CENTER *for* TEACHING EXCELLENCE

Center for Teaching Excellence (CTE) Annual Report 2021-2022

Figure 1. CTE Knights Certificate Earners with VPAA Rosemary Costigan and CTE Director Rachel A Rogers, May 2022

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CENTER *for* TEACHING EXCELLENCE

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Part 1 - Overview

Executive Summary

The Center for Teaching Excellence (CTE) was founded in 2021 to serve as the hub of faculty-led professional development at the Community College of Rhode Island (CCRI). The mission of CTE is to be a collaborative, faculty-led community that supports continuous development and champions high-impact, equitable teaching and learning practices for our diverse student body. The Center provides professional development opportunities for faculty, resources about high-impact teaching and learning practices, and recognizes faculty committed to teaching excellence.

Professional development opportunities for faculty include Faculty Learning Communities, the Winter Workshop, Spring Symposium and Instructional Fair, Idea Exchanges, Information Sessions, and confidential Consultations. In partnership with other groups on campus, CTE also offered classroom technology training, Campus Reads! discussion groups, an Assessment panel, a session at the Equity Summit, and Blackboard training. During its first year, CTE offered 30 events, as well as 15 instances of a Writing Space for those working on their Reflective Teaching Logs. See Appendix A for a listing of events.

CTE events hosted 365 attendances this year. This number represents full-time faculty, adjunct faculty, staff, and administration who came to any event. The CTE Director also offered confidential consultations to 17 faculty over the 2021-2022 academic year. One hundred and twenty-eight individual faculty from all campuses (108 full-time and 20 adjunct) participated in at least one CTE Event. While these numbers represent roughly a third of the full-time faculty at CCRI, they represent only about 3% of the adjunct faculty members. CTE's reach to adjunct faculty is an area for growth in the future.

CTE also offers on-demand resources to support high-impact teaching and learning. Available resources include the CTE book collection in the CCRI Library, monthly newsletters featuring teaching tips, Resource Collections hosted on the CCRI Library's LibGuides account, and the new Reflective Teaching Log. The CTE website also launched and continues to be developed and updated.

CTE recognizes those committed to teaching excellence through offering two $5000 Grants to Support Teaching Excellence and awarding CTE Knights Certificates. CTE Knights Certificates is a new effort to honor those who devote considerable time to professional development and reflect on how they will apply what they learn. This first year, CTE awarded 6 Gold Level CTE Knights and15 Green Level CTE Knights.

In summary, while COVID-19 disrupted some plans for the first year, CTE was able to successfully launch with its three key components of faculty development opportunities, on-demand resources, and recognition of teaching excellence. Strong partnerships were formed with other groups and stakeholders at CCRI that will result in a robust menu of professional development opportunities for faculty in future academic years.

Precursors and Founding

The Center for Innovative Teaching, Learning, and Assessment (CITLA), led by Jeanne Mullaney, was founded in 2009. CITLA offered workshops, book discussions, Faculty Learning Communities (FLCs), the Winter Workshop, and Spring Symposium for professional development for CCRI Faculty. Professor Mullaney was given 12-credit hour release to do this work and retained one class per semester in the Foreign Languages department. She also served as CCRI's Assessment Coordinator. In 2019, CITLA transitioned into the Teaching and Learning Collaborative (TLC). In 2019-2020, TLC was led by Dr. Karen Kortz and supported by an active Faculty Board. Dr. Kortz was given a stipend equivalent to one course release each semester to serve as the Coordinator. TLC established a three-person rotating leadership structure, and I, Dr. Rachel A Rogers, led the group for the 2020-2021 Academic Year. Given that my year in leadership was entirely during the COVID-19 Pandemic, the TLC Board voted to pause the rotation of leadership and I planned to lead TLC for another year.

In review of the 2020-2021 Academic Year, and in light of the work of the Ad Hoc Assessment Committee (AHAC) in 2021, the TLC leadership team met with then Dean of the Library and Academic Innovation George Hart and Vice President of Academic Affairs Rosemary Costigan to discuss the future of TLC. As a result of that conversation, TLC turned into the Center for Teaching Excellence (CTE), with a Director who enjoys full course release and a calendar-year schedule. The Director position began on July 1, 2021, and the Center officially launched in the Fall of 2021. The aim at the time of founding was for the Director for serve for a term of 3 years and then transition back to the classroom, while another faculty member will take their place to lead the Center.

I have served as the first director of the Center for Teaching Excellence this year. TLC was run by an active Faculty Board of 15 full-time professors and 1 adjunct instructor. All 16 board members agreed to continue as members of the CTE board. Dr. Karen Kortz, Geology, and Dr. Amanda Vanner, Psychology, were serving as part of the leadership team of TLC and helped a great deal with the transition to CTE.

The CTE Board divided into working groups for the academic year. The Working Groups included Idea Exchanges, Special Topic Workshops, Winter Workshop, Spring Symposium, Instructional Fair, CTE Database, Faculty Handbook Update, and Teaching Excellence Awards. Five board meetings took place this year. Scheduling all 16 Board members was a challenge, so other CTE business took place over email or Working Group meetings.

Location

Finding office space for the Center was somewhat challenging this year. I felt the need to move out of my original office in the Psychology department for confidentiality reasons and so that the Center would be perceived as existing for all departments, not just one. On December 9, 2021, the Center was created in room 5579 within the Knight Campus Library. This room is a former conference room connected to the offices of the Dean of the Library and Academic

Innovation. The room contains zoom and Webex videoconferencing equipment, a conference table with 14 chairs, file cabinets, a desk, and a small table with four chairs for small meetings.

This location has some benefits and some drawbacks. The benefits include space for medium-sized meetings which is dedicated to CTE, the videoconferencing equipment, and the separation of the Center from a particular academic department. Drawbacks include the fact that it is on the second floor of the library (the quiet study space) with no sound proofing, and the lack of privacy for confidential meetings. For several months, the space was shared with a part-time employee. Also, the second entrance to the room from the Dean's office makes it easier for someone to enter during a meeting or webinar without realizing they are interrupting. The printer for the Dean's office is also inside this space, with no room for it to be placed elsewhere.

Figure 2. The Center for Teaching Excellence Office

Confidentiality when meeting with faculty is very important to faculty development professionals. I hope that a new location or system to ensure privacy for consultations and meetings can be developed.

Part 2 – Faculty Development

Offering professional development opportunities for faculty is CTE's primary goal. In its first year, we offered two Faculty Learning Communities, the traditional Winter Workshop and Spring Symposium, the first annual Instructional Fair, two Idea Exchanges, seven Information Sessions, and seventeen Consultations. Events offered in partnership with other groups on campus include eight HyFlex equipment training sessions, four Campus Reads! discussion groups, one Assessment Panel discussion, one session at the first DEI Equity Summit, and one workshop with CIT. A complete table of events can be found in Appendix A.

Faculty Learning Communities

CTE ran two Faculty Learning Communities (FLCs) this year, reaching 12 unique faculty (11 full-time and 1 adjunct). An FLC is a group of 6-12 faculty members from various divisions and departments who work together to learn together, enhance their teaching and learning, and build a community (Cox, 2004). At CCRI, FLCs have been organized around a topic of interest for instructors.

Cognitive Neuroscience

The first FLC from CTE was on the topic of Cognitive Neuroscience. VPAA Costigan proposed a Faculty Learning Community based on the cognitive neuroscience of how people learn at a meeting on 8/19/2021, based on a conversation she had with faculty. I then began creating content based on my Psychology background and other resources from the CTE Book collection. The FLC was advertised to faculty at the beginning of the Fall semester, and meeting times were established with interested faculty. Eight faculty members responded for the call for participants, but only 6 faculty could meet at any one time. I chose time options that would result in the most diversity of faculty department membership. In the end, the FLC included 6 participants: 5 full-time faculty, 1 adjunct faculty. The members were from the Biology, English, and Physics & Engineering departments.

Faculty community members were given a $750 honorarium from the Academic Affairs budget. Faculty community members submitted teaching tips based on what they learned. The teaching tips were distributed to faculty with the CTE Newsletter. Two faculty members each created a poster for the Instructional Fair from what they learned in the FLC.

Inclusive STEM Teaching Project

In Fall 2021, Karen Kortz brought the Inclusive STEM Teaching Project (ISTP) to my attention through a call for facilitators of local learning communities to go with their 7-week course. ISTP was developed with an NSF Grant and intends to "advance the awareness, self-efficacy, and ability of STEM faculty, postdocs, graduate students, and staff to cultivate inclusive learning environments for all their students and to develop themselves as reflective, inclusive practitioners." Karen and I applied to facilitate for the Spring session of ISTP and were encouraged to complete the course as participants first. We completed the course in the Fall Semester, participated in a two-day facilitator training in January, and led a CCRI FLC for the ISTP during the Spring Semester.

Eleven faculty expressed interest in joining the ISTP FLC, but only 7 faculty members could participate. Those that ended up not participating cited increased workload (due to a department member taking leave) or inability to commit to the amount of work required. To accommodate teaching schedules, we had two time-options for meetings, Thursday afternoons and Monday mornings. Karen Kortz served as co-facilitator of the Thursday meetings, and we met regularly to plan out the meetings, review the content from the course, and debrief how previous meetings went. Almost all the content from this FLC was provided by the ISTP team. Having pre-planned content was very helpful for my ability to lead this FLC and do other parts of my job without being overwhelmed.

The faculty participants had strong positive evaluations of the program. They created and presented a poster at the Spring Symposium based on information they learned during the FLC.

One faculty member came to most of the FLC meetings but did not register for the online ISTP content on the edX platform. Discussions and activities at the FLC meetings are intended to build upon knowledge gained in the online modules, so this is not ideal. The national group of ISTP creators and facilitators will be offering the course again in the Fall, and I plan to offer the FLC again when the course runs in October, 2022. I will need to make clearer that participation in the edX platform content is required for participation in the FLC.

Winter Workshop

One of the precursors of CTE, CITLA, held an annual event between Fall and Spring Semesters for faculty professional development. CTE continued this trend with Winter Workshop held on January 11, 2022. We were fortunate enough to secure Dr. Saundra Yancey McGuire as our first special guest speaker. Dr. McGuire is a well-respected Director Emerita of the Center for Academic Success, retired Assistant Vice Chancellor, Professor of Chemistry at LSU. She is the author of several books about metacognition and motivation, including "Teach Students How to Learn," "Teach Yourself How to Learn," and "The Parents' Guide to Studying and Learning." Dr. McGuire presented an interactive Keynote Address titled "Teach Students How to Learn: Metacognition, Mindset, and Motivation are the Keys!"

Figure 3. Dr. Saundra Yancey McGuire at the Winter Workshop

The Winter Workshop Working Group from the CTE Board and I decided that it was best to plan this as a zoom-only event because of the uncertainty of weather in January, COVID rates, and the fact that Dr. McGuire was not traveling at that time. We also offered breakout discussion groups for faculty to debrief after the Keynote.

Fifty-two faculty registered for the event. Twenty-eight faculty (all full-time) and two staff attended the Keynote address. Twenty faculty participated in breakout discussion groups, which were divided by type of class taught.

Figure 4. Flower Darby at the Spring Symposium

Spring Symposium & Instructional Fair

Another annual event previously offered by CITLA was Spring Symposium, typically offered in May. TLC also offered a Spring Symposium with breakout sessions led by CCRI Faculty in May 2019, and CTE wanted to continue that trend. Flower Darby, co-author of "Small Teaching Online" and well-respected speaker, was our special guest for this event. We invited Flower Darby to present a keynote and an interactive presentation the morning of May 12, 2022.

Forty-two full-time faculty, 4 adjunct faculty, and 9 staff members attended Spring Symposium. Six Breakout Sessions led by CCRI community members were organized and offered in the afternoon. To account for the inability of some to participate in in-person events, these components of Spring Symposium were offered in a hybrid format using Zoom.

Figure 5. The Instructional Fair

In addition, CTE established the first annual Instructional Fair, inspired by Oakland University's Center for Excellence in Teaching and Learning. Faculty were encouraged to submit posters about their own empirical assessment of their course, a teaching strategy they have used, or a summary of someone else's resource they have found helpful. Twelve posters from CCRI community members were displayed throughout the day, with time dedicated to the posters after lunch.

The day was a success, but it was too long. Many participants left after lunch, and attendance was low at the breakout sessions. In the future, we will shorten the event in order to maximize attendance at the Breakout Sessions.

Idea Exchanges

Idea Exchanges were created by TLC as an option for faculty professional development that was more engaging and time efficient than Brown Bag Discussions had been in the past. For each Idea Exchange, TLC Board members would propose a topic to organize the event, and then recruit discussion leaders to present an idea at tables. Table leaders would introduce their

idea and faculty would discuss for about 20 minutes before moving to another table. Enough time was allotted for around three topics per Idea Exchange. Before COVID, TLC offered multiple Idea Exchanges on the Lincoln and Warwick Campuses and received good feedback from faculty. Finding a way to offer something similar during the Pandemic was interesting.

We ended up offering Hybrid events using Zoom and classrooms on the Knight campus. Instead of different tables, we used Zoom Breakout rooms. Instead of simultaneous table discussions, we 'table leads' presented all in a row, and then discussion took place in person and in the Zoom rooms.

On August 30, 2021, CTE offered its first Idea Exchange – "Structuring Your Course with Flexibility for the New Normal." 'Table leads' presented ideas related to how faculty could provide some flexibility for their students, given that the COVID-19 Pandemic was still ongoing, while maintaining structure for their classes that made sense. Twelve full-time and 1 adjunct faculty attended. This was the first event that earned attendees CTE Knights points. Teaching Tips related to the Pandemic and flexible policymaking were also provided to attendees.

Learner-Centered Teaching was the focus of the next Idea Exchange, held on December 3, 2021. Again, 12 full-time and 1 adjunct faculty were able to attend. The focus this time was on Learner-Centered Teaching, as defined by Weimer (2013), as it is an effective approach to structuring and running a college course. Presentations from the 'table leads' were on a basic introduction to Learner-Centered Teaching, creating Learner-Centered learning objectives, and Gamified learning as a method of learner-centered course design.

Information Sessions

Some CTE events were primarily about providing information to faculty about an opportunity or office on campus. Faculty were not asked to produce anything in these sessions, so they are categorized here as Information Sessions.

Grants to Support Teaching Excellence

At $5000 each, the Grants to Support Teaching Excellence were a bigger deal this year than ever before. In 2020, TLC offered five $2000 grants to support Scholarship of Teaching and Learning (SoTL) work. I offered two information sessions well before the application deadline so that faculty could ask questions and put together a high-quality proposal. Three faculty took advantage of these sessions to share their ideas and get feedback before filling out the application. An additional five faculty could not make the sessions and reached out for individual consultations about their grant ideas.

Instructional Fair Poster Ideas

Since this was the first year anyone at CCRI offered the Instructional Fair, the Working Group and I offered an information session for drop-in help on narrowing down or consulting on poster topic ideas. We had zero faculty attend. Perhaps this was scheduled too early in the semester for faculty to think about an event occurring in May after classes are over.

Instructional Fair Poster Technical Help

The Instructional Fair Working Group and I also offered a drop-in help session for faculty who might need technical help creating their Instructional Fair poster. The Working Group also put together two example posters for faculty to reference, and I created a template poster available to anyone who wanted it. One faculty member joined us for this information session.

Starfish

Starfish is CCRI's communication system that links students, faculty, advisors, counselors, and academic coaches. Tanekar Alexander, CCRI's Starfish expert, offered an information session about the features of Starfish that faculty can use to support and connect to their students. This session included live demonstrations of everything Tanekar mentioned and provided ample time for faculty to ask questions. The session was offered on Zoom and was recorded. Anyone who was not able to attend can view the recording through the CTE Events webpage. Five faculty were able to attend.

Office of Community and Social Resources

Shanna Wells, Program Director of CCRI's Office of Community and Social Resources (CSR), presented at an information session designed to introduce faculty to this important office. Shanna presented on needs CCRI students face, the founding of the CSR, and data from its first three years of existence. Shanna shared the process of faculty referring students to her office and what will happen next. Five faculty members attended this information session, which is also recorded and available on the CTE Events webpage.

Open Educational Resources

Jim Salisbury, Librarian, is a strong advocate for Open Educational Resources (OER). He applied for a HEERF grant to support any faculty interested in adopting OER in their courses. In this information session, Jim defined OER, shared the benefits of adopting OER, and described the opportunity connected with the HEERF grant to the two faculty attendees. This session was conducted over Zoom and is recorded for others to view.

Consultations

Seventeen Confidential Consultations occurred this year. Consultations were related to the following broad topic areas:

- CTE Grant ideas and questions
- HyFlex classrooms
- Promotion & Tenure processes
- Getting access to, and understanding, disaggregated course data.
- Course design and course resources

I worked with Phil Gordon to establish a procedure for faculty to gain access to their course data, disaggregated by race and ethnicity. I mediate between the Office of Institutional Effectiveness and faculty in this process. Faculty meet with me to clarify their data request and

goals for examining their data, and I submit the data request on behalf of the faculty member. The data is then sent to me, and I create a de-identified version of the data report for the faculty member. If requested, I will also meet with the faculty member to discuss what the data indicate and help them come up with a plan to address any equity gaps that exist in their course outcomes. Five faculty members and one department/course group have gone through this process with me.

I will continue to offer consultations in the future. If the number of consultations increases over time, I will evaluate their effectiveness using measures from other Centers or published research. With low numbers of participants, it is easier for confidentiality to be broken, and confidentiality is especially important here.

I will promote Consultations more frequently and describe the data-request process more thoroughly on the website to encourage more faculty to take advantage of the process for accessing and using their disaggregated course data.

Events with CTE Partners

HyFlex Training with IT and LDC

Content of this workshop was primarily developed by John Vota of Classroom Technology and Mish McIntyre of the Learning Design Center (formerly e.co). I was brought onto the team because Mish cannot be on campus due to the Pandemic. On Fridays in the Fall from 8:30 – 1:00, we offered a training on the new Hyflex equipment in CCRI classrooms to anyone who could attend. John demonstrated technical information and walked attendees through the steps of using the equipment. Mish McIntyre and I presented pedagogical considerations and strategies for using the equipment well in higher education classrooms. Over 9 Fridays in the Fall semester, we had 55 attendees.

Campus Reads! Discussion Groups with the DEI Council

The DEI Council had chosen to encourage all CCRI Community members to read the book "From Equity Talk to Equity Walk" for the Fall 2021 Campus Reads! project. Tracy Brown was the leader of the DEI Council at that time. I worked with Tracy to choose times that were likely to work for faculty, include discussion questions relevant to the faculty experience, and co-host the discussion conversations. Two CTE Board members, Justine Egan-Kunicki and Kevin Fontaine, helped to lead discussions.

Session at the DEI Council's Equity Summit

As a result of conversations with Tracy Brown about the Campus Reads! book, I was asked to prepare a session for the Equity Summit. Tracy asked if I would be willing to be an example of what it would look like to be equity-minded as a faculty member. Phil Gordon, Institutional Research, partnered with me on this session. Phil provided me with disaggregated data for my General Psychology course. In our session, Phil discussed the demographics of CCRI, equity gaps that exist in certificate/graduation rates, and equity gaps that exist in course grades. I then discussed my General Psychology data, my reaction to it emotionally and cognitively. Eighty-one

people registered for our session. I do not have attendance data, or breakdown between faculty, staff, and guests.

Rubrics Workshop with CIT

In Spring 2022, I formed a stronger partnership with the Center for Instructional Technology (CIT). In a meeting after Spring Recess, MaryAdele Combe and I discussed offering joint workshops that address the pedagogical and technological sides of a teaching issue in a single session. We decided to focus on grading rubrics first. On May 25, 2022, we presented the benefits of using rubrics, the parts of a rubric, how to design rubrics from scratch, and how to enter and use them in Blackboard. MaryAdele showed faculty how rubrics appear at various points in the assignment creation and grading process from both the faculty view and the student view. She demonstrated how faculty can share rubrics across course sections, semesters, and among faculty. I hope that departments will take advantage of this sharing feature to collect data for Academic Program Review and other forms of assessment. Eight faculty were able to attend this workshop. We plan to repeat it for New Faculty Onboarding and the broader CCRI Community in Fall 2022.

Part 3 - Resources

Book collection

CCRI Libraries have a collection of books about higher education teaching and learning strategies. This collection was first established by CITLA and has been built up with funds from CITLA, TLC, and CTE over the years.

The CTE Book Collection currently has 759 physical books and many more eBooks. Ordering and tracking the books is somewhat challenging because of responsibility changes within the library as librarians retire and are not replaced. At least 8 eBooks and 4 physical books were added to the CTE collection this year.

Bimonthly Newsletters with monthly Teaching Tips

During the 2021-2022 Academic Year, I put together a regular email newsletter of events from CTE and its partners. This newsletter went out at least monthly, but often twice a month. The first newsletter of the month always included a teaching tip from a Consortium or from CCRI faculty. The February newsletter included a summary of the CCRI Caring Campus workshops for the teaching tip. The May newsletter included teaching tips written by members of the Cognitive Neuroscience FLC.

CITLA, TLC and CTE have joined a consortium that gives us access to teaching tips from colleges and universities around the country. Katie Holcomb, CCRI Librarian, has ensured our continued membership in this consortium in the past. The CTE Director will take over this role in the future. To be a member of the consortium, each school needs to submit at least one teaching tip. In return, member schools receive a document with all submitted teaching tips with a Creative Commons Attribution-NonCommercial-ShareAlike License.

The CTE newsletter is sent out to all faculty by CCRI Marketing. Brendalee Peckham-Bell designed a newsletter template for TLC in 2019. That template was updated to reference the Center for Teaching Excellence and is used for all CTE newsletters. Please see Appendix B for an example newsletter.

Resource Collection

The CCRI Libraries have an account with LibGuides, a content management system specifically for libraries. Katie Holcomb, a librarian and CTE Board member has agreed to create a special instance of the CCRI LibGuides account for CTE. This first year, Katie and I worked together to create seven Resource Collections using LibGuides on topics related to teaching and learning. We plan to continue to add resources to the existing Resource Collection and to create more Collections each year. Submitting resources to include in a Resource Collection is one way that faculty can earn CTE Knights Certificate points.

The Learning Design Center and I have also purchased a joint account with Articulate, which will allow us to create on-demand trainings. Mish McIntyre has used Articulate to create many "Learning on the Go" resources that include text, video, quizzes, and more. I plan to create on-

demand versions of CTE's workshops and information session as they are developed in the upcoming academic years.

Reflective Teaching Log

At a meeting with VPAA Costigan and myself in October, 2021, CCRI President Hughes charged CTE with helping to close equity gaps at CCRI. I shifted the focus of CTE slightly at this point to focus more directly and explicitly on teaching strategies that will especially support minoritized students and professional development opportunities that focus on anti-racism. I began to educate myself more thoroughly on professional development related to these efforts. Many books, webinars, and conference presentations stressed the importance of self-reflection as a first step to becoming an anti-racist and employing anti-racist teaching strategies. I have often intended to set aside time for regular reflection in my own teaching but have struggled with doing this on my own. For all these reasons, I created a Reflective Teaching Log to be used weekly during one semester.

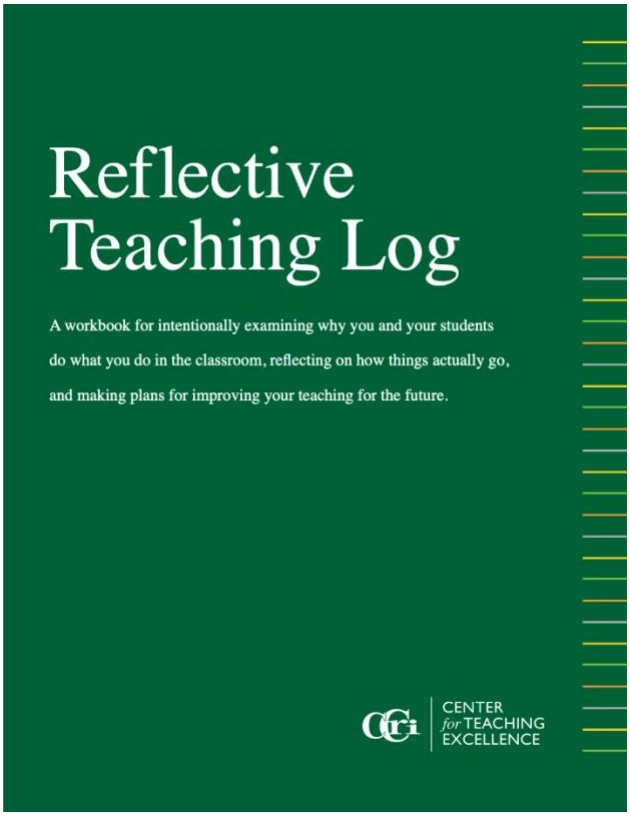


Figure 6. CTE's Reflective Teaching Log Cover

With the help of the Marketing department, I created an introductory video for reflective teaching that was debuted at Winter Workshop and posted on the Reflective Teaching CTE webpage. That video has been viewed 39 times, in addition to the viewing at the Winter Workshop.

17 paper copies of the log requested to be delivered to faculty. A digital version of the log is available online, but I have no way to track how many times it has been downloaded. Additional copies of the reflective teaching log were distributed at the ACUE Graduation and pinning ceremony. Copies of the Log will be given to new faculty in the coming year.

To support those using the Reflective Teaching Log, I dedicated two hours each Friday during the Spring Semester to creating a writing space in the Center, supplemented by a Zoom room. Only 2 faculty members ever took advantage of that time. While those two people reported finding both the log and the accountability of the writing space helpful, that effort ended up being less useful to the CCRI Community than anticipated.

I also planned events specifically to relate to prompts from the Reflective Teaching Log. The Information Sessions on Starfish and the Office of Community and Social Resources are two examples.

Website

CTE has a website through CCRI (www.ccri.edu/cte) which includes a front page with announcements, an events page, a resources page, and information about the CTE Knights program. I update the page regularly, and plan to archive past events calendars so that faculty can find recordings of past events as needed. The CTE Knights page includes access to a point tracking document so that faculty can see how many points they have accumulated towards the Green or Gold Level Certificates. All CTE pages will be updated prior to Opening Day.

Faculty Handbook

The Faculty Handbook is an Academic Affairs resource found on the VPAA's webpage. A Working Group from the CTE Board spent Fall 2021 updating the handbook to ensure accuracy of links, updated information, and the addition of new information.

Part 4 – Recognition of Teaching Excellence

Grants to Support Teaching Excellence

Two $5000 grants to support teaching excellence were awarded for calendar year 2022. Applications were solicited throughout Fall Semester 2021. Seven applications were received by the deadline. The top two applicants, as selected by a subcommittee of the CTE Board, were Karen Kortz and Mark England.

Karen Kortz proposed to gamify her in-person Geology course to match her online Geology course. In addition, she proposed to update language throughout the course and add assignments to support diversity, equity, and inclusion. She has a solid assessment plan in place to evaluate the effectiveness of these changes.

Mark England proposed to develop an active learning assignment for the Death Investigation module for his Criminalistics II course. Specifically, Mark acquired highly realistic replicas of human bones and designed activities for students to interact with some of the bones. In this activity, students use tools, take measurements, and make determinations about the likely sex and race of the person. Mark also proposed to evaluate the effectiveness of his activity on the motivation, engagement, and learning of students.

Figure 7. Karen Kortz, Rachel A Rogers, and Mark England

The CTE Director is involved in the human subjects research process, including helping with the IRB application, collecting Informed Consent from the students, collecting survey data from the students, and deidentifying the data before passing it on to the faculty members for statistical tests.

Over Spring 2022, both grant recipients developed the plans for their study and began the IRB approval process. Because of unanticipated delays in receiving IRB approval (e.g., Mark had to wait 2 months for CCRI IRB approval), neither faculty member was able to officially begin data collection as early as they intended.

Mark will collect data over Summer and Fall of 2022. Karen will collect data over Fall of 2022. Both will evaluate their data and write reports for the CCRI VPAA over the Intersession of 2023. Mark plans to continue data collection after his Grant year is over, and will seek to publish his findings.

This year has been a learning process for all of us as we navigate the CCRI/URI IRB process, establish norms and procedures for protecting the confidentiality of participants, and work on

data analysis. The grant program will be repeated, with applications accepted during Fall 2022 and work completed over the 2023 Calendar Year.

CTE Knights Certificates

This academic year saw the launch of CTE Knights Certificates. This was an idea that came up during the TLC years but was not chosen as a focus for development immediately, due to limited resources and time. Once CTE was established with full course release for the Director, the Knights Certificates program could launch. The CTE Knights Certificates recognize faculty participation in, and application of, a variety of professional development activities. To earn the ***CTE Knight: Gold Level Certificate***, faculty must accumulate 70 points in an academic year and have presented in at least one. To earn the ***CTE Knight: Green Level Certificate***, faculty must collect 35 points in an academic year. Points can be accumulated up until Spring Symposium each year, at which point totals will reset to 0. Any points earned over the summer will count towards the following year's CTE Knights Certificates.

The certificates recognize participation in a variety of teaching- and learning-related activities, application of sound pedagogical strategies to their classes, and demonstrate a commitment to promote student learning. They are designed to incentivize participation in CCRI events that enhance teaching and learning and promote community, collaboration, and respect among faculty.

Each CTE event, and several Partner events earns a faculty member between 3 and 15 points, depending on time and effort committed. For example, attending an hour-long information session is worth 3 points. Attending a workshop, which requires application of the material to one's own classroom context, would be worth 5 or more points. Participating in an entire Faculty Learning Community is worth 10 points.

Figure 8. Sample CTE Knights email signature

With the understanding that no one would be able to attend all CTE events, faculty were also given ways to earn additional CTE Knights points that did not depend on a particular schedule. Faculty could fill out an Implementation Plan describing a professional development opportunity they attended (CTE, CCRI or elsewhere) and how they plan to apply what they have learned to their own classroom context. This way, faculty who attend discipline-specific conferences, webinars, or read books about pedagogy on their own time could still earn CTE Knights points. During the 2021-2022 Academic Year, 48 Implementation Plans were completed.

CTE Knights Certificates earners receive a personalized certificate, a lapel pin indicating their status, and a digital version of the lapel pin for their email signatures. I have already seen some recipients display their lapel pins on their work lanyards and include the digital version in their email signatures.

In May 2022, CTE awarded 21 CTE Knights Certificates: 6 at the Gold Level and 15 at the Green Level (see Appendix C for a list of CTE Knights). I anticipate higher numbers of Certificates awarded each year as CTE continues to work with Partners to offer professional development, the program becomes more well known, and faculty have an entire calendar year to accumulate points.

It is my hope that CTE will continue this program throughout its existence, that anyone offering professional development for faculty at CCRI will seek out partnership with CTE for support and points, that faculty will be proud of their CTE Knights status, that Department Chairs, Deans, CCRI Administration, and the RI Board of Education will recognize and value CTE Knights Status in making Promotion and Tenure decisions, and that special awards will be established for those who earn CTE Knights status 5 or 10 times.

Figure 9. Sample CTE Knights Certificate

Part 5 – Summaries and Future Plans

Evaluation of 2021-2022 Events

Initially, we planned to evaluate all CTE Events with the same form (see Appendix D). However, a separate evaluation form was written for Spring Symposium, since we wanted to evaluate the keynote address, the Instructional Fair, and the Breakout Sessions with questions of their own. A new evaluation form for events taking place after Spring Symposium has also been written. This new form has been used to evaluate the Rubrics Workshop only so far.

The initial event evaluation form has been completed by participants of:

- Idea Exchange – Structuring Your Course with Flexibility for the New Normal
- Hyflex Training
- Idea Exchange – Learner-Centered Course Design
- Winter Workshop
- Starfish Information Session

The evaluation form has been completed 71 times, which represents a 58% response rate for the relevant event attendances. Overall, evaluations were quite high. The average star rating was 4.7 out of 5 stars. Ratings of the event and the presenter were also high on the Likert-type scale questions.

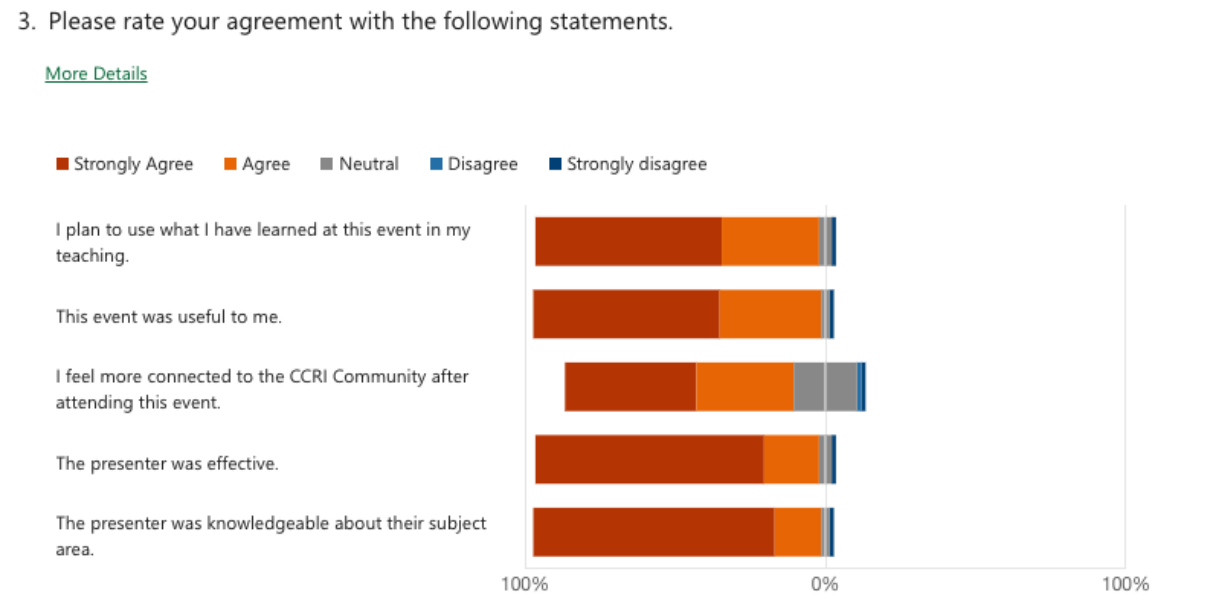


Figure 10. Results from CTE's original event evaluation form.

94.4% of respondents plan to use what they have learned in their teaching (Strongly Agree + Agree). 95.8% of respondents found the events useful (Strongly Agree + Agree). 76.1% of respondents feel more connected to the CCRI Community after attending events (Strongly Agree + Agree; I believe this lower number reflects the fact that many of these events took

place on Zoom). 94.4% and 95.8% of respondents found the presenter to be effective and knowledgeable, respectively (Strongly Agree + Agree).

The evaluation form for the Equity Summit was completed by 23 participants from my session with Phil Gordon. We were rated as knowledgeable by 95.6% of respondents, the content was rated "relevant to my work" by 100% of participants, and 91.3% of respondents reported learning something new (all percentages are Strongly Agree + Agree).

The separate Spring Symposium evaluation form got a 50% response rate. Flower Darby's presentation and workshop were rated an average of 4.87 stars out of 5. Likewise, Flower was rated very highly on the Likert-type questions, with totals of Strongly Agree + Agree across all five items above 90% (range 91.3% to 95.7%).

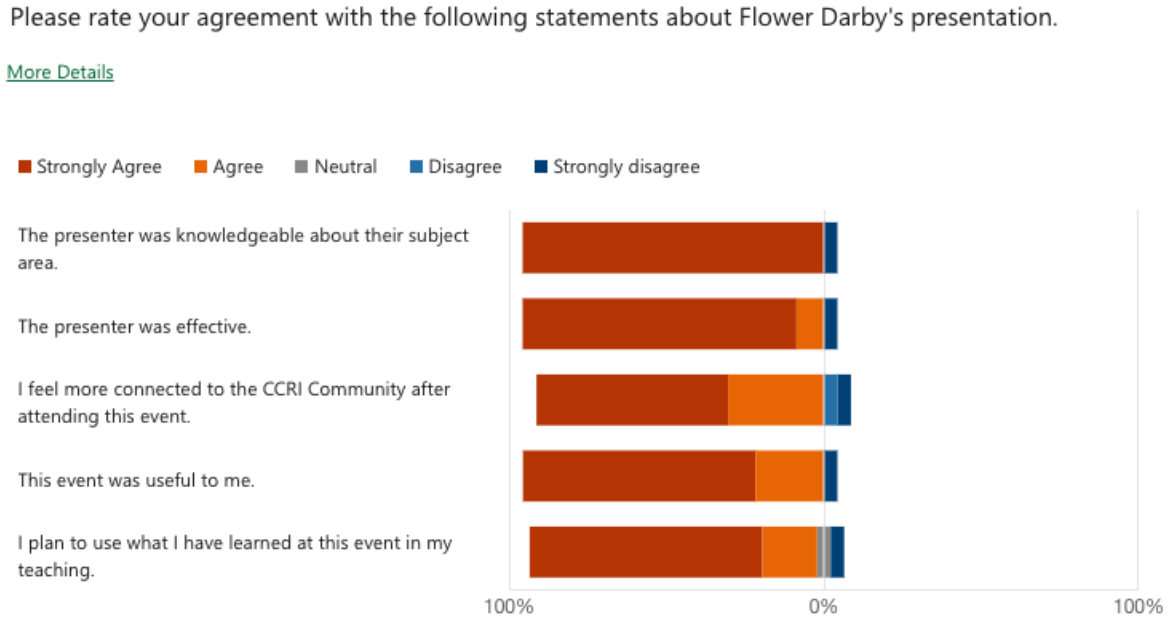


Figure 11. Results from the evaluation of Flower Darby's presentation and workshop.

Breakout sessions were also evaluated, though attendance was lower. The best-attended session had 6 participants. Even so, those who did respond and evaluate their breakout session rated it positively. Strongly Agree + Agree scores were around 80% for each of the Likert-type items.

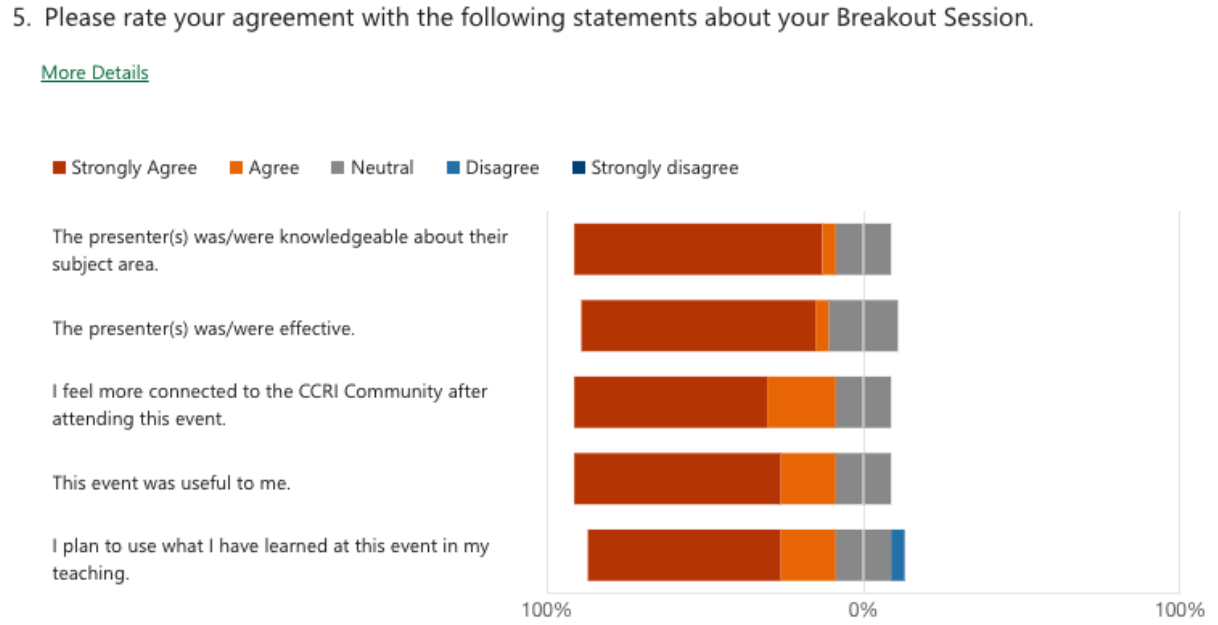


Figure 12. Results of the evaluation of Spring Symposium breakout sessions.

Twenty participants reported that they would consider presenting in the Instructional Fair next year.

Five out of 8 participants at the Rubrics Workshop (a 62.5% response rate) evaluated that event. The average score was 5 out of 5 stars, which is very encouraging for the first joint event between CIT and CTE.

The star rating and the responses to the Likert-type questions for the Rubrics Workshop evaluation disagree with each other. Examining responses from the same person to each question together leads me to believe that some respondents did not realize they were clicking "Strongly Disagree" instead of "Strongly Agree." For example, one person rated the event with 5 starts, included the comment "It was something I can use right away and make what I have already been doing more effective." In the Likert-type questions, however, she selected "Strongly Disagree" for "I plan to use what I have learned at this event in my teaching." If I make this assumption of a mistake for all respondents because of similar patterns of responses, everyone rated this event very highly.

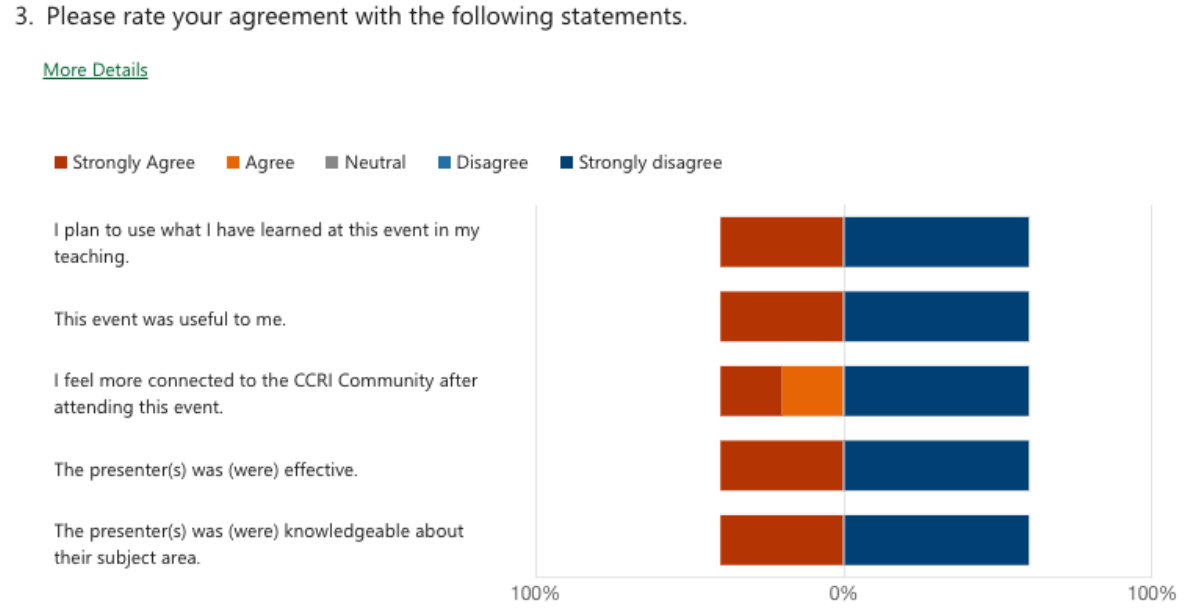


Figure 13. Results from the evaluation of the Rubrics Workshop with CIT.

Overall, I am very pleased with the response to events, both in the number of evaluation responses collected and the ratings given by the respondents.

Effect of COVID

At the time of CTE's founding, the COVID-19 vaccines were becoming available to more and more people. I hoped to offer many events and reach a larger percentage of the faculty. As it turned out, the emergence of several variants of COVID-19 kept everyone at home, concerned about infection, or overwhelmed. Attendance at CTE events was lower than I had hoped for our first year. However, given the impact of the Global Pandemic on energy levels, safety, and availability, I am pleased with what CTE was able to accomplish in one year.

One way we were able to encourage participation was through hybrid events. Only two of the events from Appendix A were in-person only. Every other event was hybrid or online-only. This certainly allowed some faculty to participated despite being on a different campus, unable to attend for health reasons, or unwilling to attend over safety concerns.

I hope that as COVID-19 continues to decrease in frequency and severity, everyone will become more confident about attending in-person events and more energetic about committing time to professional development instead of just surviving.

Partnerships

Strong partnerships were developed with groups and stakeholders around campus during CTE's first year. These groups include the Learning Design Center, the Executive Director for Online Learning, the Center for Instructional Technology, the Classroom Technology team, the Interim Director for Academic Program review and Accreditation, the Faculty Senate, the

Marketing Department, the HR's Diversity, Equity, and Inclusion & Organizational Development Office, Institutional Effectiveness, and the library, especially Michele Quaedvlieg.

Because of these partnerships, I have served on several committees this year. These include:

- General Education Assessment Committee
- Professional Development Day Planning Committee
- Research Analyst Search Committee
- Faculty Senate Subcommittee – Teaching and Assessment
- Faculty Senate Subcommittee – Student and College Success
- Career and Academic Paths – Professional Development Subcommittee
- Academic Master Plan Committee
- Instructional Designer Search Committee

I will join the DEI Council for AY '22-23. I have also been asked to serve on the Assistant Dean of Academic Affairs Search Committee, which will work over the summer.

Academic Year 2022-2023

New Faculty Orientation/Onboarding

When I began the job of CTE Director, New Faculty Orientation had been planned already by George Hart and Michele Quaedvlieg. I began to help with the final planning and served as one of the emcees of the event. I was very grateful for the opportunity to be a contact person for new faculty members and to make connections with folks from different offices around campus.

I find the format of our New Faculty Orientation to be ineffective. Representatives from DSS, Student services, CIT, Campus Police, etc. are each given only 5 minutes to present important information to new faculty. If anyone goes over their time, the tight schedule of the day is thrown off. Also, the rapid-fire presentation of so much new information makes it hard for faculty to remember anything.

To shape an equity-minded culture in CCRI faculty, build community among new faculty, and ensure that information is presented so that it can be retained and used, I have proposed to turn the one-day orientation session into a semester-long onboarding group. New full-time faculty will attend a kick-off session on Wednesday, August 24th to introduce them to the culture of CCRI, the strategic plan, and the academic master plan. This kick-off event will also incorporate crucial information necessary for the first week of class, such as how to find your rosters, important information to include in syllabi, and the academic calendar.

New full-time faculty will then meet as a group with me weekly to support each other, learn about offices and resources on campus, and workshop effective teaching strategies. New full-time faculty will receive a 3 credit-hour gift from CCRI in order to devote time to these meetings. Sessions that are relevant for the wider faculty community, such as the session on group work or the workshop with CIT on using rubrics in Blackboard, will be repeated and/or

turned into on-demand trainings using the Articulate program. So far, these weekly meetings are scheduled for Tuesdays from 1-3:30.

New full-time faculty will also be supported by a department-specific mentor. I have begun to communicate with department chairs to recruit appropriate mentors and have been working with Andrea Ray and Michel Campbell from HR to create expectations for the mentors. Mentors will be supported by an honorarium from Academic Affairs, an orientation from Michael Campbell, and check-ins from the CTE Director.

I also plan to evaluate the onboarding process and the mentor program with the help of Michael Campbell. I hope that this semester-long New Faculty Onboarding (NFO) and mentoring program will be successful and become a regular part of CTE's calendar moving forward.

Other Events

CTE plans to offer a Winter Workshop in January and Spring Symposium & Instructional Fair in May. Specific dates and speakers have not been determined at this time. Speakers will be asked to present a 60–90-minute keynote so that there is time for faculty-led breakout sessions as well.

The Inclusive STEM Teaching Project will be running the course once more on October 3 through November 22. I will offer an FLC for CCRI faculty to coincide with them.

Grants to support Teaching Excellence will be awarded again this year. I will repeat the process of information sessions, application review, selection, and coaching with the incoming grant recipients. During Fall semester and the Intersession, I will continue supporting the 2022 Grant recipients through their second semester of work.

The CTE Board helped select a recommended summer reading – The Missing Course by David Gooblar. In the Fall, I will work with CTE Board members to offer multiple discussion group sessions to faculty. Timing is dependent on Board Member availability.

Each CTE Board member is also being asked to take responsibility for at least one event in the upcoming academic year. I will provide support in promotion, registration, evaluation, room reservations and the like. The Board members will be responsible for content of the session. So far, Board members have expressed interest in offering an FLC focused on Gamification of courses and evaluation of that change, Article Club sessions focused on Social Emotional Learning, and information sessions about the effort to bring online learning courses up to OSCQR standards.

The OSCQR standards have been chosen by the Executive Director for Online Learning and the Faculty Senate Subcommittee on Online Learning as the CCRI target for online classes. Mish McIntyre will offer a series of workshops on OSCQR standards, and Kristen Swithers,

CTE Board member and Chair of the Online Learning Subcommittee, would like to provide a faculty perspective to back up that effort.

Throughout the rest of the summer, I will continue to work with CTE Board members to plan out a menu of faculty-led professional development opportunities for the 2022-2023 Academic Year. I hope to offer another FLC for Spring 2023, but the topic has not been determined yet.

External Groups

This past year, a CTL Alliance has formed among Community College centers for teaching and learning in Massachusetts and Rhode Island. The leaders of the CTLs recognize that community colleges typically have fewer resources than 4-year schools for staffing and professional development events. As a way to maximize the reach of each Center, we have agreed to make a limited number of seats available at specific professional development opportunities to faculty from CTL Alliance institutions. The menu of events on offer will be finalized over the summer.

The Rhode Island Teaching and Learning Network (RITL) was formed several years ago with similar aims and continues to meet. The meetings serve as a support network for directors and employees of CTLs at institutions across the state. In the past, CITLA and TLC were included in joint events. Due to COVID-19, no such events have taken place in the past year. I plan to continue to join these meetings and will take advantage of any events offered for CCRI faculty.

I have applied to offer a talk at the POD Network Conference in November 2022. I would like to attend this conference regardless of whether my proposal is accepted or not in order to advance my skills and knowledge as a director of a professional development group.

Changes

Based on my experiences this year, I plan to make some changes for the upcoming Academic Years. I will focus my efforts on preparing a smaller number of options for faculty professional development, while relying more heavily on the CTE Board to fill out the menu of CTE events. More events led by CTE Board members will also help expand CTE's reach to all campuses. To increase attendance at events, I will promote CTE events and resources more frequently, set clear expectations for participation, and shorten the length of the two conferences.

Information sessions about Grant and Instructional Fair poster proposals will be converted into one-on-one consultations, as they were some of the lowest-attended offerings from the past year. I will work with Marketing, Classroom Technology, and my new Articulate account to create on-demand videos, trainings, and guides based on the events this year. This will allow me to better evaluate how many faculty are using CTE's on-demand resources.

New Faculty Onboarding (for Full-Time Faculty), New Faculty Orientation (for Adjuncts and Visiting Lecturers), continuous marketing, and events on all CCRI campuses will expand CTE's reach. I hope to host at least 500 attendances across all AY '22-23 events, reaching at least 250 unique faculty.

Final Thoughts

I am very proud of what CTE has been able to accomplish this year and hopeful for all that we will be able to accomplish next year. The current plans for AY '22-23 are ambitious and will benefit faculty and students of CCRI.

Appendix E contains my budget request for CTE for FY '23.

I would like to extend special thanks to Dr. Karen Kortz for her advice and help, to Michele Quaedvlieg for her practical support and encouragement, and to Dr. Rosemary Costigan, VPAA, for her guidance and backing throughout this first year of the Center for Teaching Excellence.

Appendices

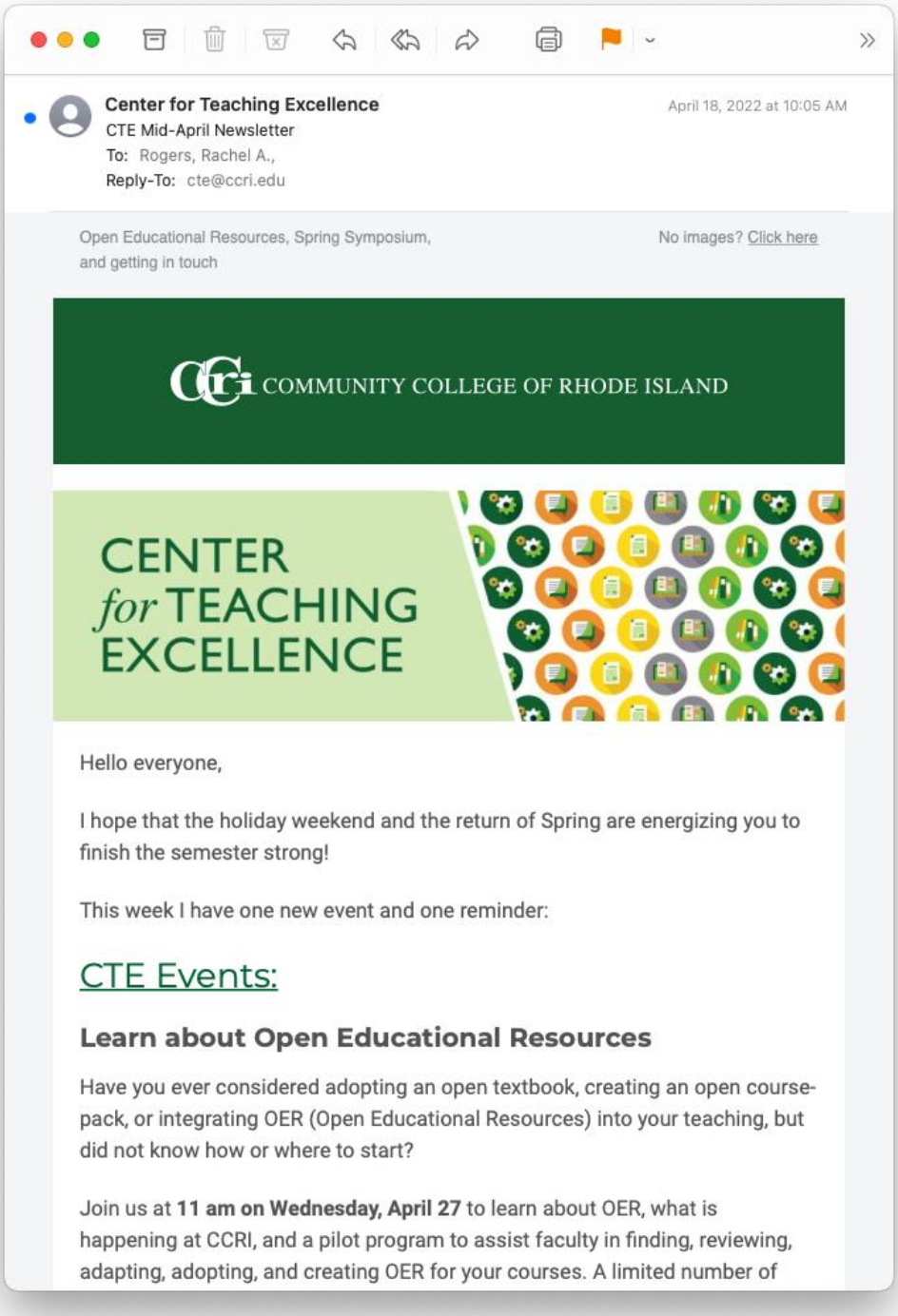
Appendix A: 2021-2022 Events

Event	Date/Time/Location	Attendees	Notes
Idea Exchange: Structuring Your Course with Flexibility for the New Normal	August 30, 2021, Room KN6060 and Zoom	13	First hyflex event. Slightly more than half of the attendees chose to participate via zoom.
Hyflex Classroom Workshop	9 Fridays, Fall 2021, room KN6010	55 total	With LDC and IT
FLC – Cognitive Neuroscience	Began 9/30/22	6 – 5 full time, 1 adjunct	The FLC met 5 times over Fall 2021
DEI Lunch and Learn	October 1, 2021, zoom only	1 faculty participant	Hispanic Heritage Month – Betty Francisco
Information Session on Teaching Excellence Grants	10/4/21 (Warwick) and 10/5/21 (Lincoln) and Zoom	3	Opportunity for faculty to ask questions about potential Teaching Excellence Grants
DEI Campus Reads! Discussion Groups on "From Equity Talk to Equity Walk"	November 1, 2, 8 and 10, zoom only	35 people, 7 faculty total across 4 meetings	Justine Egan-Kunicki and Kevin Fontaine (CTE Board) helped facilitate a meeting. Discussion questions contributed by Tracy Brown (DEI) and Rachel Rogers (CTE)
Idea Exchange: Learner-Centered Course Design	12/3/21, Knight Campus and Zoom	13 (all but two chose to participate via Zoom)	Included presentations on different aspects of Learner-Centered Course Design by Rachel Rogers, Roger Hart, and Karen Kortz
Assessment Panel Discussion	December 7, 2021, Room 4090 and Zoom	23	This event was presented by Lauren Webb and a panel of faculty members. CTE only offered CTE Knights Points

Event	Date/Time/Location	Attendees	Notes
Winter Workshop	January 11, 2022, zoom only	36	Special Guest Speaker Saundra Yancey McGuire presented on Metacognition, Motivation, and Mindset.
Winter Workshop Breakout Sessions	January 11, 2022, zoom only	30	Discussion groups for the Winter Workshop topics organized around department.
Information Session: Using Starfish to Its Full Potential	February 8, 2022, and zoom	5	Tanekar Alexander
Information Session: Perspectives of a Social Worker	February 21, 2022, and zoom	5	Shanna Wells
Equity Summit: Walking the Walk in My Classroom	February 25, 2022, Zoom only	70 participants – mix of faculty, staff, and guests	Phil Gordon and I presented an example of equity minded response to school and classroom data in two sessions of the Equity Summit from the CCRI DEI Council
Information Session on Instructional Fair	March 3, 2022, and Zoom	0	Opportunity for faculty to ask questions about the new Instructional Fair.
FLC – Inclusive STEM Teaching Project	Thursdays and Mondays beginning March 23, 2022	7	Karen Kortz co-facilitated the meetings. We used content provided by the Inclusive STEM Teaching Project. Participants also enrolled in the ISTP edX course.

Event	Date/Time/Location	Attendees	Notes
Information Session on Instructional Fair Poster creation	April 11, 2022, and Zoom	1	Opportunity for faculty to ask questions about the technical aspects of creating a poster for the Instructional Fair
Information Session: Open Educational Resources	April 27, 2022, zoom and KN 5579	2	Jim Salisbury, Librarian, presented on the types of OER available, the benefits of using OER, and a HEERF Funded opportunity to develop OER.
Spring Symposium	May 10, 2022, KN4080 and Zoom	46 faculty (42 full-time and 4 adjunct) and 9 staff	Special Guest Speaker Flower Darby, Instructional Fair with 12 posters from CCRI, 6 Breakout session options
Workshop: Rubrics	May 25, 2022, room KN4100	8	Partnership with CIT. How to design a rubric from scratch, how to enter and use a rubric in Blackboard.
Writing Space	Friday mornings throughout Spring. KN5579 and Zoom	6	This was a space held for faculty to write in their Reflective Teaching Logs.
Consultations	On Demand	17	

Appendix B: Sample Newsletter



Center for Teaching Excellence
CTE Mid-April Newsletter
To: Rogers, Rachel A.,
Reply-To: cte@ccri.edu

April 18, 2022 at 10:05 AM

Open Educational Resources, Spring Symposium, and getting in touch

No images? Click here

COMMUNITY COLLEGE OF RHODE ISLAND

CENTER *for* TEACHING EXCELLENCE

Hello everyone,

I hope that the holiday weekend and the return of Spring are energizing you to finish the semester strong!

This week I have one new event and one reminder:

CTE Events:

Learn about Open Educational Resources

Have you ever considered adopting an open textbook, creating an open course-pack, or integrating OER (Open Educational Resources) into your teaching, but did not know how or where to start?

Join us at **11 am on Wednesday, April 27** to learn about OER, what is happening at CCRI, and a pilot program to assist faculty in finding, reviewing, adapting, adopting, and creating OER for your courses. A limited number of

Appendix C: CTE Knights, 2022

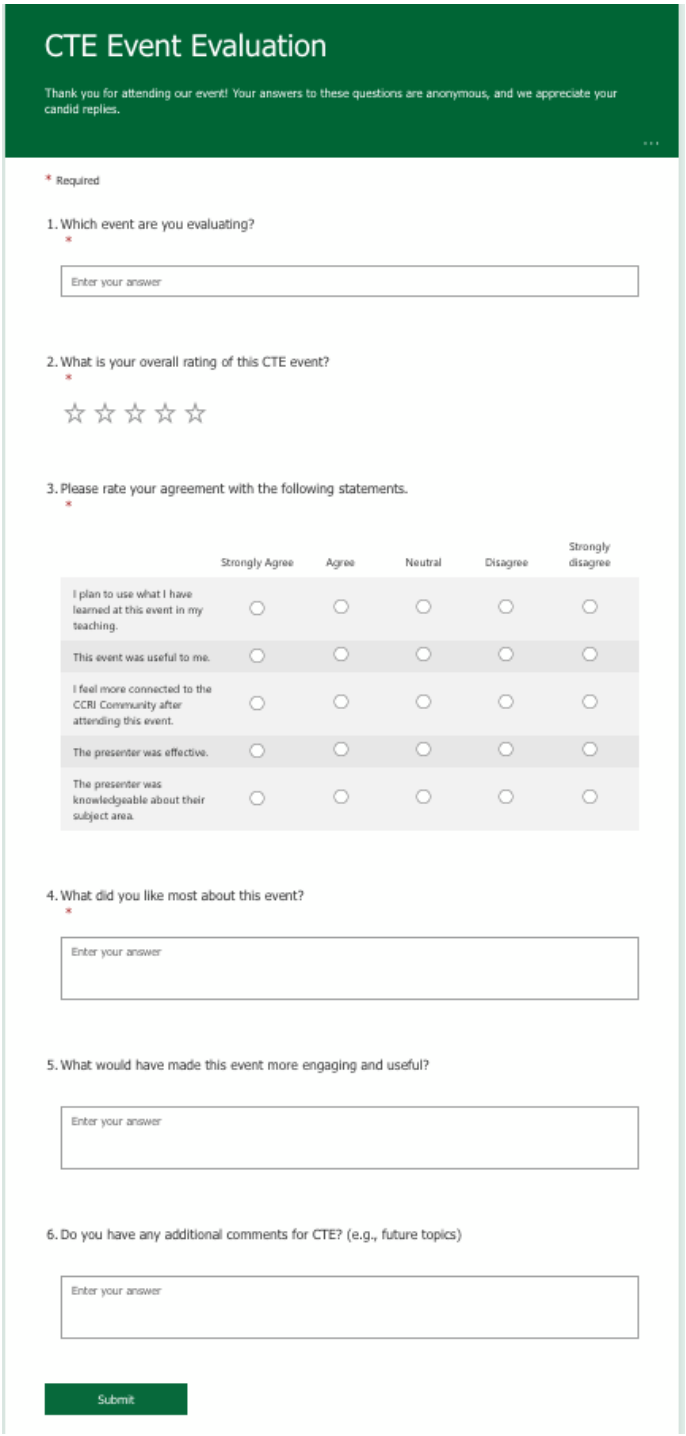
Gold Level

- Justine Egan-Kunicki, Psychology
- Roger Hart, Physics & Engineering
- Karen Kortz, Physics & Engineering
- Christine Lima, Biology
- Renee Saris-Baglama, Psychology
- Amanda Vanner, Psychology

Green Level

- Lynne Andreozzi-Fontaine, Psychology
- Beth Anish, English
- Sarah Cichon, Computer Studies
- Maria Coclin, Business and Professional Studies
- Lisa Ethier, Art
- Candace Grist, Business and Professional Studies
- Katie Holcomb, Library
- Kelly Korzeniowski, Physics & Engineering
- Barbara Leasher, Mathematics
- Dina Levitre, English
- Laura Picraux, Chemistry
- Alyson Snowe, English
- Kristen Swithers, Biology
- Lou Turchetta, Psychology
- Rongfang Yang, Chemistry

Appendix D: Initial Event Evaluation Form



CTE Event Evaluation

Thank you for attending our event! Your answers to these questions are anonymous, and we appreciate your candid replies.

* Required

1. Which event are you evaluating? *

Enter your answer

2. What is your overall rating of this CTE event? *

☆ ☆ ☆ ☆ ☆

3. Please rate your agreement with the following statements. *

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I plan to use what I have learned at this event in my teaching.					
This event was useful to me.					
I feel more connected to the CCRI Community after attending this event.					
The presenter was effective.					
The presenter was knowledgeable about their subject area.					

4. What did you like most about this event? *

Enter your answer

5. What would have made this event more engaging and useful?

Enter your answer

6. Do you have any additional comments for CTE? (e.g., future topics)

Enter your answer

Submit

Text:
CTE Event Evaluation
Thank you for attending our event! Your answers to these questions are anonymous, and we appreciate your candid replies.

1. Which event are you evaluating?
2. What is your overall rating of this CTE event? (out of 5 stars)
3. Please rate your agreement with the following statements. (Scale from Strongly Agree to Strongly Disagree)
   a. I plan to use what I have learned at this event in my teaching.
   b. This event was useful to me.
   c. I feel more connected to the CCRI community after attending this event.
   d. The presenter was effective.
   e. The presenter was knowledgeable about their subject area.
4. What did you like most about this event?
5. What would have made this event more engaging and useful?
6. Do you have any additional comments for CTE? (e.g., future topics)

Appendix E: FY23 Budget Request

Item or Event	Details	Total
Speakers for Winter Workshop and Spring Symposium	$10,000 per speaker – estimated speaking and travel fees	$20,000
Food funds	$1,500 per event	$3,000
Conference Travel for Director	1. POD Network Conference in November, 2022 2. AAC&U Annual Meeting in January 2023 3. AAC&U Conference on Diversity, Equity, and Student Success in March 2023	$5,000
Grants to Support Teaching Excellence	$5,000 each	$10,000
FLC – Fall 2022 – Gamification	$3000 per facilitator (2), $1000 per faculty participant (up to 10)	$16,000
Other Faculty Honoraria	For faculty facilitators, FLC Participants, speakers at WW & SS	$16,000
Membership and Dues for Director	POD Network, The Teaching Professor, etc.	$300
WB Mason	Office Supplies	$700
New Printer	For rooms 5578, 5579, & 5580	$600
Printing	Includes poster printing for Instructional Fair, flyers, vinyl sticker sign for Center, branded pens, branded mugs, etc.	$3,000
Books	To add resources to the CTE Book Collection in the CCRI Libraries	$2,000
Mentor honoraria for NFO	$1,000 per mentor	$13,000
Camera and streaming equipment	Camera, tripod, and capture device for higher quality livestreaming and recording of CTE events	$3,000
Total		**$92,600**