

# Center for Teaching Excellence

## Annual Report

2023-2024

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CTE Director

# Table of Contents

**Part 1 - Executive Summary**..... 3

**Part 2 - Faculty Development** ..... 4

**Signature Events** ..... 4

**Ongoing Campus-Wide Programs**..... 5

**Multi-Meeting Groups**..... 6

**Single-meeting workshops** ..... 9

**Events with Partners**..... 12

**Part 3 - Resources** ..... 13

**CTE Book Collection** ..... 13

**Book**..... 13

**Intended Recipients** ..... 13

**Branding**..... 13

**Communication**..... 13

**Part 4 - Recognition of Teaching Excellence** ..... 14

**Part 5 – Other Projects**..... 15

**Commitments** ..... 15

**Faculty Commitments**..... 15

**Staff Commitments** ..... 15

**Faculty Peer Mentoring Program** ..... 15

**CTE Board Terms**..... 16

**Part 6 – Summaries and Future Plans**..... 17

**Event Evaluations**..... 17

**Partnerships & Service** ..... 17

**Director’s Professional Development**..... 17

**Future**..... 18

**Appendix A – 2023-2024 CTE Events** ..... 20

**Appendix B – Spring Symposium Sessions and their Leaders** ..... 22

**Appendix C - Instructional Fair Posters and their Creators**..... 23

**Appendix D - New Books in the CTE Collection**..... 24

**Appendix E - CTE Knights Certificates**..... 26

**Appendix F – Faculty Peer Mentor Plan**..... 27

**Appendix G – CTE Board Member Terms** ..... 30

## Part 1 - Executive Summary

This was a good year for the Center for Teaching Excellence. Previous projects, such as New Faculty Onboarding and the Signature Events, continued and progress was made on new initiatives such as Faculty Peer Mentoring. The Faculty Fellow for the Scholarship of Teaching and Learning (SoTL) position was formed and succeeded in increasing grant applications for the CTE Grant to Support Teaching Excellence.

### Major Accomplishments

- The NECHE Exit Report recognized collaboration among Academic Affairs, the CCRI Foundation, and the Center for Teaching Excellence to offer faculty Professional Development as a strength of the college.

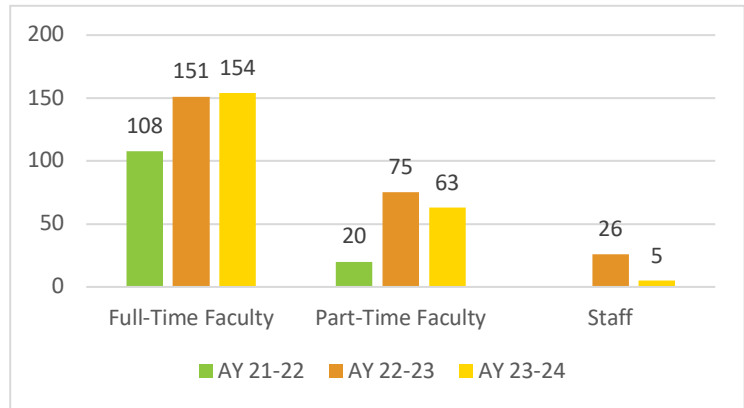


Figure 1. Number of employees participating in professional development. Note: Staff numbers were not recorded in AY 21-22.

- This year’s participation numbers represent 53.3% of the full-time faculty, and 9.7% of the part-time faculty (see fig. 1).
- Thirty-five CTE Knights Certificate Earners

Green Level 21-22	15	Gold Level 21-22	6
Green Level 22-23	29	Gold Level 22-23	21
Green Level 23-24	23	Gold Level 23-24	12

- Maintained an average number of Implementation Plans at 66 for the year (range of 48 to 75 over three years).
- Worked with Online Learning & Technology and Christine Turenus-Bell to develop a Faculty Learning Community titled “Getting Ready for 7-Week Classes.” Facilitated 9 faculty groups during Winter Recess, Spring Semester, and Summer, reaching 80 faculty.
- Supplemented part-time faculty orientation with informational binders.
- Achieved an average rating of 4.76 out of 5 on 84 event evaluations by faculty participants.
- Supported 15 full-time faculty through New Faculty Onboarding across the fall and spring terms.
- Added 30 new texts to the CTE library collection and purchased multiple copies of books to gift to faculty over the summer and beyond, while supplies last.
- Presented at the POD Network annual conference and AAC&U’s Conference on Assessment, General Education, & Pedagogy.

## Part 2 - Faculty Development

Faculty Professional Development events fell into several categories again this year: Signature Events, Ongoing College-Wide Programs, Multi-meeting Groups, Single-meeting workshops, and Events with Partners. Each of these events earned participants points toward CTE Knights Certificates. Data for CTE-specific events can be found in Appendix A.

### Signature Events

Winter Workshop

Participants: 29 faculty and CCRI community members.

Modality: In-person event at the Knight Campus

Date: January 16, 2024

Description: In an effort to support faculty through CCRI's plans to scale up our use of 7-week classes, I sought speakers for a topic recommended by other schools who had made a similar transition: Backward Design. A contact from the POD Network recommended Yuhan Li who ran a similar workshop for their faculty. Yuhan Li and her colleague Dr. Keisha Valdez, both of Boston College, led a day-long workshop for CCRI faculty titled "From Conversion to Reimagination and Student Transformation."

Assessment: This workshop was a wonderful balance of interaction and presentation. Participants were given a useful introduction to Backward Design, and a chance to practice using each step on their own courses. Many chances for conversation with colleagues were spread throughout the day.

There were an additional 13 people registered to attend Winter Workshop, but could not attend due to a snow/ice storm and/or the recent closure of the Washington Street Bridge affecting travel time to campus. I am glad that we tried going back to an in-person event for Winter Workshop, even with the decrease in participants that came with the weather. Whether to continue holding Winter Workshop in person or online in the future is something I'll have to decide with the help of the CTE Board.



Figure 2. Yuhan Li (left) and Dr. Keisha Valdez (right), leaders of the 2024 Winter Workshop

## Spring Symposium

Participants: 46 CCRI employees attended Spring Symposium this year.

Modality: In-person event at the Knight campus.

Date: May 13, 2024

Description: This year's invited speaker at Spring Symposium was Dr. Chris Hakala from Springfield College. Dr. Hakala's keynote address was titled: "Sigh...Student Engagement...How Can We Recapture It?"

The keynote was followed by 5 presentations from 10 CCRI faculty, one Staff member, and one student, a roundtable discussion on AI in Higher Education, and an Instructional Fair with 14 posters. Details on the faculty sessions and Instructional Fair Posters can be found in Appendix B and C.



Figure 3 Dr. Chris Hakala, guest speaker at the 2024 Spring Symposium

Assessment: Spring Symposium did not have breakout rooms this year. I proposed keeping everyone in the same room so that all could hear the important work of each presenter without having to choose. In evaluations afterward, most respondents mentioned enjoying the new format. There is a tradeoff between length of sessions and number of sessions possible with this format. I'd like to continue exploring this format for Spring Symposium in the future. I will consult the CTE Board when it comes time to plan the event in 2025.

## Ongoing Campus-Wide Programs

### New Faculty Onboarding

Participants: 15 faculty across two semesters.

Modality: Hybrid in Fall; Knight Campus in Spring

Description: This academic year I continued semester-long New Faculty Onboarding (NFO) with the new full-time faculty. In the Fall, there 14 new faculty members from a variety of departments from three academic divisions of CCRI (AHSS, BSTM, and HARS). This cohort met weekly in a hybrid format – zoom was available for those working from home or on a different campus, and the Center on the Knight campus was the in-person meeting space.

In the Spring, there was one new faculty member from the World Languages & Cultures department. She has a great deal of prior experience teaching in college settings in the United States and Canada, so I was able to tailor meetings to her needs very closely.

Assessment: I was glad to be able to revise the program based on feedback from the first year of the program. There is still room for improvement, but this is a strong program for one with only two years of development.

Twelve faculty evaluated the program in Fall 2023. I did not ask the single Spring 2024 faculty member to evaluate, as that would not be anonymous. 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.

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.

New Faculty Orientation for adjunct faculty continues to be a one-day event. Despite my efforts to reach out to the more than thirty new adjunct faculty, only eight were able to attend the event. I was given personal email addresses for most people, and I suspect that my invitation went to their spam folders. In preparation for Fall 2024, I have made sure to share dates and times of the New Faculty Orientation with Chairs and Deans early on, so that they can alert their new faculty to the important dates upon hiring.



Figure 4 Items given to new part-time faculty at New Faculty Orientation

### Caring Campus

Caring Campus was on hiatus this year as a 4-person team charged with making the workshops into online on-demand training did their work. Pending access to Camtasia, we hope to make the training available for faculty to complete on their own time starting in Fall 2024. The Caring Campus team will then spend the second year of their commitment promoting the training to faculty. The target is 85% of full-time faculty participation.

### Multi-Meeting Groups

Course Design to Support Neurodivergent Students FLC

Participants: 3 faculty in Fall

Modality: Zoom

Dates: September, October, and November, 2023

Description: This FLC grew out of our most popular single event last year, the Supporting Neurodivergent (ND) Students Workshop. I worked with Kristen Swithers to design a 5-meeting Faculty Learning Community that would allow faculty to go into more depth on how their course and assignment design can follow Universal Design for Learning Principles to support several types of ND students.

Assessment: All participants attended every meeting and fully participated in the program. I was very glad to work with Kristen, who is ND, and could provide excellent perspective on the topics. The participants each made a presentation to each other at the last meeting, created a poster together for the Instructional Fair in May, and also presented at Spring Symposium.

Scholarship of Teaching and Learning FLC  
Led by Faculty Fellow for SoTL, Karen Kortz

Participants: 4 faculty in Fall 2023

Modality: Knight Campus and Zoom

Dates: October and November, 2023

Description: The Scholarship of Teaching and Learning (SoTL) is the systematic study by instructors of the impact of their teaching on the learning of students and the sharing of results. Faculty Fellow Karen Kortz led this FLC for faculty who are new to SoTL and wanted to learn more or if more experienced, who wanted the inspiration and support of peers and CTE's first Faculty Fellow. Faculty learned about SoTL and the steps involved, designed and conducted their own mini-study, and left with SoTL experience and a plan for a full-scale SoTL research study.

Assessment: In Fall 2023, 3 of the 4 participants filled out the FLC evaluation form. All 3 found all components of the FLC valuable. For example, one participant wrote, "The meetings were thoughtfully planned out & provided us with enough time." The participants all got out of the FLC what they had hoped, exemplified by one participant who wrote, "It was helpful to start thinking about research that can make the classroom experience better for everyone."

Faculty were engaged and excited to be conducting their own SoTL research. Many additional faculty were not available during the Fall semester and hope to participate in the FLC in the spring or future semesters. We plan to offer this FLC again in Spring 2024, but had only one interested faculty member.

Getting Ready for 7-Week Classes Pilot Group

Participants: 8 faculty

Modality: in-person on the Knight Campus

Date: December 8, 2023 and January 4, 2024

Description: In preparation for CCRI's shift to more 7-week classes, we wanted to provide support to faculty redesigning or reconsidering their class structure. Advice that we received from other colleges who had made this shift was to focus on the core of each course. To do this, I worked with Mish McIntyre, Kristina Wendricks, and Christine Turenus-Bell to develop a set of professional development workshops based on the principles of Backward Design. The 7-Week Implementation Team sought faculty members willing to participate in a pilot of the 7-week class offerings, and of the professional development workshops. Eight faculty members from five departments agreed, and participated in the workshops.

Assessment: The pilot of this program was very necessary, and I was glad to have a receptive audience who could give constructive feedback. I worked with Mish McIntyre after the two meetings to add some details, rearrange content, and restructure the program a bit for 5-meeting FLCs in the Spring Semester.

Getting Ready for 7-Week Classes, Spring Cohorts

Participants: 15 full-time faculty across 3 Academic Divisions

Modality: Hybrid and Zoom

Date: Two cohorts met from February to April, 2024. Two additional cohorts met from March to May, 2024.

Description: This FLC was an updated version of the Winter Pilot, reorganized for 5 meetings during the academic semester.

Assessment: Faculty expressed gratitude at the opportunity to consider their courses in the “homework” and in conversation with colleagues during meetings. I still wanted to refine the workshops further, so I was glad to get a third chance to work on the FLC for the Summer cohorts.



Figure 5 Participants at the Equity-Minded Teaching FLC participate in a group activity.

Summer Intensive: Equity-Minded Teaching

Participants: 16 faculty

Modality: In-person Knight Campus

Dates: May and June, 2024

Description: I repeated the Summer Intensive from the previous Summer with a new group of 16 faculty. The participants were from three academic divisions (AHSS, BSTM, and HARS) and included both full-time and part-time faculty. In three sessions, faculty considered the factors affecting equity in their courses, presented to each other on teaching strategies to support equity, examined their disaggregated course data, and made a plan for how to respond to their data in future sections of their courses.

Assessment: I had a great time with this group of faculty, despite the heaviness of the topic of equity gaps. Faculty were highly engaged with each other and with the content. I would offer this FLC every semester and break where there is interest.

Getting Ready for 7-Week Classes FLC, Summer Cohorts

Participants: 59 faculty across all four divisions; 28 full-time faculty and 31 part-time faculty

Modality: In-person Knight Campus

Dates: May and June, 2024

Description: This was the same content as the Spring cohorts of the FLC, rearranged for 3 meetings instead of 5.



Assessment: Some faculty are still resistant to 7-week classes, but most expressed appreciation for the guidance of the FLC and the chance to work on their courses in a supported format. Faculty were engaged with each other and with the content. I think this was the best structure and organization of the content yet.

### Single-meeting workshops

#### Workshops from the Faculty Fellow for SoTL

Workshop #1: CTE Grants to Support Teaching Excellence: What are they and should you apply?

Participants: 6 faculty

#### Date and Modality:

- September 19 Knight campus (cancelled)
- September 25 Flanagan campus (cancelled)
- October 12 Zoom (cancelled)
- October 20 Knight campus (2 registered, 1 attended)
- November 17 Zoom (9 registered, 4 attended)
- March 22 Zoom (2 registered, 1 attended)

Description: In this workshop, we will... a) Describe the different levels and timelines of CTE grants to support teaching excellence; b) Define SoTL; c) Identify benefits of doing SoTL at CCRI; d) Summarize the steps involved in SoTL; e) List a variety of SoTL research questions that spans interests and disciplines; f) Identify research questions that you'd like to answer.

Workshop #2: CTE Grants to Support Teaching Excellence: Create a plan and draft an application

Participants: 5 faculty

#### Date and Modality:

- October 20 Knight campus (4 registered, 1 attended)
- November 15 Flanagan campus (cancelled)
- November 17 Zoom (10 registered, 3 attended)
- November 21 Warwick campus (cancelled)
- March 22 Zoom (2 registered, 1 attended)

Description: In this workshop, we will... a) Summarize the steps involved in SoTL; b) Identify different strategies of SoTL study design; c) Compare different strategies for data collection and analysis; d) Draft a grant application by identifying a research question, designing the study, and creating a plan to collect and analyze the data.

Evaluation of Workshops 1 & 2: In Fall 2023, 2 of the 5 participants filled out the CTE Grant Workshop evaluation form. Both found all components of the workshop very valuable. For example, one participant wrote, "The workshop was the perfect balance between trying work on my own and being able to cycle back and have questions answered. I enjoyed talking to other participants, hearing their questions and ideas." The participants plan to submit a CTE Grant application in the Spring or following year.

Assessment of Workshops 1 & 2: We learned that Friday is the best day to offer workshops, and faculty were not ready for them early in the Fall semester. Therefore, we cancelled some of the earlier workshops offered in the Fall and ones that were not on Fridays because of low registrations. Most faculty attended Workshop #1 and Workshop #2 together, so we offered them back-to-back in the Spring and will continue to do so. Adjuncts are not eligible to apply for a CTE Grant, and some faculty who registered but did not attend were adjuncts, indicating interest beyond full-time faculty. We plan to offer this workshop again (either online or hybrid) in the next academic year.

Workshop #3: CTE Grants to Support Teaching Excellence: The Institutional Review Board (IRB)

Co-lead with Justine Egan-Kunicki and Suzanne Carr

Participants: 10 faculty

Modality: Zoom

Date: November 17, 2023; April 5, 2024

Date and Modality:

- November 17 Zoom (5 registered, 3 attended)
- April 5 Zoom (11 registered, 7 attended)

Description: In this workshop, we will... a) Review why IRBs are important for ensuring the ethical treatment of people; b) Describe the IRB process at CCRI; c) Review the IRB application, including informed consent, data confidentiality, and potential risk.

Assessment: Many of the faculty who attended this workshop were not registered for the other CTE Grant workshops, indicating a wider interest in conducting Human Subjects Research at CCRI. However, part-time faculty are not able to submit IRB proposals, so not all faculty who attended will be able to take advantage of the knowledge gained from the workshop. We plan to offer this workshop again in the next academic year.

### Other Single-meeting Workshops

Flipping the AI Narrative Workshop

Participants: 12 faculty over 2 options

Modality: In-person on the Flanagan and Knight Campuses

Date: October 23 and 26, 2023

Description: Generative AI is a topic that has been on the minds of many in higher education. I was grateful for a flipped workshop suggestion from a POD Network listserv. The workshop involved asking faculty to watch [this video](#) of a webinar prior to the meeting where we discussed the ideas from the webinar. The main idea of the webinar was that, even in the Summer of 2023, Generative AI could effectively respond to writing prompts. Any take-home assessment submission *could be* from AI, so perhaps we should design prompts to deliberately involve AI use. Alyson Snowe, member of the AI Working Group from Summer 2023, uses AI in her writing classes with students, and co-led this workshop with me.

Assessment: The argument from the webinar was compelling to me and prompted great discussions among faculty. I was glad this was an in-person event on both dates, as I believe they allow for more robust conversations. Faculty were intrigued by some suggestions, but still expressed skepticism at the

ability of these ideas to work for Online Learning. This is a fair point, and one I hope the newly-formed AIICC will consider.

#### Inclusive Syllabus Workshop

Participants: 7 Faculty

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

Dates: October 25 and November 9, 2023

Description: Inspired by their work on the Syllabus bill in the Faculty Senate, Kristen Swithers and Christine Lynch offered multiple dates of a workshop on the importance and components of Inclusive Syllabi.

Assessment: I was not able to attend these workshops because of meetings, but attendees found the content helpful. Evaluation results from participants were strong. I believe the workshops helped the Senators refine their bill, and also publicize the ideas in advance of the vote on the Syllabus Bill in the Senate.

#### Sharing Learnings from Faculty Innovation Grant Award

Participants: 9

Modality: Zoom

Date: April 25, 2024

Description: CTE Board Member, Brianna Cox was one of the recipients of the CCRI Foundation's Faculty Innovation Grant this year. Her project focused on using the software Nearpod to increase student engagement during class. In this workshop, Brianna shared information about the software, how she used it, and her students' reaction to it with the participants. She then guided participants through creating their own free account with Nearpod and exploring the features of it.

Assessment: Faculty were excited to learn about a technology that can do many things to increase engagement with both online and face-to-face classes. Brianna was an engaging and effective presenter. She also created a poster of her findings for the Instructional Fair. I will plan to invite more Innovation Grant recipients to share their findings in workshops 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
DSS Drop-in Hours	DSS	9/6 and 9/7; All four campuses	unknown	To support use of the new Accommodate system
Mental Health First Aid	Healthcare Workforce Initiatives	1/1/23; Zoom	3	partnership with AHSS
Choose Your Own AI Adventure Online Workshop	URI and RIC	1/11; Zoom	15	Partnership through RITL Network
AI Roundtables	OL&T	2/13, 3/19, and 3/27; Zoom		
Starfish Training for Adjuncts	Tanekar Alexander	2/15; Zoom	11	
Creating Effective Discussions	OL&T	3/21 and 4/22; Zoom	8	Led by Kristen Swithers and Karen Kortz for OL&T
TILT Course	OL&T	Self-paced Fall and Spring Cohorts; Blackboard	7	
Accessibility Webinar	OL&T	Spring	16	

## Part 3 - Resources

### CTE Book Collection

This year, CTE added twenty-nine new books to the CTE collection in the CCRI Library. A list of these books and links to each in the CCRI Library Catalog (where available) is included as Appendix D. An end-of-the-year budget transfer of \$10,000 from Academic Affairs precipitated the purchase of many books to give away to different faculty groups. Many copies of the first two books below have been distributed to the summer FLC cohorts.

Book	Intended Recipients
“Teaching with AI” by Bowen and Watson	Any instructor
“The Blended Course Design Workbook” 2 <sup>nd</sup> edition, by Linder	Getting Ready for 7-Week Courses FLC Participants
“The Norton Guide to Equity-Minded Teaching” by Artze-Vega, Darby, Dewsbury, and Imad	Summer Intensive on Equity-Minded Teaching FLC Participants
“The Elements of Mentoring” by Johnson and Ridley	Faculty Peer Mentors for Fall 2024
“The Missing Course” by Gooblar	New Full-Time Faculty in Fall 2024
“The New Science of Learning: How to Learn in Harmony with Your Brain” by Zakrajsek	Pathway Navigators
“Engaging in the Scholarship of Teaching and Learning: A Guide to the Process, and How to Develop a Project from Start to Finish” by Bishop-Clark and Dietz-Uhler	Future FLCs on SoTL by the CTE Faculty Fellow

### Branding

I continued to give away branded items this year. I ran out of CTE folders and purchased more. I have also successfully given out all the pads of paper and mugs from last year’s purchases. My FY25 budget request included an increase over FY24 so that I can order new items to gift to event participants. I am polling faculty on what kind of item they would be interested in and will work with the CTE Board to make final decisions. The gifted items were specifically mentioned in some event evaluations as something that made faculty feel appreciated.

### 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.

## Part 4 - Recognition of Teaching Excellence

Due to her excellent work in the Scholarship of Teaching and Learning (SoTL), Karen Kortz was invited to be the inaugural Faculty Fellow of CTE. Then-VPAA Rosemary Costigan suggested this position, which was proposed as a three-year term, and Karen began work in Fall 2023. Part of the charge for the SoTL Faculty Fellow is to increase the number and quality of grant applications to the CTE Grant to Support Teaching Excellence. The Teaching, Learning, Scholarship, and Assessment group is discussing expanding to a larger group of Faculty Fellows, to acknowledge excellence among CCRI Faculty in different areas. CTE hopes to add a Faculty Fellow on AI in Spring 2025.

Faculty Fellow Karen Kortz worked this year to expand interest and knowledge of both SoTL and the CTE Grants to Support Teaching Excellence. Karen held several workshops, a Faculty Learning Community (described above), and held one-on-one meetings with faculty throughout the year, and succeeded in the goal of increasing the number and quality of applications to the grant. There were three strong grants this year, and two were funded. Grant recipients this year include Suzanne McCormack (small grant), and a team of Stephanie Dickerson and Eileen James (large grant). The work to plan specifics and apply for IRB approval has begun this Summer.



Figure 6. Suzanne McCormack, recipient of CTE Grant, and Dean Barbara Nauman

Figure 7 Eileen James, recipient of CTE Grant, and Dean Barbara Nauman

One way the Center recognizes faculty is through CTE Knights points and certificates. One hundred and ninety-one CCRI employees earned points, and 3852 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, 35 people earned CTE Knights certificates – 12 at the Gold Level and 23 at the Green Level. 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, 66 Implementation Plans were submitted.

## Part 5 – Other Projects

### Commitments

Along with a team from CCRI, I attend the Odessa College Leadership Institute in Odessa, TX to learn how they had implemented their 8-week classes. The most inspiring thing to me was their three sets of commitments – one set of four commitments each for faculty, staff, and students. The commitments are briefly stated, broad concepts that can be applied regardless of specific position within each of the three groups. The commitments support one another to create stability and encourage student success. At a meeting to report on our experiences to Interim President Costigan, Interim VPAA Handley, an VP LaPointe, I shared these ideas, and was given support to develop three sets of commitments at CCRI.



Figure 6 CCRI Team at the Odessa College Leadership Institute

I worked with both the Faculty Senate and Staff Assembly to begin this work. Faculty adopted the Caring Campus commitments as our Faculty Commitments. The Staff Assembly DEI Committee worked to survey all staff and develop Staff Commitments. Each set of commitments was approved by the appropriate governing body. The Student Commitments are an ongoing project. Beginning again in Fall 2024, I will work with Faculty Senate and Staff Assembly to craft a joint resolution identifying four student commitments. I'll work with Student Affairs to get feedback on the commitments to help finalize the language and concepts.

Faculty Commitments	Staff Commitments
Welcome Students	Engage with members of our community – say “hello,” assist as needed, follow-through
Learn and Use Student Names	Collaborate respectfully across departments and campuses in support of students
Design a Transparent and Inclusive Syllabus	Pursue create solutions to eliminate barriers to success
Use Assessments and Feedback Early and Often	Embrace diversity and create an inclusive environment for all

### Faculty Peer Mentoring Program

One of the tasks assigned to CTE from the Academic Master Plan (AMP) is implementation of a Faculty Peer Mentoring Program. The AMP calls for the program to open to all new full-time faculty in Fall of 2024, and to anyone interested in Fall 2025. This year, I worked with a team from the CTE Board (Maria Coclin, Lori Kasher, and Lou Turchetta) plus Assistant Dean Blair Harrington to design this program. We considered responsibilities of the mentors, qualifications of both mentors and mentees, and compensation for the mentors.

I worked with the team to design the proposal, met with the Academic Deans to get feedback, adjusted the plan with the team, and started to share the plan with Department Chairs to recruit mentors for the upcoming Fall. The final plan can be viewed in Appendix F.

### CTE Board Terms

Dean Heibel recommended that CTE set clear terms and responsibilities for the Board members, as well as a public process for joining the Board. Two board members, Katie Holcomb and Laura Picraux worked with me to develop the CTE Board member terms plan, which was approved by the full CTE Board (11 out of 14 members voted, 100% in favor of the plan). The final version of the plan is in Appendix G.



## Part 6 – Summaries and Future Plans

### Event Evaluations

Over the 2022-2023 Academic Year, CTE collected 84 event evaluations (this number does not include evaluations of NFO). Faculty were very satisfied with the events offered, giving an average star rating of 4.76 out of 5. Participants overwhelmingly selected Strongly Agree or Agree for the Likert-type evaluation questions.

### 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 NECHE Self-Study, and several are volunteer positions. The Sabbatical Review Committee is an elected position.

- NECHE Self-Study – Chapter 6 Co-Lead
- Chairs Council
- Search Committee – Director of Marketing
- Program Review and Assessment Advisory Council member
- Sabbatical Review Committee (final year)
- Starfish Working Group
- Teaching, Learning, Scholarship, and Assessment Group
- Professional Development Day Planning Committee
- Senate Subcommittee – Teaching and Assessment, Ex Officio
- Senate Subcommittee – Student and College Success, Ex Officio
- Staff Assembly – Diversity, Equity, and Inclusion Committee, Subject Matter Expert
- Staff Assembly – Student Success Committee, Subject Matter Expert
- CCRI Foundation’s Faculty Innovation Award – Review Committee
- RITL Network
- POD Network – Innovation Award Selection Committee
- 7-Weeks Implementation Team

### 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 presented an interactive workshop titled “Designing a Semester-Long New Faculty Onboarding Program.” Forty-four participants attended, and I received positive verbal feedback afterward. The POD Network is a very active professional community of educational developers.

I also attended the Odessa College Leadership Institute in September 2023, and the AAC&U Conference on Assessment, General Education, and Pedagogy (April 2024), where I presented “Learning from Year One of a General Education Redesign” with Rebecca Heimel, Leslie Killgore, and Lauren Webb.

## 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. At the end of the academic year, Board Members were asked if they would like to stay on the board or step down. Eight faculty decided to continue with their participation. Efforts have begun to fill the vacant seats, which are primarily from the AHSS division. Each Board Member will select a project to focus on for CTE during the 24-25 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. I have also worked with a team from Academic Affairs to develop resources, instruction sheets, and guidance for both NFO meetings and the faculty at large. One success in this process was an informational breakout session at Professional Development Day led by the Deans.
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 worked with Dean Heimel, Assistant Dean Del Sesto, Assistant Dean Harrington, Lauren Webb and Leslie Killgore this year to develop a list and begin a definition of 'gateway courses' at CCRI.
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.** See above. This project is well underway, with a Mentor Training scheduled for August 27, 2024.
5. **Continue to offer equity-focused professional development opportunities each semester.** Equity-focused topics are included in NFO, the Summer Intensive for Equity-Minded Teaching, and other events. I will continue to offer these topics throughout the year.

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."

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. The Getting Ready for 7-Week Classes FLC, for example, will be offered after 4 PM in the future.

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 Heibel, Leslie Killgore, and Lauren Webb, the Instructional Designers, and Christine Turenus-Bell.

## Appendix A – 2023-2024 CTE Events

Event	Date	Attendees	Notes
New Faculty Orientation for part-time faculty	August 30, 2023	8	
New Faculty Onboarding for full-time faculty	Began September 1, 2023	15	Kickoff meeting was 9/1/23, with weekly meetings on Wednesdays throughout the semester
Course Design to Support ND Students FLC	Began September 19, 2023	3	Co-Led with Kristen Swithers, Biology
Scholarship of Teaching and Learning FLC	Began October 5, 2023	4	Led by Karen Kortz, Faculty Fellow
CTE Grants Workshop #1	October 20, and November 17, 2023	6	Led by Karen Kortz, Faculty Fellow
CTE Grants Workshop #2	October 20, November 17, 2023	4	Led by Karen Kortz, Faculty Fellow
CTE Grants Workshop #3	October 20, 2023	3	Led by Karen Kortz, Faculty Fellow
Flipping the AI Narrative Workshop	October 23 and October 26, 2023	12	Co-Led with Alyson Snowe, English
Inclusive Syllabus Workshop	October 25, November 9, 2023	7	Led by Kristen Swithers and Christine Lynch
Winter Workshop	January 16, 2024	29	Special Guest Speakers Yuhan Li and Dr. Keisha Valdez
Getting Ready for 7-Week Classes FLC, Winter Cohort	December 8, 2023, and January 4, 2024	8	Developed with Online Learning & Technology and Christine Turenus-Bell
Getting Ready for 7-Week Classes FLC, Spring Cohorts	Began February 6, 2024	15	Four cohorts
CTE Grants Workshop #1	March 22, 2024	1	Led by Karen Kortz, Faculty Fellow
CTE Grants Workshop #2	March 22, 2024	1	Led by Karen Kortz, Faculty Fellow
CTE Grants Workshop #3	April 5, 2024	7	Led by CCRI's IRB: Dean Carr, Karen Kortz, and Justine Egan-Kunicki
Sharing Learnings from Faculty Innovation Grant Award	April 25, 2024	9	Led by Brianna Cox, Communications

Spring Symposium	May 13, 2024	46	Special Guest Speaker Dr. Chris Hakala, Springfield College
Summer Intensive on Equity-Minded Teaching	Began May 21, 2024	16	
Getting Ready for 7-Week Classes FLC, Summer Cohorts	Began May 22, 2024	59	4 Cohorts.

## Appendix B – Spring Symposium Sessions and their Leaders

### A. It's Recursive by Nature: CCRI's Writing in the Disciplines

*Eileen James, English Department*

This engaging and informative session will introduce the work happening around writing in the disciplines here at CCRI and the potential that exists for strengthening written communication through collaboration across all divisions and departments. Writing is important across the curriculum, and the English Department wants to support your efforts. Strong writing enhances our academic, work, civic, and daily lives. Get a quick rundown of what we're doing to strengthen the writing program at CCRI and how you can get involved regardless of your discipline.

### B. 7-Week Classes Pilot Group

*Kelly Delaney, Social Sciences; Candace Grist, Business & Professional Studies; Christine Lima, Biology; Suzanne McCormack, Social Sciences*

This panel discussion features four CCRI faculty members who just completed a semester teaching 7-week class sections. They will share their experiences and there will be time for Q&A from the room.

### C. A "CURE" for Invasions: Incorporating an Asynchronous DL Research Project into a Biology Course

*Heather Townsend, Biology*

CUREs in the classroom explore the value of incorporating authentic research to enhance student learning experiences. By immersing students in these experiences impacts engagement, comprehension, and retention across various subjects.

### D. Supporting Neurodivergent Students

*Maryhelen MacInnes, Social Science; Kristen Swithers, Biology; Amanda Vanner, Psychology*

This team of CCRI faculty participated in a Faculty Learning Community about Neurodivergent (ND) Students. They'll share ways that they adjusted things in their courses to support ND students.

### E. Imbedded Tutoring

*Joanne Galliano, Director of the Tutoring Center; Julie Gelsomino, Math; & John Wait, Math Student*

Learn about how a CCRI Faculty member has imbedded tutoring into her class meetings. This team will discuss both pros and cons of embedded tutoring and how you can work with The Tutoring Center to incorporate imbedded tutoring in your course.

## Appendix C - Instructional Fair Posters and their Creators

1. "D.R.E.A.M. Your Boundaries" *Jessica Araújo, English*
2. "Sharing Learnings from Faculty Innovation Grant Award" *Brianna Cox, Communication & Media*
3. "Geological Topics that Appeal and Deter Students" *Brianna DeCosta (honors student) & Karen Kortz, Physics & Engineering*
4. "ENGL 1002 - Dear Governor: Critical Reading and the Criminal Justice System" *Leslie Dolan, English*
5. "The Highs (and Lows) of Teaching a Hybrid Social Psychology Course" *Justine Egan-Kunicki & Renee Saris-Baglana, Psychology*
6. "How Aspects of Gamified Learning Contribute to Student Success" *Luis Gonzalez III (honors student) & Karen Kortz, Physics & Engineering*
7. "Getting Ready for 7-Week Classes FLC: What We Learned" *Roger Hart, Chris Carruba, & Karen Kortz, Physics & Engineering*
8. "Community of Practice – Active Learning Strategies Group" *Lori Kasher, Nursing; Karen Kortz, Physics & Engineering*
9. "What Gives Students Confidence They Will Succeed in Intro Geology" *Karen Kortz, Physics & Engineering*
10. "Why You Should Ease Up on Deadlines" *Maryhelen MacInnes, Social Science; Jennifer O'Rourke, Communication; & Amanda Vanner, Psychology*
11. "AI Literacy in Corequisite Composition: Bridging Gaps and Ensuring Equity" *Jackson Moss, English, Delgado Community College, prepared by Rebecca Heimel, Dean of Academic Affairs*
12. "DSS Awareness, Resources & Best Practices" *Allison Robinson, DSS Director, Patty Reardon, DSS Coordinator*
13. "Students' Initial Perception of Geology 1020: The Earth Through Time" *Yvonne Tanner (honors student) & Karen Kortz, Physics & Engineering*
14. "Spotlight on Assessment: Using Quiz Labs to Enhance Academic Skills" *Amanda Vanner & Justine Egan-Kunicki, Psychology*



## Appendix D - New Books in the CTE Collection

“[After the Ivory Tower Falls](#): How College Broke the American Dream and Blew Up Our Politics-and How to Fix It” by William Bunch

“[All the Campus Lawyers](#): Litigation, Regulation, and the New Era of Higher Education” by Louis H Guard and Joyce P Jacobsen

“[Attacking the Elites](#): What Critics Get Wrong – and Right – About America’s Leading Universities” by Derek Bok

“[Better Feedback for Better Teaching](#): A Practical Guide to Improving Classroom Observations” by Jeff Archer, Steven Cantrell, Steven L Holtzman, Jilliam N Joe, Cynthia M Tocci, and Jess Wood

“[City of Intellect](#): The Uses and Abuses of the University” by Nicholas B Dirks

“[College: What it Was, Is, and Should Be](#)” by Andrew Delbanco

“[Distracted](#): Why Students Can’t Focus and What You Can Do About It” by James Lang

“[The Distracted Mind](#): Ancient Brains in a High-Tech World” by Adam Gazzaley and Larry D Rosen

“[Enhancing Employability in Higher Education through Work Based Learning](#)” by Dawn A Morley

“Exemplars of Assessment in Higher Education” edited by Jane Marie Souza and Tara A. Rose

“[Facilitating Experiential Learning in Higher Education](#): Teaching and Supervising in Labs, Fieldwork, Studios, and Projects” by Roland Tormey, Siara Isaac, Cécile Hardebolle, and Ingrid Le Duc

“Failing Our Future: How Grades Harm Students, and What We Can Do about It” by Joshua R. Eyler (Publication Date: August 27, 2024)

“[Failure to Disrupt](#): Why Technology Alone Can’t Transform Education” by

“[Got Data? Now What?](#): Creating and Leading Cultures of Inquiry – A practical book for teacher teams on gathering and interpreting assessment and other school data” by Laura Lipton and Bruce Wellman







[“Grading for Equity: What it is, Why it Matters, and How it Can Transform Schools and Classrooms”](#) by Joe Feldman

[“Grading for Growth”](#) by David Clark and Robert Talbert

[“How Learning Works: Eight Research-Based Principles for Smart Teaching”](#) by Marsha C Lovett, Michael W Bridges, Michele DiPietro, Susan A Ambrose, and Marie K Norman

[“Making Hybrids Work: An Institutional Framework for Blending Online and Face-to-Face Instruction in Higher Education”](#) by

[“Not Yet...And That’s OK: How Productive Struggle Fosters Student Learning”](#) by Peggy J Grafwallner

[“Picture a Professor: Interrupting Biases about Faculty and Increasing Student Learning”](#) by Jessamyn Neuhaus

[“Reframing Assessment to Center Equity: Theories, Models, and Practices”](#) edited by Gavin W. Henning, Gianina R. Baker, Natasha A. Jankowski, Anne E. Lundquist, and Erick Montenegro

[“Rest is Resistance: A Manifesto”](#) by Tricia Hersey

[“The Right to Learn: Resisting the Right-Wing Attack on Academic Freedom”](#) edited by Jennifer Ruth, Valarie C Johnson, and Ellen Schrecker

[“SoTL Research Methodologies: A Guide to Conceptualizing and Conducting the Scholarship of Teaching and Learning”](#) by Michelle Yeo, Janice Miller-Young, and Karen Manarin

[“Teaching Students About the World of Work: A Challenge to Postsecondary Educators”](#) edited by Nancy Hoffman and Michael Lawrence Collins

[“Teaching with AI: A Practical Guide to a New Era of Human Learning”](#) by José Antonio Bowen and C. Edward Watson ([or get your own copy for free!](#))

[“Understanding How We Learn: A Visual Guide”](#) by Yana Weinstein, Megan Sumeracki, and Oliver Caviglioli

[“Whatever It Is, I’m Against It”: Resistance to Change in Higher Education”](#) by Brian Rosenberg

[“You Can’t Teach That! The Battle over University Classrooms”](#) by Keith E Whittington





## Appendix E - CTE Knights Certificates

### Gold Level (70 points or more)

1. Justine Egan-Kunicki, Psychology
2. Roger Hart, Physics & Engineering
3. Candace Grist, Business & Professional Studies
4. Heidi Henry, English
5. Karen Kortz, Physics & Engineering
6. Christine Lima, Biology
7. Colin Murtha, Social Sciences
8. Jennifer O'Rourke, Communication
9. Kevin Salisbury, Psychology
10. Kristen Swithers, Biology
11. Amanda Vanner, Psychology
12. Rongfang Yang, Chemistry

### Green Level (35-69 points)

1. Jessica Araújo, English
2. Sarah Beseme-Johnson, Biology
3. Christopher Carruba, Physics & Engineering
4. Maria Coclin, Business & Professional Studies
5. Brianna Cox, Communication
6. Kevin Crawford, Computer Studies
7. Kelly Delaney, Social Science
8. Leslie Dolan, English
9. Mark England, Business & Professional Studies
10. Renee Gaboury, English
11. Kelly Korzeniowski, Physics & Engineering
12. Dina Levitre, English
13. Maryhelen MacInnes, Social Science
14. Suzanne McCormack, Social Science
15. Sabine Moritz, Biology
16. Frank Paul, Human Services
17. Amanda Petrus, Chemistry
18. Lydia Rogers, Communication
19. Renee Saris-Baglana, Psychology
20. Alyson Snowe, English
21. Michael Torregrossa, English
22. Heather Townsend, Biology
23. Christine Turenus-Bell, Biology





## Appendix F – Faculty Peer Mentor Plan

CCRI's Academic Master Plan, Goal 3.C.iii. calls for the establishment of a faculty peer mentor program. CTE has been tasked with the development of this program. This academic year, a team consisting of CTE Board members Maria Coclin, Lori Kasher, and Lou Turchetta, Assistant Dean Blair Harrington, and CTE Director Rachel Rogers have worked to plan the structure of the Program.

In the first year, the Program will focus only on new full-time faculty members. There are 15 positions across the college waiting to be filled, so this will be the size of the program in its first year (2024-2025). In Fall 2025, the program will include any new hires for that semester, as well as any full-time faculty member interested in joining the program. We anticipate up to 20 more faculty will request a mentor at that time.

### About Mentors

1. Any faculty member, regardless of rank, who has been at CCRI for at least 3 years is eligible to serve as a mentor.
2. Mentoring relationships will be for one academic year. Mentors will be expected to work with 1 to 3 mentees. Summers will be optional.
3. Mentors will be compensated with 1 credit hour course release each semester for their participation in the program. The extra credit will be applied to the faculty member's overload hours.
  - a. The required trainings (e.g. how to conduct a quality peer observation of teaching; how to give good feedback) will be compensated at a rate of \$75/hour.
  - b. Mentors will also be provided with a certificate of appreciation to include in any evaluation or Promotion and Tenure packets. The certificates will be presented in a ceremony, possibly at Spring Symposium each year.
  - c. Forms of public recognition (i.e. announcements in CCDaily and CTE Newsletter) will also be used.
4. Ideally, the mentor will be from the mentee's department. In the case of small departments, this may put an undue burden on individuals, so mentors of the same academic division will be acceptable.
5. Mentors will be required to document broad topics such as number of meetings, topics discussed, areas for support or training from Academic Affairs/CTE.
  - a. Mid and end of semester reports to the divisional Dean will be required, as part of the release paperwork. A template for these reports will be provided to mentors to aid completion.
6. Mentors will not be required to formally assess mentees. Mentors should not, therefore, be department chairs.
  - a. If the mentor, mentee, and department chair all agree, mentors may provide one peer evaluation for the mentee's professional file.





7. There will be an application process to become a mentor. A form will be completed by the potential mentor, including questions about availability for meetings, classes taught, years of experience teaching, and attitudes and habits toward giving and receiving feedback.

- a. The CTE Director will have a conversation with potential mentors' chairs and deans to help determine suitability of the mentor and types of mentees they may fit best with.

#### About Mentees

8. For the first year or two of the Faculty Peer Mentor program, any full-time faculty member will have the option to be a mentee. After the program is more established, it will be opened up to Adjunct faculty and Visiting Lecturers.

9. For new full-time faculty, Academic Deans will inform new hires about NFO and the mentoring program.

10. For the expansion of the program to all interested (FT) faculty, CTE will promote through the CTE Newsletter, CC Daily, All Faculty Meetings, the Department Chairs Council, etc.

#### Other

11. Confidentiality between mentor and mentee is to be kept to the degree that is possible when general reporting is required. The mentoring relationship is intended to be a safe and trusted relationship. At the same time, outside sources may need to be consulted for needed information, and some broad documentation of meetings will be requested by CTE and the release reports for Deans.

12. Six meetings between the mentor/mentee pair and mutual classroom observations are expected over the course of the academic year. CTE will provide a suggested list of discussion topics and activities.

13. A Blackboard Organization *may* be developed with modules that the mentor and mentee can complete together. This will provide accurate information and a useful structure to the mentoring meetings.

- a. Mentors would be encouraged to submit resources for other mentors to the Organization shell.
- b. Discussion Board prompts will be used to facilitate discussion among mentors. Mentors can crowdsource answers to issues or questions from their mentees, and reminders and check-ins can be posted by the CTE Director.

14. The CTE Director will

- a. serve as a general CCRI mentor to all new full-time faculty members for their first semester via New Faculty Onboarding.
- b. collect and train a pool of mentors.
- c. provide resources and materials to mentors.
- d. facilitate mentor-mentee pairing.





e. check on the mentor-mentee relationships periodically and make necessary adjustments.

i. Should a mentoring pair need to be dissolved, some documentation will be collected including a brief form filled out by the mentor and mentee.

ii. Formal documentation will be kept by the CTE director in a password-protected file if there is an issue of harassment, or behavior serious enough to 'blacklist' someone from the mentoring program. Title IX Coordinator and others in HR and AA will be included if the reason for the mentoring pair dissolving requires it.

f. evaluate the mentor program on a regular basis.

15. The CCRI Foundation & Alumni Association will be asked to sponsor a luncheon to thank the mentors for their service.

a. This luncheon may serve as the formal introduction of mentors and mentees, or as a celebration of a successful year of mentoring, depending on the timing of when mentor pairings are finalized.





## Appendix G – CTE Board Member Terms

In order to make participation in the CTE Board more transparent, equitable, and objective, we will more clearly define the terms of CTE Board members, the requirements and responsibilities of members, and the selection process. The plan will then be brought to the CTE Board for discussion/vote/approval, and shared with Academic Affairs, as appropriate. The criteria for Board membership and application to join will then be promoted in the CTE newsletter and posted on the CTE website when new board members are needed.

### Structure and Function of CTE

The **CTE Director** sets objectives for the activities of CTE for the academic year, as guided by the Academic Master Plan.

The CTE Board is an active board, not merely an advisory board.

**CTE Board members** are faculty who are active participants in the work of CTE and make a commitment to serve. Members will determine which objective(s) they work toward each Academic Year and may add objectives based on their own ideas or feedback from colleagues.

Board Members may recruit **CTE Associates** (CCRI Community members who are not Board members) to help the Board meet objectives. CTE Associates would participate in the running of CTE for a limited period of time (e.g. to offer a single workshop on a topic of interest) and do not need to meet the expectations for full Board membership.

### Board Make-up

The CTE Board will have 12-14 seats, with positions reserved for each academic division, plus additional seats for specific positions among the CCRI faculty.

- 2-4 AHSS seats
- 2-4 BSTM seats
- 1-2 HARS seats
- 1 Library seat
- 1 Faculty Fellow
- 1 At Large member
- 1 Adjunct/Visiting Lecturer
  - Preference in applications will be given to diversity of departments. Ideally, there will be no more than 2 representatives from the same department. This is a goal that will be worked toward over time.

### Terms

Full-Time Faculty will serve 3-year, renewable terms.

Visiting Lecturers or Adjunct faculty will serve one-semester terms.

Terms will run from Spring Symposium, through the summer and the following Academic Year. Some planning and brainstorming will take place over the summer to prepare for the year, so





that CTE can announce events and initiatives at Opening Day Meeting. Participation in any Summer meetings will be voluntary and will be compensated at the contractual meeting rate of \$75/hour for full-time faculty and \$50/hour for part-time faculty.

Existing board members will be asked to report when they began working with CTE or its predecessors to determine where they fall in a 3-year cycle, so that there will be some staggering of terms.

## Qualifications and Application

The CTE Board will be made up of

- a) full-time faculty members in good standing with the college who have earned a CTE Knights Certificate\* for the year of application or the previous academic year, or
- b) An adjunct faculty member or Visiting Lecturer assigned course(s) the semester of Board membership.

\*An alternate qualification to the CTE Knights Certificate will be negotiated for faculty new to CCRI who wish to serve. This could include evidence of commitment to teaching-related professional development at a previous institution.

## Good Standing

To remain on the CTE Board, a member must:

- Attend 3 out of 4 CTE Board Meetings a year (or a make-up meeting with the Director)
- Demonstrate involvement in at least one CTE project or event each academic year.
  - Board Meetings will include time for report-outs on projects.
  - NOTE: Exceptions shall be granted to members on leave (e.g. sabbatical, medical, family, disability) as necessary.

## Removal

- Should any Board member choose, they can step down from CTE Board at any point. Steps will be taken to recruit a replacement for their position as soon as possible.
- Faculty members will be asked to step down from the Board if they are put on Administrative Leave, as that removes the faculty member's 'good standing' with the college and access to college spaces and technologies.
- Should a Board member fail to meet the minimum requirements of membership, the CTE Director will notify them by email, and discuss plans to return them to good standing with the CTE Board.
  - The Board member would have until the end of the next semester to return to good standing with CTE, or they will be removed from the Board.

## Application

A Microsoft Form will serve as the official application for Board Membership. This form will include:

- I. Basic Information (i.e. Name, email, department, division, FT/adj, number of years at CCRI)





2. The CTE Project the applicant would want to be involved with OR a new project the applicant would want to start. (e.g. Recruiting a speaker and organizing an event; leading a workshop, Faculty Learning Community, or article discussion; helping plan and run one of the Signature Events).
3. An open-ended question about the impact that CTE or professional development opportunities in general have had on your teaching. An open-ended question related to the CTE Mission statement about collaboration and community.

Example application: <https://forms.office.com/r/P8kjycVW0pw>

A four-person panel from the board with one member from each division will review applications.

Faculty Fellow, At-Large members, or Adjunct members are welcome to serve on this committee and would represent their division.

### Other

These rules shall be reviewed and updated as necessary every three academic years.

The next review will take place during the 2026-2027 academic year.

### Posted on the CTE website (for example):

Division	Department	Board Member	Term
AHSS	Communications, Film & Media	Briana Cox	2024-2027
AHSS			
AHSS			
BSTEM	Business & Professional Studies	Maria Coclin	2024-2027
BSTEM			
BSTEM			
HARS			
HARS			
HARS			
Library			
Faculty Fellow - SoTL	Physics & Engineering	Karen Kortz	2023-2026
Pathway Navigator/at-large member			
Adjunct		vacant	

