knights points.

### FESA

I began work on a new resource for faculty that is tentatively titled the Faculty Excellence Self-Assessment (FESA). Inspired by the POD Network, I decided to work with faculty to create a portrait of what excellent teaching looks like at CCRI. My goal is to eventually develop an anonymous self-assessment questionnaire that would allow faculty to rate themselves across different categories of faculty activities and characteristics. The process began with inviting hand-picked excellent faculty to participate in a focus group meeting with Maddie Peck, an intern from the Urban Education Policy program at Brown. Since Maddie is a neutral party, I hoped faculty would be frank and open in their responses. Maddie then wrote up a summary of the responses and identified common themes in the responses.

From there, I worked with Adriana Wilding from Institutional Effectiveness to create a questionnaire for all CCRI Faculty asking them to rate each of the focus group’s items on a Likert-type scale from Essential to Not-Important. This survey was sent out by IE to individual faculty to invite them to participate. 221 faculty completed the survey.

I will now take the survey results and develop an anonymous self-assessment based on the items that are important for faculty. I hope to find a way to post the self-assessment that will allow faculty to complete it more than once, to measure their change over time. Faculty could then choose to formally report these results to chairs in their self-evaluations, or simply discuss the topics included in the FESA, but not their scores, with their supervisors.

I would like to find a way to post the FESA online so that the anonymized results to be available to help me plan events and topics for future semesters. I will also prepare a page of resources and links for each topic in the self-assessment, so faculty are supported in their professional development in areas they choose to focus their efforts on. This will be a more complicated process than the first few steps and will be completed in the upcoming academic year.

## Part 4 - Recognition of Teaching Excellence

Two faculty were awarded the CTE Grants to Support Teaching Excellence for the 2022 calendar year. During Fall Semester and the Intersession of this academic year, I worked with Mark England and Karen Kortz to finalize their projects.

This year, two applications were received for the 2023 grant cycle. Jessica Araujo, English Department, is currently assessing a change to her Composition course to measure its impact on course retention.

Due to low interest in the grants, as well as potential confusion between the grants and the CCRI Foundation's Faculty Innovation Fund, we are proposing a change to the CTE Grants structure and the addition of a Faculty Fellow position. See Appendix D for the proposal.

One way the Center recognizes faculty is through CTE Knights points and certificates. Two hundred and fifty-two CCRI employees earned points, and a total of 5601 points were awarded this year. Thirty-five points are required for the Green Level, and seventy points are required for the Gold Level. This year, 50 people earned CTE Knights certificates – 21 at the Gold Level and 29 at the Green Level. This was more than double the number of certificates awarded last year. See Appendix E for a listing of Knights Certificate earners for each level.

One way that faculty are able to earn CTE Knights points is by participating in professional development from any source and then writing about how they might use what they have learned in their own course context. Each Implementation Plan is worth 4 CTE Knights points. This year, 75 Implementation Plans were submitted by 33 individuals. Last year, 48 Implementation Plans were submitted.

## Part 5 – Summaries and Future Plans

### Event Evaluations

Over the 2022-2023 Academic Year, CTE collected 86 event evaluations (this number does not include evaluations of NFO or the Summer Intensive for Equity-Minded teaching). Faculty were very satisfied with the events offered, giving an average star rating of 4.72 out of 5. Participants overwhelmingly selected Strongly Agree or Agree for the Likert-type evaluation questions. See the figure below for details.

As discussed in last year's report, some faculty seem to have confused the two ends of the Likert-type scale for each other. This was determined by comparing a submission's star rating and comments to

their choices on the scale. As a result, the Strongly Disagree option is most likely not an actual representation of the true evaluation of participants.

3. Please rate your agreement with the following statements.

[More Details](#)

■ Strongly Agree 
 ■ Agree 
 ■ Neutral 
 ■ Disagree 
 ■ Strongly disagree

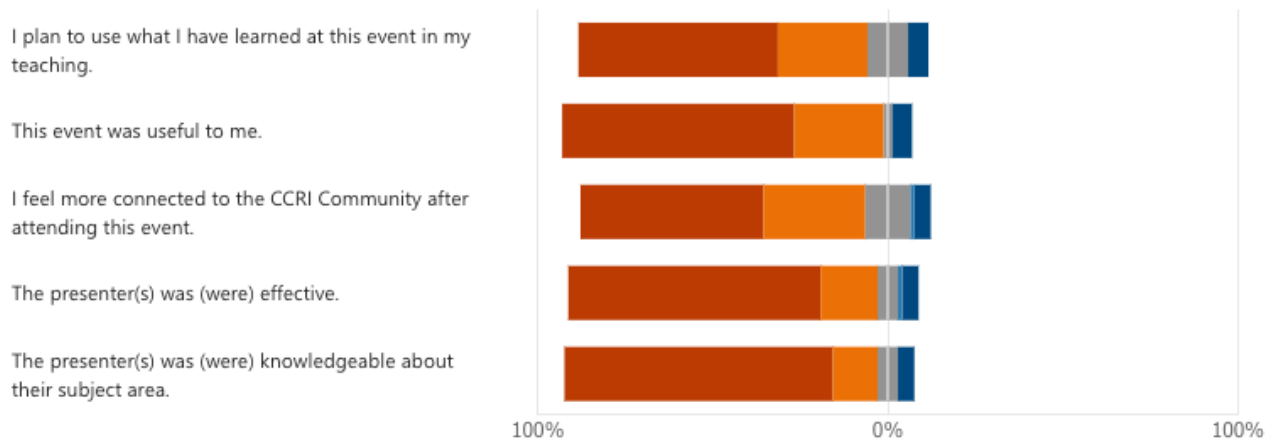


Figure 5. Likert-type rating scale of CTE Events.

### Partnerships & Service

This academic year I serve on several committees and groups. Some are ex officio positions, such as the Senate Committees, others are appointments, such as the AI Working Group, and several are volunteer positions. The Sabbatical Review Committee is an elected position.

- NECHE Self-Study – Chapter 6 Co-Lead
- Search Committee – Instructional Designer (2 times)
- Search Committee – Assistant Dean of Academic Affairs
- Search Committee – Guided Pathways Director
- Sabbatical Review Committee
- Starfish Working Group
- Teaching, Learning, Scholarship, and Assessment Group
- Academic Master Plan Group
- Professional Development Day Planning Committee
- Senate Subcommittee – Teaching and Assessment
- Senate Subcommittee – Student and College Success
- Guided Pathways Steering Committee – Professional Development Work Group
- Artificial Intelligence Working Group
- DEI Council Member
- CCRI Day at RI State House



- RITL Network
- Supervision of Intern from Brown's Urban Education Policy program

### Director's Professional Development

I continued to participate in professional development to increase my skills in educational development. I was very pleased to participate in the POD Network Conference and the new developers pre-conference workshop in November 2022. At that conference, I presented a POD Talk (brief presentation or demonstration) titled "Vulnerability Opens the Door." The POD Network is a very active professional community of educational developers. I also participated in a community group offered by the POD Network.

I was nominated to participate in the Management Essentials Program at CCRI and did so in Spring 2023. This program was led by Andréa Ray, Director of Diversity, Equity, and Inclusion (DEI) and Organizational Development.

I also attended the AAC&U Conference on Diversity, Equity and Student Success (March 2023), and the Institute for New Educational Developers (June 2023), and various webinars through Academic Impressions, AAC&U, and the POD Network this year.

### Future

The future of CTE is defined by work with the CTE Faculty Board, the Academic Master Plan (AMP), the Standard 6 NECHE projections, and my own goals.

The Faculty Board of CTE has a large stake in the future of CTE. This summer, I worked with a small group from the Faculty Board to make some plans for the upcoming academic year. These meetings resulted in some decisions, plans, and goals worth noting.

The summer planning group worked with me to begin identifying some Faculty Learning Outcomes (FLOs). Based on a workshop I was able to attend at the Institute for New Educational Developers, I started the discussion with: "What do we want faculty to still know, do, and value five years after participating in CTE Events?" The group agreed on three outcomes. By participating in CTE Events, faculty will make progress toward:

- Incorporating research-based teaching methods into their course context.
- Developing collaborative relationships that enhance teaching and learning at CCRI.
- Developing a culture of continuous improvement that incorporates feedback and/or assessment results.

We discussed methods of measuring these learning outcomes and how different opportunities would fit into one or more of the outcomes. Before they are finalized, these outcomes will need to be reviewed by the full CTE Faculty Board, as well as stakeholders in Academic Affairs. Once finalized, I will be able to align each CTE event to one or more of these FLOs, and use that data internally to make sure the activity of the Center is aligned with our vision for faculty.

We have decided that the theme for the year will be "Collaboration." All events will feature time for community-building, we will host more social events, and heavily feature FLCs and CoPs this year.

Community is important for reducing burnout and increasing job satisfaction. The past year has seen faculty returning to campus more than during the COVID-19 years, but folks seem to be disconnected from one another. Stronger connections between faculty members can lead to trust, which can increase idea-sharing, soliciting and receiving feedback, collaborations on course improvements, and boost to positive moods at work.

The Faculty Board has also set some expectations for the Center's Signature Events for next year. We plan to host Winter Workshop in person next year to increase the collaborative potential of an in-person event and capitalize on the energy we all felt at the in-person Spring Symposium this year. For Spring Symposium, we plan to find a speaker who can help faculty navigate the pedagogical shift to compressed terms.

The Faculty Board representatives also helped create a proposal for how faculty can earn credit for the Knights Points they earn each year, helped revise the description and expectations for the faculty mentors, will help define and jury a Teaching Excellence Award, and will be asked to contribute to a set of Promotion and Tenure portfolio examples. Each of these items will be further developed, shared with stakeholders, and finalized during the 2023-2024 Academic Year.

There are five AMP success measures that relate to the work of CTE.

1. Work with the Assistant Dean of Academic Affairs to design and implement a comprehensive, multi-year promotion and tenure development program for chairs and faculty. The first step in this process for CTE has already begun with alerting new faculty to the requirements for promotion and tenure in their first semester.
2. Develop and offer a culturally responsive curriculum workshop for faculty who teach gateway courses, and help these faculty examine their disaggregated course data. I will also make a list of alternate on-demand resources that faculty can complete if their schedules do not allow them to attend live options. Part of this process will require adopting a database software so I can track participation.
3. Develop a process for Institutional Effectiveness (IE) to regularly share disaggregated data and review equitable outcomes with divisional deans and department chairs. I have already created a process for individuals to request, receive, and review their own disaggregated course data. I will work with IE to ensure that the process is streamlined with a standard data request form, and I will work with deans and chairs to ensure that important variables are included in the data files, and create a list of suggested reflection questions for departments to use when examining the data.
4. Develop a faculty mentorship program. I expect to develop a training for mentors to put into place Spring 2024, with a full launch for new full-time faculty in Fall 2024. After that, the program will expand for any instructor who would request mentorship.
5. Continue to offer equity-focused professional development opportunities each semester. Fall 2023 offerings will include Faculty Learning Communities for the Inclusive STEM Teaching Project and for Course Design to Support Neurodivergent Students. One-off workshops will also be available on topics such as Inclusive Language, Inclusive Syllabi, and Metacognition.

Several of the projections from our self-study on NECHE's Standard 6 also relate to the work of CTE.

- "Increase the retention of racially diverse full-time faculty by continuing to offer and refine a semester-long onboarding process for new full-time faculty so that it is culturally responsive and contributes to retention of racially diverse full-time faculty."

- “Teaching, Learning, Scholarship and Assessment group will align professional development activities to strengthen and scale faculty participation and adoption of strategies that will foster an inclusive environment and close equity gaps.”
- “The Center for Teaching Excellence will plan to incorporate more part-time faculty into professional development scope and reach, increasing their participation year-over-year.”
- “The Center for Teaching Excellence will develop a self-assessment of faculty engagement to demonstrate impact and use the self-assessment to determine benchmarks for faculty participation.”

CTE will work towards these goals by

- continuing to refine and offer the New Faculty Onboarding program.
- meeting frequently with the other members of the Teaching, Learning, Scholarship and Assessment group to align our work.
- offering professional development opportunities in other formats, and at varied times to increase the likelihood of adjunct faculty participation.
- finalizing the Faculty Excellence Self-Assessment (FESA) as described above.

I have proposed initiating a Faculty Fellow position to extend and support the work of the Center by focusing on Scholarship of Teaching and Learning (SoTL) with CCRI Faculty. The Faculty Fellow will also support Grant recipients throughout their project. Should the position be approved, one of my tasks will be to work with and supervise this Fellow.

I will present an Interactive Workshop at the POD Conference this November. The topic is on establishing a New Faculty Onboarding Program. One of my personal goals is to develop and provide an excellent session for my peers in faculty development. I will also get more involved with the POD Network through serving on the POD Innovation Award Subcommittee.

Once again, I am very proud of what CTE was able to accomplish this year. I am very grateful this year for the support of the CTE Faculty Board, Rebecca Heimel, Leslie Killgore, and Lauren Webb.

## Appendix A – 2022-2023 Events

Event	Date/Location	Attendees	Notes
Caring Campus	June 2022, Knight Campus	17	
Rubrics Workshop	August 10, 2022, Knight Campus	9	For HELP teams only
Research and Scaffolding Workshop	August 23, 2022, Knight Campus and Zoom	14	Led by Katie Holcomb and Brenda McGill
Gen Ed Assessment Workshop	August 30, 2022, Knight Campus	40	Lauren Webb
Discussion Group on “The Missing Course”	September 15, 2023 on Knight Campus and September 23, 2023 on Flanagan Campus	0	Justine Egan-Kunicki was prepared to lead
Gamified Course Design FLC	September 22 – November 17, 2022, Flanagan Campus and Zoom	5	Led by Justine Egan-Kunicki and Amanda Vanner
OSCQR Information Session	September 30, 2022 and Zoom	2	Led by Kristen Swithers
Article Club	October 3, 2022, Flanagan and Knight Campuses or Zoom, and November 14, 2022, Knight Campus and Zoom	0	Laura Picraux and Lou Turchetta were prepared to lead
Inclusive STEM Teaching Project FLC	Mondays in October and November, 2022, Zoom	3	
Caring Campus	October 28 and November 4, 2023 – Knight Campus	2	
Lunch & Learn: Starfish	November 2, 2022, and Zoom	6	Led by Tanekar Alexander
Research and Scaffolding Workshop	November 30, 2022, Zoom	3	Led by Katie Holcomb and Brenda McGill
Social	December 1, 2023, off campus	12	Organized by Julie Galleshaw & Candace Grist
Winter Workshop	January 17, 2023, Zoom	30	Special guest speaker Dr. Matt Reed
Research and Scaffolding Workshop	January 17, 2023, zoom	6	Led by Katie Holcomb and Brenda McGill
Caring Campus	January 18 & 19, 2023, Knight Cammpus	9	
Brainstorming Ways to Integrate Guided Pathways into Our Teaching Practices	January 19, 2023, Knight Campus	13	Beth Anish
Workshop on Labster	January 26 & 27, 2023, Zoom	5	Led by Kristen Swithers and Christine Turenus-Bell

Workshop on Using Assessment Results	January 27, 2023, Knight Campus and Zoom	39	Lauren Webb hosted this event
Supporting Neurodivergent Students Workshop	February 13, 2023, Knight Campus	14	Co-led with Kristen Swithers
Supporting Neurodivergent Students Workshop	March 2, 2023, Knight Campus	14	Co-led with Kristen Swithers
Gen Ed Rubrics Workshops	October 19, October 27, 2022, March 3, and March 23, 2023, Knight Campus	24	Co-led with Leslie Killgore
Working with an Advisory Board	March 30, 2023, Knight Campus	6	Co-led by Maria Coclin and Chris Ratcliffe
Inclusive STEM Teaching Project	Tuesdays, March 7 – April 18, 2023, Zoom	4	
Community of Practice	February 24 – May 5, 2023, Zoom	5	Topic was Active Learning
Spring Symposium	May 15, 2023, Knight Campus	43	Special Guest Speaker Dr. Darris R. Means
Summer Intensive: Equity-Minded Teaching	May 25 – June 29, 2023, Knight Campus	10	

## Appendix B - Breakout Sessions and their Leaders

### A. MLA and APA Citations

#### KN 6006

*Jessica Arujo, Heidi Henry, Eileen James, and Alyson Snowe, English Department*

This workshop will introduce participants to interdisciplinary strategies for improving students' ability to cite and synthesize primary and secondary sources using MLA and APA. The discussion will include ways that strengthen integration of information and avoid plagiarism.

### B. Guided Pathways in the Classroom

#### KN 6004

*Beth Anish, Director of Guided Pathways, and Dina Levitre, English Department*

Join the Guided Pathways team to learn about faculty's role in Guided Pathways, and then brainstorm with your colleagues how to incorporate Pathways Best Practices into your specific classroom context. We will talk about resources on campus to help students, as well as how to create assignments with the Pathways framework in mind. This will be an in-person interactive workshop, so bring your thinking caps!

### C. Indirect Assessment: Using Survey Data to Understand and Improve Student Outcomes

#### KN 6010

*Lauren Webb, Director of Academic Program Review and Accreditation and Orianna Perry, Research Analyst*

In this presentation, we'll discuss how surveys can be used by departments to assess student learning, better understand equity gaps, and improve programs. While the use of tests and written assignments are often the most direct way to assess student learning, surveys are an excellent way to collect data about program outcomes. The goal of this workshop is to help faculty understand sources of survey data at CCRI and develop and administer surveys that will produce useful information for program improvement. We'll talk about survey design and administration that results in data that is more likely to be meaningful for understanding and improving courses and programs. Using examples from CCRI's Graduate Exit Survey, we'll show you what we can learn when results are disaggregated. We'll give some tips for working with our offices in survey development and administration and some tools that you can use to help you develop survey questions that will give you a more nuanced understanding of your students' experiences.

### D. Satisfactory Academic Progress

#### KN 6012

*Naglaa Gaafar, Coordinator, SAP Initiatives*

At CCRI, where close to 70% of our students are dependent on financial aid for degree completion, it is imperative that they maintain Satisfactory Academic Progress (SAP) mandated by financial aid federal regulations to remain eligible for funding. Collaborative and supportive efforts among the college's academic and non-academic divisions will most likely broaden our impact on our students' retention and degree completion.

This session is designed to answer the following questions:

- What is Satisfactory Academic Progress (SAP)?
- How Does SAP impact student success in the classroom?
- What are Satisfactory Academic Progress (SAP) financial aid measures?
- What are the support systems available for students to help them remain on track for success?

### E. Compressed Terms Workgroup Report

#### KN 6014

*Rebecca Heimel, Assistant Dean of Academic Affairs, and Roger Hart, Physics & Engineering Department*



The Compressed Term Workgroup has been charged with investigating the implementation of a 7-week, compressed course delivery model. The Workgroup has been diligently reviewing the available literature on compressed semesters, identifying model institutions and experts in this area, and has or is planning to visit to better learn from peer institutions. The group began meeting at the start of the spring 2023 term. In this presentation, Professor Roger Hart and Assistant Dean Rebecca Heimel will share the process and progress of the workgroup and answer questions from faculty members.

## **F. Work-Based Learning at CCRI: Supporting Students' Academic and Career Readiness KN 6016**

*Liz Giordano, Director, Career Services & Yamel Chinchilla, Work Based Learning Manager*

In this session, we will review work-based learning at CCRI and discuss how all members of the college community can support students' academic and career readiness. Participants will understand the work-based learning policy at CCRI and walk away with activities they can do in their roles to support students and this initiative.

## Appendix C - Instructional Fair Posters and their Creators

1. "ChatGPT (and other Generative AI Tools): Challenges, Opportunities, and Implications," *Alyson Snowe, English*
2. "HELP: I need to Assess My Learning Outcomes," *Renee Saris-Baglana, Justine Egan-Kunicki, & Amanda Vanner, Psychology*
3. "Coaching Students to Become Study Champions," *Amanda Vanner, Renee Saris-Baglana, & Justine Egan-Kunicki, Psychology*
4. "How Our Students Can Learn Better with Psychological Science," *Amanda Vanner, & Justine Egan-Kunicki, Psychology*
5. "Interdisciplinary Applications of Gamified Course Design," *Justine Egan-Kunicki, Amanda Vanner (Psychology), Karen Kortz (Physics & Engineering), & Barbara Leasher (Math)*
6. "Active Learning Strategies in College Algebra," *Barbara Leasher, Math*
7. "Promoting Student Success via Metacognition," *Jana Knibb & Maryhelen MacInnes, Social Sciences*
8. "Incorporating Nearpod into Traditional Lectures and Evaluating the Effect on Student Engagement and Understanding," *Briana Cox, English*
9. "(Re)Developing & Implementing an Enhanced, Sustainable Writing Assessment Program," *Eileen James, English*
10. "Assessing Geology as a HELP Course," *Matthew Rieger, Karen Kortz, & Paul White, Physics and Engineering*
11. "Developing a Gamified Geology Course and Evaluating its Effectiveness," *Karen Kortz, Physics & Engineering* (This project completed through a CTE Grant for Teaching Excellence, 2022)
12. "A Case for Active Learning," *Mark England, Criminal Justice & Legal Studies* (This project completed through a CTE Grant for Teaching Excellence, 2022)

## Appendix D – Faculty Fellow Proposal

### Recommendation:

Dr. Karen Kortz will serve as the inaugural Center for Teaching Excellence Faculty Fellow for a period of three years to grow and support faculty Scholarship of Teaching and Learning and the CTE Grants for Teaching Excellence.

**Faculty Fellowship Mission:** The mission of the CTE Faculty Fellow is to educate and support peers on the process of conducting scholarship of teaching and learning (SoTL) research studies by meeting regularly with faculty who are doing research, offering workshops and Faculty Learning Communities so faculty can learn about SoTL, and guiding faculty so they can design a solid study, get IRB approval, collect and analyze data, and share their findings. The CTE Faculty Fellow will support faculty through all aspects of the CTE Grants program, from conceptualizing, applying for, and implementing their project.

**Inaugural Fellow:** CTE Proposes that Dr. Karen Kortz, Geology, serve as the inaugural Faculty Fellow. Dr. Kortz is the Curriculum and Instruction editor for the Journal of Geoscience Education, has completed several SoTL projects herself, is a member of CCRI’s IRB Committee, and is serving as an external evaluator for NSF Grant projects related to discipline-based educational research. She has the necessary skills to do this work and the necessary experience to guide colleagues through the IRB process at CCRI and URI.

### Responsibilities:

The Faculty Fellow will:

- Report to the CTE Director.
- Prepare regular reports to the CTE Director.
- Revise the grant application and scoring rubric.
- Lead a Faculty Learning Community (FLC) on developing a SoTL study.
- Offer workshops on SoTL and the CTE Grants program.
- Schedule one-on-one consultations with faculty on SoTL, applying for a CTE grant, implementing a CTE grant, and IRB processes.
- Work to grow the number of grant applications each year, with an aim to at least double the number of applications in the first year.

**Alignment with Academic Master Plan:** A Faculty Fellow would support the work of CTE toward achieving the Strategic Plan and the Academic Master Plan. Specifically, this work aligns with Strategic Plan Goal I.C.iii. – I.C.iv., which focus on faculty-supported professional development, high-impact teaching practices, inclusive teaching, and culturally responsive curriculum and pedagogy; as well as many parts of Goal 3 – Strengthen institutional effectiveness. SoTL work also supports a variety of the strategies from the Academic Master Plan, depending on the specific change the faculty member wishes to investigate. Scholarly research on classroom teaching strategies is certainly one way to achieve “multiple methods to assess...outcomes” (Goal 3.B.ii.). Having essentially a part-time employee for the Center for Teaching Excellence will also “Expand professional development opportunities for faculty with an emphasis on data-informed practice and equitable outcomes” (Goal 3.C.).

**Relationship with CTE:** The Faculty Fellow will report to, and collaborate with, the CTE Director through frequent meetings and communication. The Fellow will prepare regular reports to the Director about the work accomplished and the progress of any current faculty grant recipients. A section of CTE's Annual Report will be devoted to the work of the CTE Faculty Fellow and the accomplishments of CCRI faculty around SoTL.

The responsibility for expanding the pool of applications for CTE Grants will rest with the Faculty Fellow, with support from CTE. We propose a big roll-out and marketing campaign at the beginning of Fall semester. This campaign will announce the establishment of the Fellow position, invite faculty to participate in a SoTL FLC, attend workshops, or schedule one-on-one meetings with the Fellow. A special page on the CTE website will be devoted to the Fellow and professional development opportunities offered by her.

**Recognition:** As there is work to do to increase interest in and knowledge of SoTL research at CCRI, we propose an initial 3-year commitment for the Faculty Fellow, who will spend the first year building momentum for the CTE Grants program through offering a Faculty Learning Community, workshops, drop-in consultation hours, and one-on-one meetings. CTE will support this effort through frequent partnership with marketing and communication.

The Faculty Fellow will be supported in this work through either a release each semester or a stipend of the financial equivalent. In addition, we propose that this would be a year-round position, with planning and data analysis work being done with grant recipients over the summer. To compensate for that work, a stipend equivalent to one course would be granted over summers.

## CTE Grants to Support Teaching Excellence Revision

**Determination:** Keep grant opportunity but revise to offer one to three small grants and one larger grant. The large grant will be one, \$5,000 grant for a faculty member who is making substantial changes, such as a full course re-design, and who is more experienced in SoTL. The small grants will be one to three grants at \$2,000 each that support faculty who are likely less experienced in SoTL in making smaller changes in a course, such as the creation and assessment of a single assignment. The number, quality, and complexity of the applications will dictate how many of the smaller grants are awarded for the first year of momentum building.

### Purpose:

- To expand the reach and work of CTE at CCRI.
- To make progress in advancing the Culture of Assessment by focusing these grants on faculty who are just getting started with classroom research.

### Grant Target Audience:

- Faculty who want to begin using SoTL in their teaching practice.
- Faculty who have not had much or any training designing studies to empirically evaluate teaching and learning practices.

- Faculty who probably are not ready to submit grant proposals to regional or national organizations.

#### Costs:

- \$5000 for one year of SoTL by higher level Grant Recipient
- \$2000 - \$6000 for one year of SoTL by one to three lower-level Grant Recipients

#### Timeline:

We will have two application due dates each year, near the end of the Fall and Spring semesters. Grant recipients will be notified by the end of semester and will complete their work during the following year (calendar year for Fall proposals, academic year starting in the summer for Spring proposals). All grant recipients will present their results at a Spring Symposium.

Having pseudo-rolling applications will keep the idea of SoTL projects in the minds of faculty, will give everyone two chances each year to receive the grant, and will allow for special scheduling for an instructor who wishes to investigate a course they only teach once a year.



## Appendix E - CTE Knights Certificates

### Gold Level (70 points or more)

1. Elizabeth Arendt, Chemistry
2. Kevin Crawford, Computer Studies
3. Justine Egan-Kunicki, Psychology
4. Roger Hart, Physics & Engineering
5. Heidi Henry, English
6. Katie Holcomb, Library
7. Leslie Killgore, Social Science
8. Karen Kortz, Physics & Engineering
9. Kelly Korzeniowski, Physics & Engineering
10. Christine Lima, Biology
11. Maryhelen MacInnes, Social Science
12. Brenda McGill, Psychology
13. Maureen Murray, Business & Professional Studies
14. Susan Neimic, Allied Health
15. Amanda Petrus, Chemistry
16. Laura Picraux, Chemistry
17. Renee Saris-Baglana, Psychology
18. Alyson Snowe, English
19. Kristen Swithers, Biology
20. Amanda Vanner, Psychology
21. Rongfang Yang, Chemistry

### Green Level (35-69 points)

1. Jon Benson, Biology
2. Sarah Beseme Johnson, Biology
3. Brianna Cox, English
4. Leslie Dolan, English
5. Stephanie Dzialo, Nursing
6. Renee Gaboury, English
7. Candace Grist, Business & Professional Studies
8. Katharine Harrison, Biology
9. Eileen James, English
10. Audra Lavoie, Dental Health
11. Barbara Leasher, Math
12. Dina Levitre, English
13. Joyce LHeureux, English
14. Sabine Moritz, Biology
15. Colin Murtha, Social Sciences
16. Ann Omollo, Chemistry
17. Deborah Osborne, Math
18. Wendy Pelto, Physical Education
19. James Phillips, Nursing
20. Aaron Schrank, Math
21. Rebecca Shannon, English
22. Susan Sienkiewicz, Nursing
23. Sandra Sneesby, English
24. Jason Stockford, Math
25. Heather Townsend, Biology
26. Christine Turenus-Bell, Biology
27. Matt Ulricksen, Social Science
28. Melanie Whitaker, Nursing
29. Ken Wilkinson, Math

