



The Center For Teaching is a state-wide collaborative effort among colleagues across the Community College System for faculty-defined, faculty shared professional development, both locally at each campus and together through System programs.

Details of the philosophy, history, and inspiration of the CFT can be found on Face Book and at each college's website.

CFT on Facebook: <https://www.facebook.com/CTCFT>
CFT on QVCC's College Website: <https://qvcc.edu/faculty-staff-resources/cft/>

The following pages reflect several years of activities at both the College and the State level.

QVCC CFT Annual Report: 2018-2019	pp. 2-9
QVCC CFT Annual Report: 2019-2020	pp. 10-18
CFT State-Wide: 2017-18 Report	pp. 19-40
CFT State-Wide: 2017-18 College Reports	pp. 41-102
CFT State-Wide: 2019-2020 Budget	pp. 103-104



QVCC Center for Teaching Year End Report 2018 – 2019

CFT Campus TLC: Kudzai Zvoma

CFT Committee Members:

Jon Andersen - Professor of English,

Cindi Brassington - Professor of Allied Health,

Jodi Clark - Advanced Manufacturing Technology Center Assistant Director,

Brian Donohue-Lynch - Professor of Anthropology & Sociology,

Annie Joly - Professor of Fine Arts & Program Coordinator,

John Lewis - Dean of Academic Affairs and Student Services/Professor of Chemistry,

Cindy Shirshac - Associate Professor of Early Childhood Education,

Eric Spencer - Fine Arts Adjunct Faculty,

Jakob Spjut - Associate Professor of Engineering Science,

Mark Szantyr - Professor of Fine Arts.

Academic Year Activities Summary

As the academic year took shape against a background of relative uncertainty, it became clear that one of the primary roles CFT was playing was in creating shared spaces where open discussion, information exchange and experimentation concerning teaching and learning could take place. Specifically, the Lunch & Learns provided a venue for colleagues who mostly had transactional interactions to have more balanced interactions, strengthening their understanding of different perspectives and priorities as far as all or roles engaging and serving students. Without a common hour, we relied heavily on the support of supervisors and department chairs to facilitate and encourage attendance and participation.

In addition to publicity and promotion through announcements, e-mails and flyers, thanks to John Lewis maintaining and updating the college's CFT webpage (<https://qvcc.edu/faculty-staff-resources/cft/>) the committee kept QVCC faculty and staff apprised of ongoing local and statewide events. The website also proved useful in documenting professional development activities for faculty writing program accreditation reports.

CFT Lunch & Learns



LUNCH & LEARN Q&A Session for Supportive Counseling and Disability Services.

12:00pm – 1:00pm Thursday, September 9th

Satina Salce LPC and John Lepore (ATTENDANCE 13)

Our students are balancing classes, homework, jobs, family and in some instances anxiety, depression, stress, family issues, academic challenges and relationship problems

(<http://www.apa.org/monitor/2017/09/numbers.aspx>)

To help yourself be better prepared for those critical moments when you find a student in need of support come and grab some lunch and bring your questions, concerns or scenarios.

Asking for help is a sign of courage, strength and empowerment. Help is available.

http://qvcc.edu/supportive_counseling/



LUNCH & LEARN Seeking Educational Equity & Diversity.

12:00pm – 1:00pm Wednesday, September 12th

Pauline Clifford and Michelle Jones (ATTENDANCE 21)

The National SEED ProjectSM is a peer-led professional development program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity by training individuals to facilitate ongoing seminars within their own institutions and communities. What are the skills and structures we need for conversations in the workplace and classroom that are gender fair, multiculturally equitable, socioeconomically aware and globally informed? Find out where you can begin to help our college continue to better serve a growing and changing community.



LUNCH & LEARN A Smart Start for Math Students.

12:00pm – 1:00pm Thursday, September 20th

Kudzai Zvoma and Catherine Gregory (ATTENDANCE 8)

Every semester some of our students that have gathered all their courage to continue or resume their educations run into a critical moment where their preparation and confidence will succeed or fail in helping them see beyond and push past a first setback. Are we doing everything we can to help these students better prepare in the weeks leading up to the semester start? The Smart Start summer workshops were run for students looking for a primer on math review and a change in perspective for learning.



LUNCH & LEARN Monarch Garden.

12:00pm – 1:00pm Thursday, September 27th

Mark Szantyr, Joy Mark and John Lewis (ATTENDANCE 19)

Quinebaug Valley Community College should be proud that, through the efforts of Dean John Lewis, staff, and faculty, a small memorial garden, dedicated to Clarence Theriaque, was overtaken by Common Milkweed, *Asclepias syriaca*, to become a nursery for Monarch Butterflies, *Danaus plexippus*. Due to many recent environmental changes in this country and in Mexico, the numbers of Monarchs that survive to breed and make new Monarchs is decreasing. Even small, local efforts like our garden help in the global scheme of Monarch success. Join us for a talk about Monarch biology, see photos of all the fascinating stages this insect goes through as it moves from egg to caterpillar to butterfly and undergoes a complex mechanism for migration.



LUNCH & LEARN Microsoft Cloud Computing and Classroom Collaboration.

12:00pm – 1:00pm Thursday, October 18th

Jarrod Borek (ATTENDANCE 20)

We are all looking to find ways of working smarter (not just harder) as we collaborate on projects and attempt new ideas. Come and learn and share as we cover usage of OneDrive, MS Groups & Teams, Outlook for the web, and Office for the web. If you have questions about file sharing, calendars, embedding media - this might be the opportunity to get answers.



LUNCH & LEARN Guided Pathways General Education Core.

12:00pm – 1:00pm Monday, October 29th and Tuesday, November 13th

Heidi Zenie, Fran Rosselli-Navarra, (ATTENDANCE 16)

12:00 – 1:00pm Michael Stefanowicz, Moddie Linen (ATTENDANCE 14)

The planned 21+ credit curriculum competencies will include academic and career planning, information literacy, quantitative literacy, scientific reasoning, understanding of the social world, and written communication. What BOR mandate is this addressing? How does this all align with TAP? How will this impact programs? Will there be student service and support resource implications? How will this address developmental math and English persistence rates? Come and ask questions and learn more about the proposed 21+ credit General Education core and First Year Experience class designed as part of Guided Pathways.



LUNCH & LEARN My Perfect Family.

12:00pm – 1:00pm Thursday, November 8th

Cindi Brassington (ATTENDANCE 20)

From the author "In my career I have found students connect to stories, both fiction and real-world, to spark their interest in science, humanities and the complexities of the world around them. My Perfect Family connects many of these themes, opening the door to inquiry and conversation."

What is the writing process like? Where does her story come from? What does the self-publishing process involve? Come and hear firsthand from Cindi herself as she discusses on her Spring 2018 sabbatical project novel "My Perfect Family".

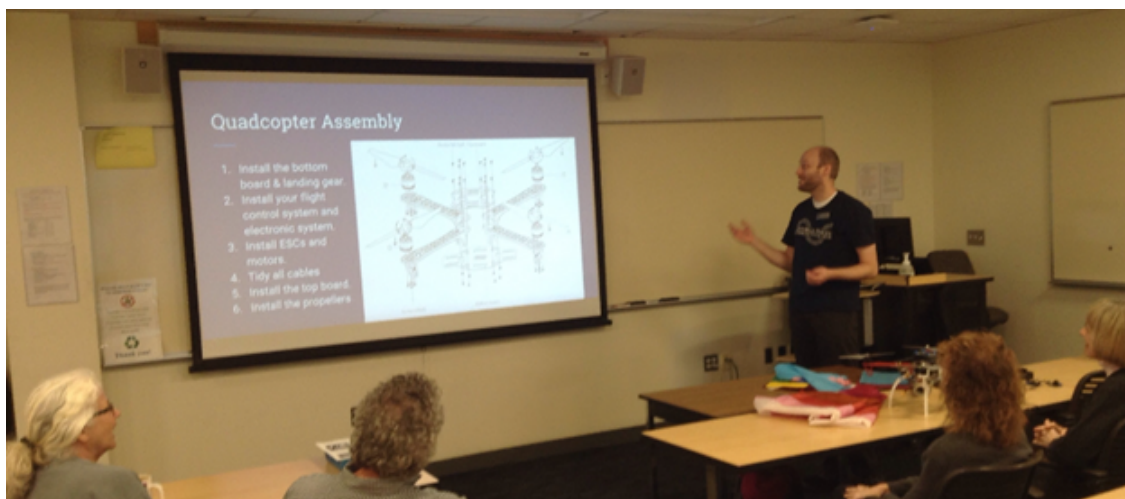


LUNCH & LEARN Autonomous Quadcopter Flight.

12:00pm – 1:00pm Monday, November 12th

Jakob Spjut (ATTENDANCE 8)

Jakob has led the students of the QVCC Robotics Club to two consecutive wins in statewide quadcopter competition. Come and learn more about the design and construction of quadcopters and the possibilities of 3-dimensional environment mapping and autonomous flight. Learn about the spectrum of skills our own robotics and engineering students must acquire in working on similar projects as Jakob discusses his summer experience as a Joule Fellow at the University of Connecticut working on developing autonomous quadcopter flight.



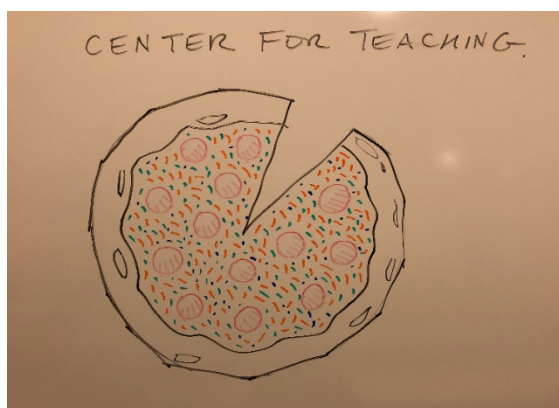


LUNCH & LEARN How to Eat Pizza.

12:00pm – 1:00pm Thursday, December 6th

CFT (ATTENDANCE 44)

In recognition of a semester well done and to give everyone an opportunity before final exams to connect with their colleagues, Center For Teaching will be hosting a special Lunch & Learn workshop on How to Eat Pizza. While our team of NECHE accredited, 4Gs certified experts demonstrate such renown techniques as the New Haven method of eating pizza and how to eat pizza while grading (all materials will be provided) we will discuss the various highs and lows, successes and failures of the semester. Invite a colleague, use this as a working lunch if need be and bring your anecdotes and reflections on the semester, your ideas, questions and suggestions for what we can do and provide going forwards.



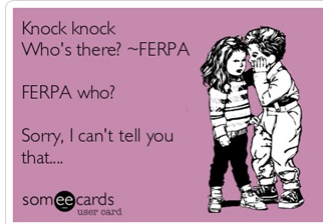
LUNCH & LEARN 100 Years of Black History in Television & Cinema.

12:00pm – 1:00pm Thursday, February 21st

Kudzai Zvoma (ATTENDANCE 25)

In celebration of Black History Month, I will be presenting a Lunch & Learn on my journey through 100 Years of Black History in Television & Cinema. A great deal has changed since America's first popular cinematic release, D.W. Griffith's 1915 "The Birth of A Nation". Last year saw the release of Marvel Studios' "Black Panther" a global cultural and financial record setting phenomenon. Which of the steps along the way do each of us recognize? What were the landmark moments in our own lives learning about the black experience through television and cinema?

"Some of us in the room were flooded with memories of seeing films and TV programs many years ago for the first time such as Roots, In the Heat of the Night, A Raisin in the Sun, Amistad, and 12 Years a Slave. While this e-mail cannot begin to capture the emotions shared today, I encourage you to stop by the Library and check out the display assembled by M'lyn Hines and Deneuve Hernandez just inside the entrance."



LUNCH & LEARN Family Educational Rights and Privacy Act .

12:00pm – 1:00pm Tuesday, March 5th

Nicole Marcoux-Bowen (ATTENDANCE 15)

Family Educational Rights and Privacy Act (FERPA) information can seem confusing. This Lunch & Learn will shed some light on your responsibilities, clear up some misconceptions and provide information on how FERPA is applicable to you.

- How to handle helicopter parents
- Working with students that are under the age of 18
- Who has legitimate educational interest?
- Are you violating FERPA?



LUNCH & LEARN Achieving the Dream.

12:00pm – 1:00pm Thursday, March 28th

Debbie Rimkus and Matthew Soucy (ATTENDANCE 18)

Achieving the Dream is a comprehensive non-governmental reform movement for student success. All twelve Connecticut community colleges will become "Achieving the Dream" colleges on July 1, 2019.

Matt and Debbie recently attended Achieving the Dream's national conference in Long Beach, CA. They will talk about their experiences at the conference, and the steps going forward as a Campus Student Success Team (CSST) is assembled here at QVCC. Come and learn more about the changes we can make to ensure equitable, accessible and relevant student experiences and how we define this.



LUNCH & LEARN Not Anymore.

12:00pm – 1:00pm Tuesday, April 9th

Mark Lowe and Karla Desjardins (ATTENDANCE 16)

Under Public Act 14-11 and a CSCU mandate, students must complete trainings designed to raise awareness of sexual assault, dating and domestic violence, and stalking. In this Lunch and Learn, Karla and Mark will review the mandate and Not Anymore module. They will go over a simple and quick method for incentivizing students to complete the module. Come and learn how you can help change our campus culture for the better.



LUNCH & LEARN Teaching Versus Frustration and Fatigue.

12:00pm – 1:00pm Tuesday, April 23rd

CFT (ATTENDANCE 18)

While everyone gathers and this Lunch & Learn will begin with a video of a talk helping us to set an aspirational goal and then the session will move to discussion of the kinds of challenges attendees are facing and how they themselves are responding to those challenges. To encourage candor this discussion must remain free of prescription and judgement - attendees will be reminded about this.



LUNCH & LEARN Seeking Educational Equity & Diversity.

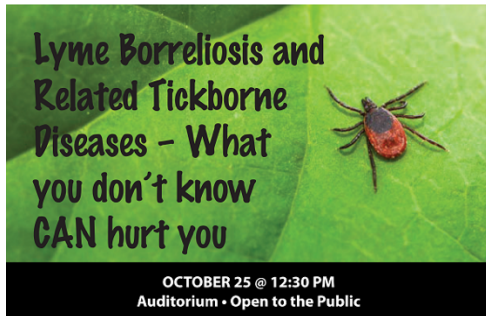
12:00pm – 1:00pm Thursday, May 2nd

Karla Desjardins (ATTENDANCE 6)

Bring your questions, bring your curiosity. Come and learn more strategies to calm your mind, relax your body and find some balance and peace amidst the chaos. Karla will take everyone through a series of chair Yoga asanas (poses) with a focus on unwinding and stretching your body as well as pranayama (breathing exercises) and meditation to relieve stress. Slow down and take some time for yourself to re-center and refocus as we sprint to the end of the semester.

Marquee Events


On October 25th, thanks to Mark Szantyr, the QVCC CFT in coordination with the President's Office hosted Dr Beatrice Szantyr, a leading researcher on Lyme disease as she spoke on Lyme Borreliosis and tickborne illnesses prevalent in this region. The event was open to faculty, staff, students and the community. Attendance was approximately 90 individuals



Lyme Borreliosis and Related Tickborne Diseases - What you don't know CAN hurt you


OCTOBER 25 @ 12:30 PM
Auditorium • Open to the Public

Featuring Dr. Beatrice Szantyr



Dr. Beatrice Szantyr, a fellow of the American Academy of Pediatrics and member of the American College of Physicians, has been board certified in both internal medicine and pediatrics. Dr. Szantyr has lectured on Lyme disease and related tick-borne disorders throughout Maine and New England to both professional and community groups. She is an active member of Maine CDC's Vector Borne Disease Work Group as well as the International Lyme and Associated Diseases Society, serving on the provider education working group to develop and present the full day evidence-based course: The Fundamentals of Lyme Disease. She is the medical advisor for MainLyme, a Maine-based non-profit formed in 2010 and dedicated to decreasing the occurrence of Lyme and related tick-borne diseases in Maine through awareness, prevention, education and advocacy.

Sponsored by the Center for Teaching and the Office of the President



QUINEBAUG VALLEY COMMUNITY COLLEGE
Main Campus: 742 Upper Maple Street, Danielson, CT
Willimantic: Windham Technical High School, 15 Birch Street, Willimantic, CT
www.QVCC.edu

Quinebaug Valley Community College does not discriminate on the basis of race, color, religion, creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, intellectual disability, learning disability, or physical disability, sexual orientation, transgender status, gender identity, gender expression, or genetic information, in its programs and activities.



THANK YOU

2019 ADJUNCT APPRECIATION Night

ENJOY FOOD, FUN & SHARING!

APRIL 11, 2019

Cocktails at 5:30 pm • Dinner from 6-8 pm
Latecomers are welcome!

Danielson Campus, Cafeteria

RSVP by April 5 to: Cindi Brassington, cbrassington@qvcc.edu

Sponsored By the Center for Teaching and the Office of the President

On April 11th the QVCC CFT hosted the annual adjunct appreciation dinner. Cindi Brassington, Stacy Bottone and Eric Spencer organized a successful evening supported by department chairs and program coordinators. Attendance stood at 30 individuals.

Our CFT committee continues to plan to increase engagement with the adjunct faculty as they meet their responsibilities.



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CFT Committee Members:

Jon Andersen - Professor of English,

Cindi Brassington - Professor of Allied Health,

Jodi Clark - Advanced Manufacturing Technology Center Assistant Director,

Brian Donahue-Lynch - Professor of Anthropology & Sociology,

Annie Joly - Professor of Fine Arts & Program Coordinator,

John Lewis - Dean of Academic Affairs and Student Services/Professor of Chemistry,

Cindy Shirshac - Associate Professor of Early Childhood Education,

Erin Pagano - Professor of Business and Economics

Eric Spencer - Fine Arts Adjunct Faculty,

Jakob Spjut - Associate Professor of Engineering Science,

Mark Szantyr - Professor of Fine Arts.

Academic Year Activities Summary

The QVCC campus CFT committee consists of twelve faculty. Committee meetings were scheduled at least once a month.

Before COVID 19 triggered the move to remote online instruction, our college showing the strain of various initiatives continued to have a very real need for staff and faculty to simply interact and share non-transactional experiences building community and sharing spaces where ideas could be safely attempted, workshopped and discussed. The importance of holding Lunch & Learns and giving colleagues an opportunity to share their interests, discuss teaching and learning or address and remedy QVCC specific issues while breaking bread has only been highlighted by our current circumstances.

A particular effort was made by CFT to engage adjunct faculty who were only on campus in the evenings. More strategies to continue this should be explored as the pandemic threatens a greater degree of disconnection from the college body for us all. CFT programming was helpful in the response we all had to make to instruction going remote. In the midst of ATD, Guided Pathways and NECHE, CFT was one of the channels keeping the conversation about online learning and skill building alive. Last year our college's director of Information Technology gave a Lunch & Learn on the Microsoft cloud suite of applications where many of us were first made aware of Teams with some detail. Thanks to the statewide CFT TLC meeting and knowledge of Webex training organized by the NWCC TLC, CFT sent out the first notice on available Webex training during spring break.

CFT LUNCH & LEARN: Blackboard & Ally

Thursday, September 12th at 12:00pm in room W102: QVCC Director of Educational Technology Pauline Clifford hosted a LUNCH & LEARN on Ally and the what, why and how of improving accessibility of documents (and other digital content) made available in Blackboard.



Laptops were provided to those wanting to work on some of their content as we learned some tools, simple adjustments and formatting habits to help all students access course content. We discussed perspectives and manageable, practical approaches while reviewing ways to turn the red and amber indicators to green. Nineteen people attended.

CFT LUNCH & LEARN: Excel at Excel

Thursday, September 19th at 12:00pm in room W102: Alessandra Lundberg hosted a LUNCH & LEARN on filtering data and creating pivot tables in Microsoft Excel. Alessandra focused on one column and multi-column filtering, formatting a pivot table, adding or removing data and filtering a pivot table.



This was an opportunity for participants to learn techniques for analysis of ongoing NECHE or ATD data. Additional questions about spreadsheet gradebooks and running software applications classes for students were invited. Laptops were provided for any active learners wanting to try out some of the tools being demonstrated. Eighteen people attended.

CFT LUNCH & LEARN: Failsafe Class Design

Thursday, October 3rd at 12:00pm in room W102: Center for Teaching hosted a Lunch & Learn session looking at the various fail safes QVCC instructors build into classes to help their students.

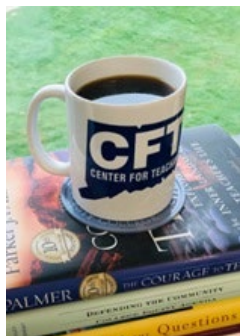


The invitation prompt was *“How do we design classes to accommodate students that might appear late, enter classes while still in need of review, arrive without books or begin in the midst of a crisis, illness or emergency? We have completed our first month of classes, navigating all manner of obstacles and problem solving to help students. This session will be a discussion of best practices, ideas and information each of us can share or try incorporate (even as we determine how much is enough and how much might be too much).”*

Fourteen people attended.

CFT LUNCH & LEARN: CFT Check In

Wednesday, October 16th, from 5:30pm to 6:30pm in the **Learning Center Conference room:** The CFT committee hosted a coffee hour where adjunct faculty were invited and encouraged to attend.



“Recognizing the incredible contribution of adjunct faculty to QVCC students, Center for Teaching is piloting a series of Check-In's as part of an effort to better support and connect with instructors during the evening hours. Whether you have a quick question about teaching tools and resources, or you are in the neighborhood holding your office hours in the Library or Learning Center, or you could use just use a cup of coffee before heading to class come and Check-In with CFT.”

Water, coffee, snacks, tea (with lemon, ginger and honey for anyone fighting a cough or cold) were made available. An offer to make a run to Starbucks or Dunkin for anyone's favorite order was extended. Of the eight people attending, three were adjunct faculty.

CFT LUNCH & LEARN: The Legacy of the Second World War & the Cold War

Monday, October 28th at 12:00pm in room A131: Jayne Battye hosted a Lunch & Learn on the legacies of World War II and the Cold War.



Jayne, who teaches history and political science courses, had traveled to the Baltic States, Finland, Belarus, Germany and Poland to capture the eastern European perspective on the end of the Second World War and the Cold War. Staff and faculty were invited to learn a little more about how these wars shaped eastern Europe and still echoed through to current events. Thirteen people attended.

CFT LUNCH & LEARN: Guitar Building

Monday, November 11th at 12:00pm in room A131: Jakob Spjut hosted a Lunch & Learn on the guitar building course he ran the previous spring semester at QVCC.



Jakob adapted the class from Fairfield University's STEM of Guitar class curriculum, which in turn was based on the NSF-funded STEM guitar project at guitarbuilding.org. Jakob, disguising math for art students and art for math students, completed the class using project-based learning to teach the science and mathematics behind building electric guitars. This session was especially useful for those instructors considering trying something new and implementing project-based learning. Seven people attended.



Guitar building class QVCC gallery exhibit



QVCC CFT Thank You cards

CFT LUNCH & LEARN: Giving Thanks

Thursday, November 21st at 12:00pm in room W102: In recognition of a semester of hard work and because the Thanksgiving season is all about gratitude, CFT hosted a Lunch & Learn on Giving Thanks.



"Feeling gratitude and not expressing it is like wrapping a present and not giving it" W. A. Ward

During this Lunch & Learn attendees were only be asked to do one thing, write a thank you note, letter or card to someone they wanted to show gratitude toward (cards and notes, envelopes and stamps were provided).

"Whether this is a colleague whose efforts have made a difference to you or the students, a family member you might need to thank for their patience and good humor with your work schedule, absences or state of exhaustion, a teacher or mentor your mind occasionally drifts toward as you realize how much their guidance still impacts you today. Whatever the case this will be a moment to thank someone and learn a little about the science behind the health enhancing and community building effects of gratitude.

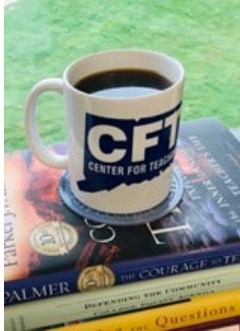
For anyone in a leadership role who recognizes a colleague will likely need documentation of their special efforts or dedication for their professional file, this is an opportunity to work on some of those letters of thanks (QVCC letter head will be provided). This will be a good opportunity to also gather signatures of area, department or committee members on these letters or cards."

That same week cards were made available to students with the help of the QVCC library staff.

Fourteen people were in attendance. Unfortunately Eastconn's catering service neglected to deliver food on time for this event.

November Check-In with CFT

Thursday, November 21st, from 5:30pm to 6:30pm in the **Learning Center Conference room** the CFT committee hosted a pizza hour where adjuncts only present in the evenings were invited to attend.



“The end of the semester is rapidly approaching! We are all working to deliver our students and classes safely to final exams. (Tomorrow is the withdrawal deadline. [HERE](#) is the link to the final exam schedule and on attachment is a graphic to help your visual learners understand how very little time remains to complete those papers, projects and exercises).”

“With all the skipped meals, late nights grading and hours spent working to create opportunities to help your classes cross the finish line, Center for Teaching has an opportunity to get you some comfort food nutrition while you catch up and connect with colleagues during the evening hours. Come by and get some food while you share ideas and ask questions about navigating the semester end traps. Even if you are just in the neighborhood holding your office hours come and Check-In with CFT.”

Pizza and cold refreshments (and coffee and tea) were made available. Five people attended. Two were adjunct faculty.

CFT LUNCH & LEARN: Promotion & Tenure

Thursday, December 5th from **12:00pm to 1:00pm** in room **W102**
and **Monday, December 9th** from **12:00pm to 1:00pm** in room **W201**: QVCC campus CEO, Dr. Rose Ellis, hosted a two part LUNCH & LEARN on tenure and promotion.



The two-part program included an overview of the promotion, tenure (and sabbatical) processes, an outline of the important forms for staff and for faculty and a listing of important dates to keep in mind. (Recognizing the demands everyone tends to be under on the first day of the spring semester while focusing on students, Dr. Ellis extended the deadline for submission of complete promotion and tenure packets to Friday January 24th, 2020). Jen Green explained the professional file logistics and how applicants might most clearly organize, label, enumerate and reference their documents.




After some years of inattention to this topic, the goal was to make the process as clear as possible for current and future applicants and give senior and supervising staff and faculty an opportunity to assist as they themselves were assisted and guided. Eighteen staff and faculty attended the first session and eleven staff and faculty attended the second.

CFT LUNCH & LEARN:
February – POSTPONED/CANCELLED

CFT LUNCH & LEARN:
March – POSTPONED/CANCELLED

CFT ADJUNCT APPRECIATION DINNER April 7th – POSTPONED/CANCELLED

CFT April Check-In (ONLINE)

 **Webex meeting scheduled: Online teaching strategies**
 Wed 4/15/2020 4:00 PM - 4:30 PM
 <https://ctedu.webex.com/ctedu/j.php?MTID=m29b624eeb1d74b991770c4b1c54ef5ad>
No conflicts

The Center for Teaching presents our first online session

Take a Break, share some teaching ideas and social time

Wednesday April 15th- 4:00 to 4:30pm

Join us to share:

- *Your experiences with 100% online delivery**
- *How you trouble shoot communication breakdowns**
- *How do you guide students through academic work while still being present as people**
- *Manage virus anxiety- for our students (and ourselves)**

Hosted in WebEx by Cindi Brassington

Cindi Brassington hosted an online CFT Check-In using Webex to give interested and available staff and faculty a chance to catch up and share experiences of having to go remote so suddenly as of March 12th.

Thirteen people attended.



**Annual Report
2017-2018**

Center for Teaching 2017-18 Executive Summary

The Center for Teaching (CFT) was established in 1987 as a vehicle to promote teaching excellence through the sharing of ideas, the interaction of faculty members on individual campuses, and the creation of coordinated professional development opportunities for the Connecticut Community College system. CFT has a Steering Committee which provides guidance and support. Administrators serving on the committee in 2017-18 were Michael Stefanowicz, David Levinson, and Steven Minkler.

The CFT offers annual conferences and programs focused on specific themes, local programs addressing individual college needs, and intensive teaching workshops stressing active learning pedagogy. All these programs reflect inter-college collaboration and the sharing of resources, both creative and financial.

During the 2017-18 academic year, the Center for Teaching activities at the 12 community colleges provided professional development support for 2,656 participants*. The four CFT system-wide programs provided support for 281 participants, a 10% increase in participation when compared to last year. In addition, a total of eight Instructional Skills Workshops were held for a total of 40 participants. Twice as many people participated in ISWs this year as compared to last academic year. In total CFT provided 2937 participants* with professional development support. This is a 29% increase in participation over the previous year.

The Center for Teaching conducted an end of year survey of community college faculty in May of 2018 and received 321 responses. This represented 70% increase in responses over last year. Fifty-two percent of the respondents were full-time faculty members and 48% were part-time. Seventy-eight percent of the full-time faculty respondents participated in one or more CFT sponsored programs/events and 22% did not participate in any CFT sponsored events in 2017-18. Fifty percent of the part-time faculty respondents participated in one or more CFT sponsored events. Of those that did participate in CFT events, 96% of the FT-faculty and 93% of the PT-faculty reported that CFT was meeting their professional development needs. They gave the programming a satisfaction rating of 4.4 on scale of 1 to 5. The majority of the participants reported that they incorporated what they learned into their teaching practice. This report contains the detail reports from the system-wide programs and all twelve community colleges. Please take some time to read through these reports so you can get a better sense of what CFT does and the impact our work has on teaching and learning. Thank you for your continued support,



Sharon Gusky: System-wide Chair of the Center for Teaching

* Participants may have attended multiple programs.

Table of Contents

System-wide Programs

Spirit of Teaching —James Gentile (MCC), Chair.....	4
Center for Teaching Pathways: The Road to Teaching Success workshop series: Open Educational Resources –Joseph Finckel (ACC) and Tara Jo Holmberg (NCCC) Co-chairs.	7
Schwab Institute for Academic Leadership Conference -Nancy LaGuardia(CCC), Program Chair.....	12
<i>Barnes Seminar on Teaching</i> - Ruth Urbina-Lilback (NVCC), Coordinator.....	15
<i>Instructional Skills Workshops</i> -Sharon Gusky (NCCC), Coordinator.....	20

College Reports

Asnuntuck Community College -Joseph Finckel	24
Capital Community College - Nancy LaGuardia.....	26
Gateway Community College — Eileen Russo.....	33
Housatonic Community College -Steven Mark.....	36
Manchester Community College – Leonard Dupille and Stacy Giguere.....	43
Middlesex Community -Christine Witkowski	48
Naugatuck Valley Community College -Kathy Leblanc.....	54
Northwestern Connecticut Community College -Tara Jo Holmberg.....	59
Norwalk Community College -Forrest Helvie	62
Quinebaug Valley Community College -Jakob Spjut	69
Three Rivers Community College - Jennifer Nally	74
Tunxis Community College -Colleen Richards	76

Spirit of Teaching—September 29, 2017 James Gentile, Chair

The Spirit of Teaching focuses on the vocation of the teacher rather than on methods of teaching. The program is rooted in the philosophy of Parker Palmer, especially as expressed in his *The Courage to Teach*. Ideas from that text and his other writings form the nucleus around which a program is created each year. This year's Spirit of Teaching focused on the role of silence within our personal lives as well as in our classrooms. We asked these questions: How can silence bring moments of clarity to our lives? How can we find pockets of silence in a noisy world? What do moments of silence tell us about student learning? How can we help those who are silenced find a voice? The program involved short reflections and poems on the theme, small group discussions, large group discussions, and private reflection.

The day was centered on a passage by Thomas Merton, the teacher, author, and monk whose life embodied both the Western and Eastern traditions of silence. Merton wrote: "Silence has many dimensions. It can be a regression and an escape, a loss of self, or it can be presence, awareness, unification, and self-discovery. Negative silence blurs and confuses our identity, and we lapse into daydreams or diffuse anxieties. Positive silence pulls us together and makes us realize who we are, who we might be, and the distance between the two. Hence, positive silence implies a choice, and what Paul Tillich called the 'courage to be.'" In Merton's words and in his reference to Tillich, we can find the "courage" Parker Palmer describes in his *The Courage to Teach*. It is the courage of self-affirmation that grounds our work as teachers.

Agenda

8:30-9:00	Registration and Continental Breakfast
9:00-9:30	Welcome and Program Overview
9:30-10:15	Responding to Silence
Small and Large Group Discussion	
Cultural Attitudes toward Silence: An Overview	
10:15-11:00	Personal Dimensions
Vocation: Journal Reflection	
Small Group Discussion	
11:00-12:00	Social Dimensions
In the classroom: Journal	Small Group Case Study
Large Group Discussion	
12:00-1:00	Lunch and Quiet Time for Reflection
1:00-1:45	Social Dimensions (continued)
In the Classroom: Small Group Case Study	
1:45-2:15	In Society: Journal and discussion
2:15-2:30	Regaining Silence
Private Journal Reflection	
2:30-3:00	Conclusion and Evaluations

Attendance

Forty five people attended, with *all twelve colleges represented*. The day was facilitated by faculty from three colleges in diverse disciplines: Information Management and Technology, Biology, Early Childhood Education, English, and English as a Second Language.

Committee

James Gentile (chair)

Carla Adams, Debbie Bradford, Alina Ciscel, Joe Finckel, Jon Morris, and Sue VanNess



“I always find these [programs] professionally and spirituality enriching and James does an outstanding job along with his team.”

“. . . dedication of facilitators was obvious.”

Participant Feedback (average response)

(on a scale of 1-- not at all—to 5—very much)

To what degree did this retreat meet or exceed your expectations?

4.8

To what degree did this retreat allow you to reflect on your vocation as teacher?

4.9

To what degree were you satisfied with the opportunity for collaboration with colleagues?

4.8

To what degree have you found this program an engaging and relaxing event?

4.9

How would you rate today's Spirit of Teaching?

4.8

Do you use (prior) or intend to use (after) strategies for self- reflection (such as journaling on personal experiences, reflecting on poetry and artwork, or meditation) as a means to personal and professional growth?

58% had already used reflective practices; 12% had used but are more prepared to continue to use them; 30% will now use them

Were you aware (prior) or are you now aware (after) of some of the research done on the role of silence in the classroom?

94% positive change in response (6% were aware previous to program)

Were you aware (prior) or are you now aware (after) of some of the positive implications of silence as an indication of student learning?

57% positive change in response (30% were aware previous to program; 12% were aware but have a better understanding after the program)

Representative Written Feedback

Enjoyed all [programs] equally—a great balance.

Can see that so much planning went into the whole program. Flowed so well.

The group discussions allowed me to reflect more thoughtfully, lovingly, critically on my own experience and methods.

An enlightening experience to engage with peers from all over and in a variety of disciplines to discuss how we can be better for our students.

Spirit is a rare opportunity for educators to self-reflect and self-improve.

A great opportunity—in one- day—to transform your teaching and reinvigorate it!

**Center for Teaching Pathways: The Road to Teaching Success workshop series
2017-2018: Open Educational Resources (OER)**

Joe Finckel (ACC) and Tara Jo Holmberg (NCCC) Co-chairs

The Center for Teaching sponsored three workshops as part of its *Pathways: The Road to Teaching Success* workshop series during the 2017-2018 academic year. A fourth workshop in April, which has traditionally been offered as part of this series, has not been offered during the last three years as the result of budget reductions.

This year's workshop series theme was Open Educational Resources (OER) and consisted of the following three workshops:

October 13, 2017 at NVCC

Navigating the OER Landscape/Best Practices for OERs

Presenters / Facilitators:

Naomi Toftness

Curator of OER Content, Northwestern Connecticut Community College

First Year Writing Librarian, Western Connecticut State University

Tara Jo Holmberg

Professor of Environmental Science and Biology

Northwestern Connecticut Community College

Stacey Williams

Associate Professor, Business

Northwestern Connecticut Community College

Michael LaBarbera

Assistant Professor of Mathematics

Housatonic Community College

November 17, 2017 at TXCC

Implementing Open Educational Resources (OERs): What Tools to Use and How to Use Them

Presenters / Facilitators:

Cindy Li

Digital Services/Systems Librarian

Middlesex Community College

Marie-Rose Farrell

Director of Educational Technology

Capital Community College

Tara Jo Holmberg
Professor of Environmental Science and Biology
Northwestern Connecticut Community College

February 9, 2018 at MXCC

Free the Textbook: A Faculty OER Showcase

Presenters / Facilitators:

Bev King - Distance Learning Director, NWCC

Christine Witkoski, Environmental and Earth Science, MXCC

Robert Wykoff, English, HCC

Tara Jo Holmberg, Biology and Environmental Science, NWCC

Jay Whitaker, English, NWCC

Jane O'Grady, Medical Assisting, NCCC

Jennifer Cournoyer, Librarian, QVCC

Eileen Rhodes, Director of Library Services, CCC

Kevin Corcoran, Executive Director, Connecticut Distance Learning Consortium (CTDLC)

Summary

- This year's workshops saw an unusually high number of non-teaching faculty and staff attend, especially from information and library sciences fields.
- Interest in these workshops was among the highest we've seen in recent years, as evidenced by the number of people who registered for them and the relatively high percentage of registrants who attended
- A total of 117 full and part-time faculty and college staff (see demographic breakdown in the enclosed documents) attended and participated in total across the three workshops.
- Please see the information below about the demographic makeup of the groups that registered for each workshop

Evaluation

To evaluate the effectiveness of these workshops and their relevance to the work of participating faculty, CFT used a feedback form that gathered information about participants' knowledge and comfort level with the material pre and post workshop. Evaluation forms from all three workshops almost unanimously recorded participants' post-workshop "strong" or "very strong" knowledge, likelihood of implementing new teaching strategies, and feelings that the respective workshop was a relevant and productive use of their time.

There were gains in the Pre/Post evaluation in each of the following areas for the three Pathways workshops:

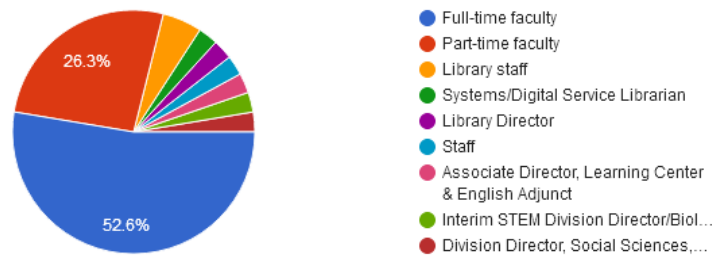
- Rate your ability to implement OER in your classroom;

- Rate your awareness of OER resources in your subject area;
- Rate your ability to identify individuals on your campus or in the system able to assist you with OER;
- Rate your awareness of the practical applications of OER in varied types of classrooms;
- Rate your comfort with OER as a teaching and learning tool;
- Rate your comfort discussing OER resources with a colleague;
- Rate the value of the experience you had conversing and collaborating with colleagues from different institutions today; and
- Rate the overall value of today's workshop to your teaching.

Profile of the Registrations of the Oct. 13, 2017 Pathways workshop at NVCC

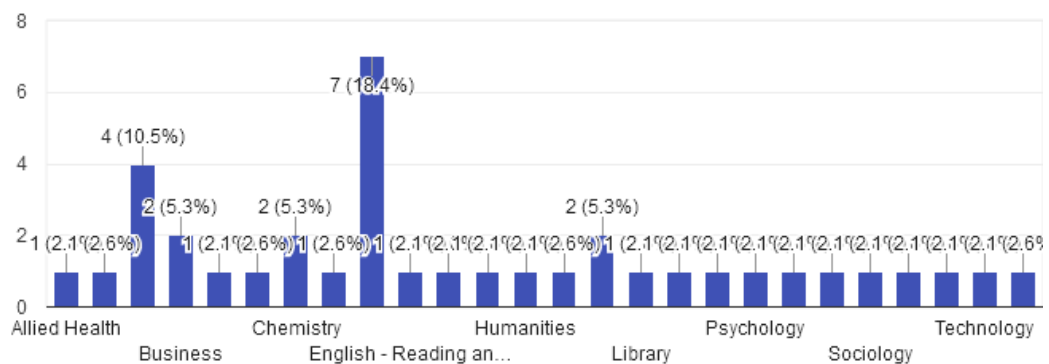
Full or Part-Time Faculty?

38 responses



Teaching Discipline

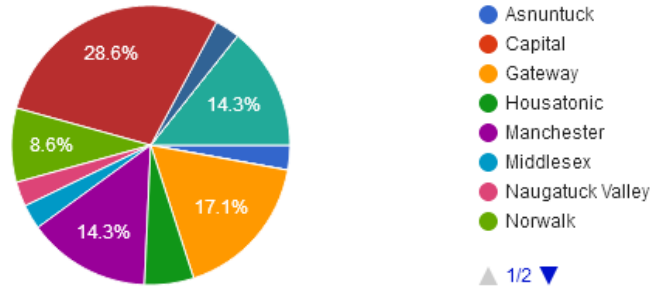
38 responses



Profile of the Registrations of the Nov. 17, 2017 Pathways workshop at NVCC

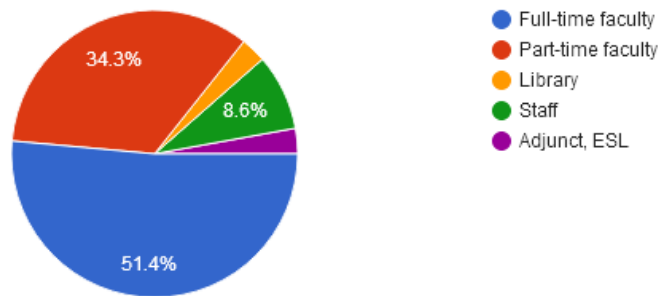
College

35 responses



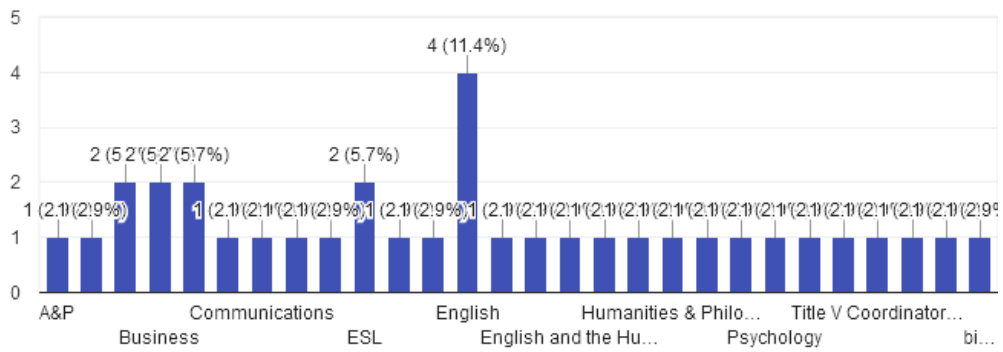
Full or Part-Time Faculty?

35 responses



Teaching Discipline or Professional Area

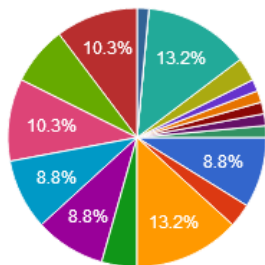
35 responses



Profile of the Registrations of the Feb. 9, 2018 Pathways workshop at NVCC

College

68 responses

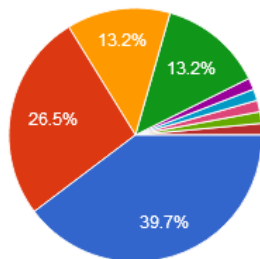


- Asnuntuck
- Capital
- Gateway
- Housatonic
- Manchester
- Middlesex
- Naugatuck Valley
- Norwalk

▲ 1/3 ▼

Professional Role

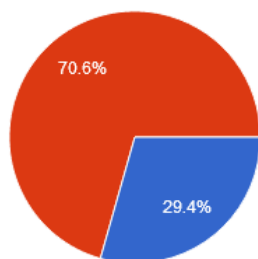
68 responses



- Full-time faculty
- Part-time faculty
- Library
- Staff
- Adjunct Instructor
- Administration
- Division Director
- Center for Teaching Excellence Program Coordinator and Adjunct...
- same as above

Have you attended one of CFT's OER workshops this year?

68 responses



- Yes
- NO

Schwab Institute for Academic Leadership Conference

Nancy P. LaGuardia – Program Chair

June, 2018

MISSION STATEMENT

The Schwab Institute for Academic Leadership is an annual one-day forum which fosters leadership by exploring contemporary leadership issues while developing skills and abilities in current or aspiring leaders at all levels. The Institute defines leadership broadly and believes that community college professionals can lead in any role – as teachers, community activists, advisors – and in all aspects of the community's life.

The Institute achieves its objectives by offering a day-long forum featuring nationally known speakers and interactive workshops on leadership-related topics. Informal conversation with experts and colleagues from across the state is designed to give participants new perspectives and a local network within which the conversation can continue. Schwab participants will leave the conference with enhanced theoretical knowledge and practical advice. The event features a keynote address, breakout discussion sessions, and panel commentary/President's Address, and is open to all members of the CSUCU.

Outcomes:

At the end of the Schwab experience, participants will be able to:

1. Reflect on their role as leaders in their institutions.
2. Apply leadership skills, gained from experienced leaders, to their positions as leaders.
3. Utilize problem-solving measures discussed in the breakout sessions to issues encountered in their jobs.
4. Continue networking with colleagues who will aid them in their professional development.

PARTICIPANTS/LOCATION

The Annual Schwab Institute was held on Friday, April 6, 2018 at Marquee (located on the first floor of Capital Community College), with 76 participants representing all 12 colleges. (110 were expected, but conflicting events and inclement weather resulted in many last-minute cancellations and no-shows.)

SPEAKERS

Sharon Gusky, Chair of the Statewide Center for Teaching Committee, welcomed the attendees.

President Mark E. Ojakian addressed the participants, and assisted with a tribute to retiring President Wilfredo Nieves of Capital Community College, for his years of service to the CSUCU.

The keynote speaker was Dr. Joseph Carmen, Director of Leadership Development, Quinnipiac Corporate Training. His presentation was entitled, *“Achieving Leadership by Improving Your Emotional Intelligence”*.

Dr. Carmen has close to three decades worth of practical, real world experience. He is passionate about making people and organizations better by turning leadership theory into immediately applicable action.

In the afternoon, the President’s address was given by Dr. Wilfredo Nieves, President of Capital Community College. President Nieves, who is retiring, reflected on his years as a college President.

FEEDBACK FORM:

53 participants returned the Feedback Form, and rated the program using a scale of **1 (Not very well)**, to **5 (Very well)**.

Keynote Speaker:

1. How well did the keynote presentation provide you with new information or a new way to consider the topic? 4.28
2. To what degree did you learn what you hoped to learn from the keynote presentation? 4.32
3. How much of what you learned from the keynote presentation will you use in your current job? 4.36
4. To what degree was the keynote speaker effective in presenting information on the topic? 4.68

Comments on morning session:

1. Excellent: informative, interactive, practical.
2. I learned more and enjoyed it more than I thought I would.
3. It is an annual indulgence to re-energize.
4. Lots of good content but could be better edited...a bit overwhelming.
5. Great setting – well planned agenda.
6. The best I have been to! Applicable information.
7. Excellent presenter. Need to customize material to education rather than business.
8. I have too much to do at this point in the semester, but this was a very worthwhile way to spend the day! I feel energized!
9. Too many Ted Talks...presenter’s own take on the issues is more of what we signed up for.

Additional Comments/Recommendations:

1. Perhaps a print out of the power point presentation.
2. Have Schwab earlier in the spring semester.
3. Break-out sessions to talk with colleagues.
4. CSU needs a common calendar so that events do not conflict. All of the Presidents should have participated...there were only two!
5. Good food, good company!
6. More role-playing in groups. Maybe breakout sessions at CCC in the afternoon.
7. Keep the person presenting the keynote very brief (yikes, that's me!).
8. President Nieves was excellent! Great facilities.
9. Provide reference page with links of video clips.

SCHWAB COMMITTEE:

Nancy P. LaGuardia, Chair – Capital Community College
Sharon B. Gusky – Northwestern Community College
Colleen A. Richard – Tunxis Community College

SPECIAL THANKS:

Capital Community College:

President Nieves

Barbara Grenzinski-Winalski – RSVPs; Reception Desk

Lorraine Lee – Name Tags; Reception Desk

Center for Teaching Committee - Greeters

Jennifer Thomasson – Invitation

Michael Bies/Bruce Miller – Technical Support



Barnes Seminar on Teaching
2018 Report
Ruth Urbina-Lilback, Coordinator

Program Highlights

This was Barnes 31st year. Modeled after the Great Teacher’s Seminar, participants from multiple and diverse disciplines gathered for three intensive days to exchange knowledge on teaching and to reflect on their own teaching practices. The program capitalizes on everyone’s contributions through facilitated small group and whole group discussions. Each participant prepared two papers in preparation for the seminar where they described a teaching challenge and a teaching innovation. The Seminar was held on the dates of May 21st to May 23rd. This year, Barnes had 43 participants – one of the highest numbers in its history.

Staff

*There were **three new staff members**. All staff members gathered twice before the seminar for planning purposes. One planning session was held a week before the seminar for a half day. The second session required a full day of preparations (e.g., to help set up facilities, finalize the program schedule, organize program materials and to train on facilitation skills). Their volunteered time attests to their commitment to the program and honest interest to help facilitate a successful experience for their colleagues in the system. **Six out of the twelve community colleges were represented in the staff pool**. Despite two unforeseen emergencies that resulted in two staff member cancellations, Barnes 2018 was successfully facilitated with only nine staff members (not including Ruth in this count – Barnes coordinator).*

Program

The program overall focused on community building and collective support. The last evening of the program, in particular, was dedicated to create awareness of ongoing programs through CFT at the state level and at the individual campus level. The objective was to expand the Barnes experience for participants by informing them of additional professional development programs available. CFT program chairs and campus TLC’s joined participants for dinner this evening, and they also helped run the brief informational sessions in the evening program. Present also this evening were: Lead Campus Administrator for Middlesex Community College, Steven Minkler, and Academic Dean of Northwestern Community College, David Ferreira.

The Barnes Seminar enjoyed representation from all twelve community colleges. Numerous written comments from participants attest to leaving revitalized and eager to try new techniques and teaching practices learned at the seminar. Aside from professional development, staff and participants collaborated to offer each other leisure and self-care activities on: drawing, swing-dancing, poetry writing, mindful reflection sessions and hikes.

Program Mission and Outcomes

The Barnes Seminar is a three-day program on teaching and learning inspired by the Great Teacher’s Seminar movement. In keeping with this movement’s tradition, participants prepare and present papers on teaching challenges and teaching innovations. Through multi-disciplinary facilitated discussions, participants reflect on their calling as community college educators and gain a collective wealth of teaching best practices. Attendance is open to all teaching community college staff. Participant selection purposely strives to construct an inclusive community that is representative of the rich diversity comprised by our students and staff; balancing valuable attributes such as teaching experience, age, ethnicity and full-time and part-time teaching, among others.

Outcomes:

At the end of the Barnes Seminar experience, participants will be able to:

- Apply viable and creative teaching and learning strategies gained through an interactive and interdisciplinary approach
- Reflect and self-appraise their teaching and their corresponding roles as community college educators
- Extend the network of communication and collective best practices to their respective colleges and the community college system as a whole

Overall, participants attested to the following outcomes:

(quotation symbols are used for participants’ remarks)

- Gaining a wealth of ideas and strategies from colleagues that are “simple to implement and free”
- “Seeing universal principles described, validated and recognized in the language of other disciplines”
- Gratefulness for “PD and self-care”
- Making connections – “it feels like rocket fuel”, developing the willingness to collaborate with institutional stakeholders
- Community building, “family – all 12 community colleges sharing”

- Learning about additional CFT initiatives “that I may participate in”
- Renewed passion and energy for teaching
- Sample specific stated changes in teaching practices:
 - being “more mindful of students’ circumstances”
 - changes to syllabi
 - looking for ways to engage students more
 - valuing and creating more group activities in the classroom
 - re-thinking evaluation
 - being more “grounded, more attuned and attentive”
 - planning to empower students
 - “look to catch students with low preparation and study skill right from the beginning of the semester”
 - “to focus on process students should follow, more than product”
 - to use more humor in the classroom
 - “trying to innovate to reach unreachable students”

A copy of a thank you email message written collaboratively by four participants is included at the end of this report (see page 4).

Participant Information

<i>Total attendees</i>	<i>53 (including staff)</i> <i>10 Staff</i> <i>43 Participants</i>
<i>Colleges Represented (out of 12)</i>	<i>12</i>
<i>Number of full-time faculty</i>	<i>36</i>
<i>Number of part-time faculty</i>	<i>17</i>
<i>First Time Attending Barnes</i>	<i>25 (out of 43 participants)</i>

Feedback from Participants (on a scale of 1 to 5)

<i>To what degree did you enjoy the Barnes Seminar on Teaching?</i>	<i>5</i>
<i>To what degree has Barnes been a good use of your time?</i>	<i>4.9</i>

<i>How relevant were the discussions to your teaching and/or your current professional development needs?</i>	4.7
<i>How interactive was the learning process?</i>	4.9
<i>How satisfied were you with the level of interactivity at Barnes?</i>	4.9
<i>How much do you feel you learned about teaching?</i>	4.4
<i>To what degree did you learn what you hoped to learn?</i>	4.4
<i>How much of what you learned will you use in your current job?</i>	4.6
<i>How confident are you that you could talk to (or teach) someone else about the information you gained here?</i>	4.5

Thank you Note Written to NCC’s Forrest Helvie TLC by Barnes 2018 Participants

Dear Forrest,

We wanted to express our gratitude for supporting our attendance at this year’s Barnes Seminar. We each had an amazing experience and include here a group photo taken at the Seminar, followed by our individual comments.

As adjuncts, we often spend long hours working in isolation, so having the opportunity to attend this remarkable, collegial gathering was so beneficial, especially at the end of a semester impacted by many things, including all those snow days this year!

The Barnes experience was so inspiring and rejuvenating.

Ruth Urbina-Lilback and her team organized a flawless, focused and fun event, and we are much the better for our participation.

Many thanks for your support!



(left to right) Melissa, Joan, Loretta, Jyoti

Wow! What an experience at Barnes Seminar. So much listening, learning and sharing around college teaching and learning all taking place in a peaceful, wooded setting. I've come back refreshed, brimming with new ideas and a renewed outlook on our wonderful profession. Take advantage of this valuable opportunity!

Joan D. Gill
Adjunct Instructor of ESL
Norwalk Community College
203.243.9911

I had the best experience at Barnes this year. It was great to be with fellow teachers who shared small teaching tips and big ideas connected with teaching and learning. Each story and observation demonstrated how much we all cared about our students' successes. It was inspiring to sense such unwavering dedication, and I loved experiencing that feeling.

Jyoti Parimal
Adjunct Instructor of ESL

CFT's 31st Annual Barnes Seminar was an energizing experience, full of interesting and innovative teaching ideas, and fun, fun, fun collaborative activities. Can't thank the staff enough; looking forward to Barnes 2019!

Loretta Sinopoli
Adjunct Instructor
Academic Enrichment & First Year Experience Division

I'm so grateful to have had the opportunity to attend Barnes this year. The great energy and enthusiasm of all the participants felt truly beneficial, particularly when, much of the time, one goes it alone as a teacher. I came back filled with great engagement exercises to try, and had the realization that Barnes really helps me to seriously up my game as an instructor. It's a welcome infusion of innovative thinking about teaching, & shared dedication and passion for the craft and practice of teaching.

Melissa Slattery
Lecturer - Adjunct Professor
Humanities - The Creative Voice
Norwalk Community College
[188 Richards Avenue](#)
Norwalk, CT 06854

Instructional Skills Workshops

The Instructional Skills Workshop (ISW) Program is a comprehensive instructor development program designed to strengthen instructors' skills through intensive and practical exercises in learning-centered teaching.

“The Instructional Skills Workshop is offered within a small group setting and is designed to enhance the teaching effectiveness of both new and experienced educators. During the 4 day workshop, participants design and conduct three “mini-lessons” and receive verbal, written and video feedback from the other participants who have been learners in the mini-lessons. Using an intensive experiential learning approach, participants are provided with information on the theory and practice of teaching adult learners, the selection and writing of useful learning objectives with accompanying lesson plans, techniques for eliciting learner participation, and suggestions for evaluation of learning. The workshop encourages reflection and examination of one’s teaching practices with feedback focused on the learning process rather than on the specific content of the lesson. Effective feedback skills, practiced in the workshop, are useful for educators as they provide feedback to students.”(www.iswnetwork.ca)

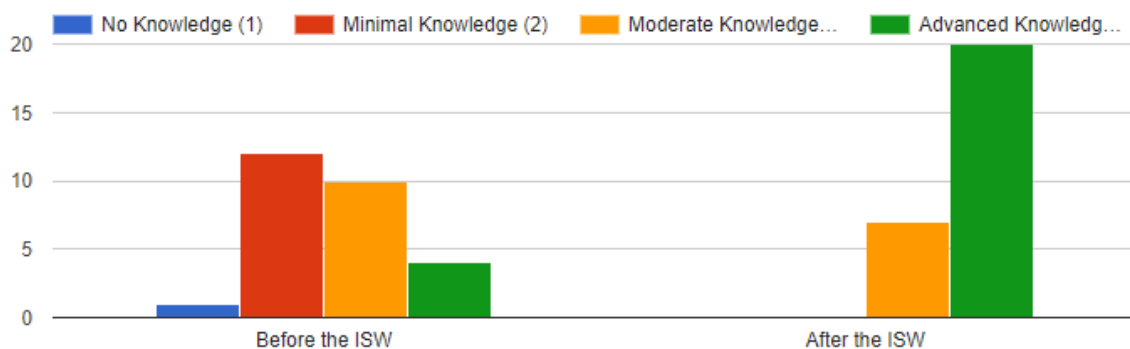
ISW is a nonprofit initiative and is supported by the ISW International Advisory Committee, consisting of volunteers from across Canada, the US and other countries. Two members of the CT Center for Teaching, Sharon Gusky and Joseph Finckel, serve as volunteers on the ISW International Advisory Committee.

The ISW International Advisory Committee supports annual professional development events for ISW facilitators and maintains an international listserv, website and sets credentials for the certification of ISW facilitators and trainers. In our Community College System we have 29 trained ISW facilitators and five facilitators who can train ISW facilitators.

ISW is widely recognized as a model for peer-based instructional development. Participants receive a certificate acknowledging their participation and are encouraged to continue working on their teaching skills with their TLC and college Center for Teaching.

During the 2017-18 academic year, we ran eight ISWs for 40 participants. Approximately 40% of the ISW participants were adjunct instructors. One of the ISWs was support by the College of Technology and all six of the participants were Manufacturing Instructors. The participants were surveyed using a retrospective pre-post survey and the results demonstrated that the participants had gains across all areas including in both knowledge and ability to apply what they learned. Selected evaluation gains are described below.

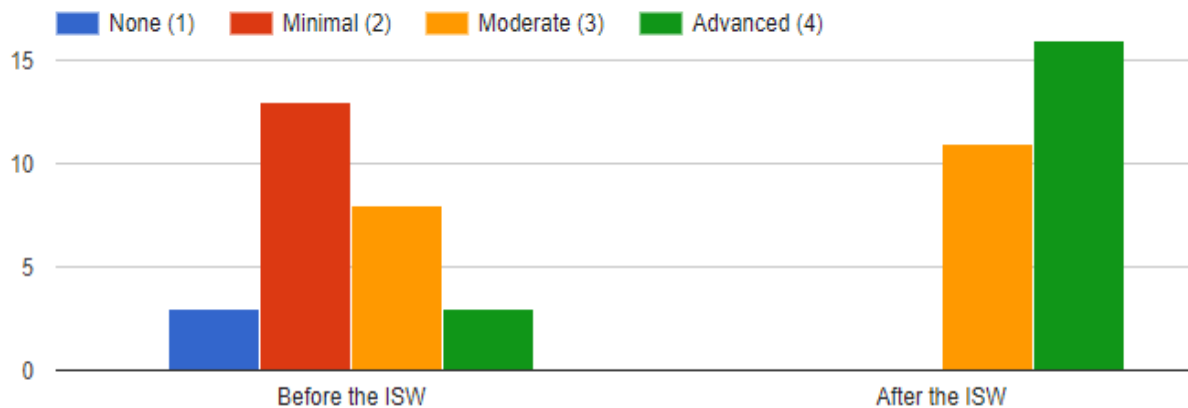
Rate your knowledge of lesson planning



Ave =2.5 Minimal knowledge

Ave=3.7 Moderate/Advanced Knowledge

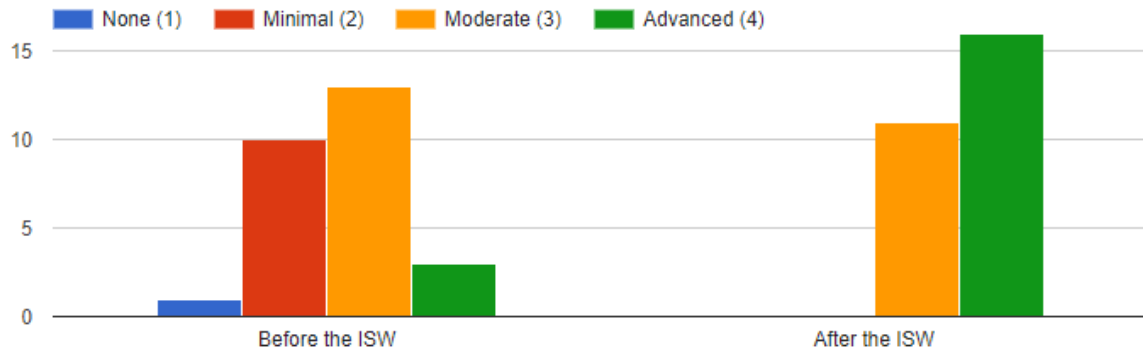
Rate your ability to write useful practical lesson plans



Ave =2.4 Minimal knowledge

Ave=3.6 Moderate/Advanced Knowledge

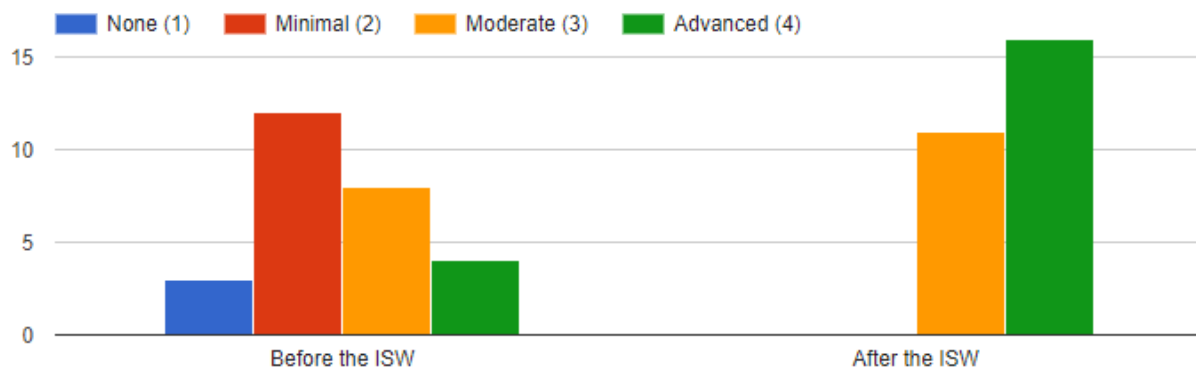
Rate your ability to conduct participatory lessons



Ave =2.6 Minimal knowledge
Knowledge

Ave=3.6 Moderate/Advanced

Rate your ability to consider the variable needs of learners



Ave =2.4 Minimal knowledge

Ave=3.6 Moderate/Advanced Knowledge

Gains similar to the ones illustrated above were also found in the areas of understanding and writing learning objectives, active-learning, the learning cycles and assessment.

An advanced ISW for instructors who have already completed an ISW was developed and piloted by the CT Center for Teaching. We ran one of the advanced ISWs and plan to run more in the future. Another of our future goals is to develop a hybrid version of the ISW using an online platform to deliver content and classroom visits and virtual meetings to provide feedback on teaching skills. This will allow more adjuncts to participate in the experience and provide them with more teaching support.

College Reports



Asnuntuck Community College

Center for Teaching Events Report: Fall 2017 – Spring 2018

Submitted by Joe Finckel, Teaching and Learning Consultant (TLC)

The Instructional Excellence (IE) Committee has previously served as ACC's Center for Teaching Committee, but was not active temporarily for AY 2017 – 2018 due to other demands on previous committee members' time, and because the time traditionally reserved for teaching development workshops during professional development days had, for several semesters, been displaced by training aimed at other institutional priorities (such as mandated reporting and active shooter procedures). However, IE will be reforming in fall of 2018 with the administrations encouragement and support, with Joe Finckel serving as co-chair, and with a particular goal of getting more adjunct faculty involved in the committee's work.

New England Faculty Development Consortium (NEFDC) Fall Conference

Since ACC's Instructional Excellence Committee was not active this year, we focused instead on recruiting and coordinating with faculty for external faculty development opportunities, both within the community college system at CFT events and at regional conferences.

We renewed our annual membership to the New England Faculty Development Consortium (NEFDC).

10 ACC faculty members (including 3 adjuncts) attend the NEFDC Fall Conference held on November 17, 2017 at the College of the Holy Cross in Worcester, MA. The topic, like that of CFT's *Pathways* workshops this academic year, was Open Educational Resources (OERs). The 7 full-time faculty who attended represented over 25% of ACC's total full-time faculty.

New England Faculty Development Consortium (NEFDC) Spring Conference

3 full-time faculty members also attended the NEFDC spring conference held on June 8, 2018 at Lasell College in Newton, MA. The conference's topic was The Role of the Affective Domain in Teaching and Learning. (While ACC's TLC coordinated this trip and drove faculty to MA for the event, conference fees were reimbursed using 4C's professional development funds).

Schwab Institute for Leadership

Five people from Asnuntuck attended this event.

Barnes Seminar This year, 5 ACC faculty (2 full-time and 3 adjunct) attended Barnes, not including the one full-time ACC faculty member who served as a Barnes Staff member.

Pathways

Oct 13 at NVCC - 5 people from ACC attended: 2 FT faculty, 2 PT faculty, and 1 librarian

Feb. 9 at MXCC – 6 people from ACC attended: 1 FT faculty, 4 PT faculty, 1 librarian, and 1 Director of Distance Education

Spirit of Teaching

Members of the faculty from Asnuntuck were in attendance





**CAPITAL COMMUNITY COLLEGE
CENTER FOR TEACHING
YEAR-END REPORT, 2017 -2018**

Submitted by:

Nancy P. LaGuardia, Teaching and Learning Consultant

Our mission is to strengthen our college by creating a climate that promotes and sustains a high performance team of faculty dedicated to professional development and student success.

- I. **Executive Summary:** Our CFT Committee has continued over the past year to “create a climate that promotes and sustains a high performance team of faculty...” The committee is comprised of extremely dedicated representatives from each department of the college, who not only create and conduct workshops themselves, but encourage their colleagues to showcase their teaching and share ideas with the college community. We have a representative from Student Services, in our effort to promote congeniality across the campus.

The responses to our workshops and events have been very positive, as evidenced by the attendance of over 500 participants .

We continue to co-sponsor the Adjunct Orientation with the Academic Dean’s Office. We have managed an “Adjunct Hotline” (where CFT Committee members can offer adjuncts assistance online). We continue to maintain a “Center for Teaching Corner” in the library, which contains a collection of the CFT workshop DVDs.

An ISW conducted by Nancy LaGuardia and Carl Guerriere was held in May, 2017. Nancy conducted an ISW with Patty Raymond at Middlesex in June, 2017.

The Schwab Institute for Academic Leadership was held at Capital on April 6, with 76 faculty and staff in attendance. (Nancy LaGuardia, is Chair of Schwab). It was again held at Marquee, an elegant venue located on the lower level of the College. The

venue received positive feedback from the participants, so it will be held at Marquee again next spring, 2019.

Capital sent three faculty members to the Barnes Teaching Seminar, and was well represented at other CFT sponsored workshops statewide.

II. Center for Teaching Committee Members/Departments:

Meghan Dibble – Nursing

Antoinette Brim – Humanities (Committee Chair in fall, 2017)

Carl Guerriere/ Linda Cocchiola – ESL

Lisa Braverman – Science and Mathematics

Becky DeVito – Social Science

Linda Domenitz/Roxanne Plummer – Student Services

Barbara Grenzinski – Business and Technology

Donald Buda - Adjuncts

III. Adjunct Support:

1. The CFT Committee co-sponsors adjunct orientations with the Academic Dean's office. 70 people attended.

Fall, 2017 Orientation: After registration, a light dinner, and announcements, presentations were given on the following:

- Using Student Services
- Job Talk (from HR)
- Mining the Library for all it's Worth
- Keeping Perspective as an Adjunct (presented by an adjunct)
- Keeping Pace with Adjunct Life (presented by an adjunct)
- Keeping Safe on Campus
- A "Table Talk": activity was conducted. Each table created an Adjunct Survival Kit, and highlights were shared with the participants.

2. Mentor Program: Full-time faculty members mentor adjuncts who request support from a seasoned instructor who is "on call" to answer questions.
3. Adjuncts are always encouraged to attend the CFT workshops, department meetings and "All College" meetings.
4. Adjunct Hotline: See #V
5. Adjunct Advisory Council: Together with the Academic Dean, we recruited

an adjunct from each department to meet twice a semester to discuss adjunct issues and needs.

IV. Center for Teaching Committee

1. The CFT Committee consists of representatives from each department, who give reports at their department meetings. We meet 2-3 times each semester to plan workshops and events which support faculty and staff development. Each member is responsible for planning (recruiting presenters), and coordinating (arranging time/date, creating flyers and email announcements), 1-2 workshops each semester. Most members have conducted, or are planning to conduct a workshop. Members use their committee work as part of "AR".
2. The Adjunct Hotline went "live" in fall, 2011, and needs to be revived this year. Committee members are scheduled one week each, on a rotating basis, to answer emails from adjuncts (or refer them to the appropriate person/department). The chair of the CFT Committee monitors all calls.
3. The CFT Committee approved to sponsor grants for the following:
 - a. CCC's Hartford Heritage Project. This initiative makes connections between the college and cultural events in Hartford (i.e. student/faculty discounts at Hartford Stage).
 - A faculty reception in the spring.
 - Speaker on "The Impact of Personal Trauma in Colleges"
 - College-wide workshop for the Compassion Project.
4. The CFT Committee maintains a "Center for Teaching Corner" in the library, which includes DVDs of all the workshops conducted, so faculty and staff can check them out to view missed workshops or show them to a group for educational purposes.

V. Other TLC Activities:

1. Mentored Antoinette Brim, who served as Chair of the CFT Committee in the fall, 2017, and will become the permanent Chair in fall, 2018 (she was on sabbatical in the spring).
2. Assisted committee members with the recruitment of faculty/staff to conduct and plan the content of the workshops. I also scheduled rooms, reviewed the marketing of the workshops (flyers, email announcements), arranged for lunches, and served as moderator of workshops and events when necessary.
3. Served as Chair of the Schwab Institute for Academic Leadership which was held on April 6, 2018. Dr. Joseph Carmen, Director of Leadership Development at Quinnipiac, was the keynote speaker. The topic was "*Achieving Leadership by Improving Your Emotional Intelligence*". The President's address was given by Dr.

Wilfredo Nieves, President of Capital Community College. President Nieves, who retired in the spring, reflected on his years as a college President.

4. Attended Steering Committee and TLC meetings held at various CT Community Colleges, as well as Pathway workshops.
5. Conducted an ISW at Capital in May, 2017 with Carl Guerriere; and at Middlesex, June, 2017.
6. Met with President Nieves (also acting Academic Dean) to review CFT's activities and schedule for the upcoming academic year.
7. Attended the Dean's Leadership Meetings and provided CFT updates and announcements, and encouraged Department Chairs to remind their faculty members to attend upcoming CFT events.
8. Coached faculty with teaching/policy issues, and made classroom visits when faculty requested feedback on teaching style and/or classroom management.
9. Attended the Teaching Professor Conference in Atlanta in May, 2017. Member of the National Leadership Advisory Board, which plans the annual national leadership conference.

CCC. Tentative Fall 2018/Spring 2019 Workshops

- The English Language Learner in the Classroom
- Pedagogy vs. Andragogy; The Adult Learner Part II
- Self-Reflection and Relating to the Diverse Student Population
- Community Service Learning
- Incorporating "Global" Issues Across the Curriculum
- Series of Tech Workshops for Blackboard (using voice, video etc.)
- Wellness/Yoga for Faculty and Their Students
- Diversity III: Creating an Inclusive Campus
- Getting Lost in the "Cloud"
- Using Social Media in the Classroom, Part II
- CATs (Classroom Assessment Tools)
- Workshop on Poster Sessions (campus-wide event in spring)
- Strategies on Dealing with Trauma, Part II
- Am I Ever Going to Use This Again: Making Content Relevant
- Sabbatical Presentation
- Community Resources for Faculty
- Guest speaker on Critical Thinking

- Social Styles of Faculty and Students
- Teaching Students of Different Abilities within the Same Classroom
- PowerPoint: Who has the power, and what's the point?
- Effective student advising/mentorship
- The Flipped Classroom
- Week of Word!
- Book Group: *The Other Wes Moore/Educated*

**CAPITAL COMMUNITY COLLEGE
THE CENTER FOR TEACHING
ACTIVITY SCHEDULE* – SPRING, 2018**

DATE/TIME	ACTIVITY	FACILITATOR(S)	ROOM
February 5 – 4:00 (All Mondays except 2/20).	Using Social Media In the Classroom	Jennifer Thomasson	Community Room (CR – 2nd floor) Dinner w/RSVP
February 12 – 1:30	Pedagogy vs. Andragogy; The Adult Learner	Josiah Ricardo	CR Brown Bag Lunch
February 20 (Tues.) – 1:30	Creating a Class Culture for Stimulating Lectures to Engage Students	Mary Jean Thornton	CR Brown Bag Lunch
March 5- 1:30 – 3:00	A Candid Conversation on Attendance Policies	Special Guest: Provost Gates	CR Lunch w/RSVP
March 19 – 1:30	Preparing Poster Presentations with Professor Partridge	Jeffrey Partridge	CR Lunch w/RSVP
March 26 – 1:30	Using Technology to Support the Student- Centered Classroom	Kevin Lamkins & Lisa Braverman	Room 621 (High-Tech Classroom)
April 2 – 1:30	Fun with Coloring Books	Pedro Valentin	CR Crayons Provided
April 9 – 1:30	Postsecondary Barriers Experienced by Formerly Incarcerated CC Students	Miah LaPierre- Dreger (Sabbatical Report)	CR Lunch w/RSVP

April 16– 1:30	Teaching Students How to Learn: Metacognition, Study Skills & Motivation	Marie Basche	CR Coffee and Tea
April 23 -1:30 -3:00	The Impact of Personal Trauma in Colleges	Guest Speaker: Dr. Rocio Chang Asst. Prof. UCONN (former CCC student)	CR Lunch w/RSVP
Week of April 23-27	WOW – A Week of Word!	Carl Guerriere & CFT Committee	Schedule of Activities to be Announced
April 30 – 1:30	Self-Reflection and Relating to the Diverse Student Population	Diversity Committee	CR Tea and Cookies

CENTER FOR TEACHING FALL 2017 WORKSHOP SCHEDULE

DATE/TIME	ACTIVITY	FACILITATOR(S)	ROOM
Monday, September 18 1:30 PM	Round Table: What Makes a Good Teacher	Antoinette Brim Nancy LaGuardia	Community Room Lunch w/RSVP
Monday, October 2 1:30 PM	The Heroin Epidemic: What You Need to Know and How to Respond	Sheryl Lee Jessica Palozie	Community Room Brown Bag Lunch
Monday, October 9 1:30 PM	Job Talk: Human Resource Updates with Q & A	Josephine Agnello-Veley	Community Room Tea & Cookies
Tuesday, October 10 1:30 PM	Focusing on Non-verbal Communication in the Classroom	Jennifer Thomassen	Community Room Lunch w/RSVP
Monday, October 16 2:00 PM	On the Same Page: Partnering with ASC Tutors on Teaching Students How to Learn	Marie Basche Becky DeVito	Community Room Brown Bag Lunch
Monday, October 23 1:30 PM	Sabbatical Report: Postsecondary Participation Barriers Experienced by Formerly Incarcerated Community College Students	Miah LaPierre- Dreger	Community Room Students Welcome

Tuesday, October 24 1:00 PM	Enhancing Teaching through Service Learning	Josiah Ricardo Marsha Guillory Bryant	Community Room Lunch w/RSVP
Monday, October 30 1:30 PM – 3:00 PM	Personalizing Your BlackBoard Course	Tobi Kruitt	Community Room Lunch w/RSVP
Monday, November 6 1:30 PM	Diversity Across the College: Candid Discussions with the Diversity and Inclusion Committee	Michelle White	Community Room Brown Bag Lunch
Monday, November 13 1:30 PM	Book Club: <i>The Slow Professor</i>	Carl Guerriere Antoinette Brim Nancy LaGuardia	Community Room Lunch w/RSVP
Monday, November 27 1:30 PM – 3:00 PM	Attendance Policies: The Elephant in the Room	Panelists: Gregory Daniels, Esq. (BOR) President Wilfredo Nieves Facilitator: Becky Devito	Community Room Lunch w/RSVP
Monday, December 4 1:30 PM	Stretching Your Body and Mind	Carmen Yiamouyiannis Nancy LaGuardia	Community Room Healthy Snacks
Evening Workshop TBD	Social Media as a Teaching Device	Jennifer Thomassen	TBD



Submitted by: Eileen M. Russo, TLC

Summary: Academic year 2017-2018 was my first year as TLC for Gateway's CFT. My primary goal was to become acclimated to the role of TLC. I am still learning; however, this has largely been accomplished. In addition, I was able to:

- Establish and chair a formal CFT Committee that met regularly during fall 2017 and spring 2018.
- Receive approval from the Dean of Academics to recognize CFT work as AR for faculty.
- Issue certificates for workshop attendees and presenters.
- Obtain a designated CFT e-mail address effective fall 2018.
- Survey adjunct faculty to ascertain their needs.
- Add CFT as a standing report to faculty/staff council.
- Make a brief presentation about CFT during spring 2018 professional day.
- Provide consultation to adjunct faculty.
- Attend all Statewide CFT meetings, unless excused.
- Host the Statewide CFT meeting on November 10, 2017.
- Attend Spirit in September 2017
- Attend all pathways workshops.
- Attend the Barnes Seminar TLC guest dinner.

2017-2018 Workshops

10/18: Opioid Epidemic: What Faculty and Staff Need to Know, presented by Lauren Doninger (attendees: 11)

10/31: Bring a Rubric; Bring a Friend, presented by Carol Brutza and Eileen Russo (attendees: 14)

11/28: Integrating ELL Students into the Mainstream Classroom, presented by Lauren O'Leary (attendees: 18)

2/6: The Big Read presented by Mary Ellen Cody, Clara Ogbaa and Anne Williams) (attendees: 18)

2/20: Creating Course Materials to Meet the Spirit and Requirements of ADA presented by Ron Chomicz, Samantha Kusiak, and Lynn Roller (attendees: 25)

2/27: Book discussion *The Slow Professor* facilitated by Jessica McLawhon and Teresa Russo (attendees: 15)

3/27: Infusing Career Competencies in Curriculum presented by Kellie Byrd-Danso and Leigh Roberts (attendees: 13)

4/3: Peace Building in Curriculum, Guest Speaker- Amada Benavides de Pérez, President, Schools of Peace Foundation, Bogota Colombia. Organized by Carol Brutza (attendees: 13)

4/17:Book discussion *Fluent in 3 Months: How Anyone at Any Age Can Learn to Speak Any Language from Anywhere in the World* facilitated by Lauren O'Leary and Kaitlyn Kos (attendees: 12)

4/24:A Date with TED- Flow- presented by Teresa Russo and EFT, Laughter Yoga- presented by Eileen Russo(attendees: 13)

Statewide

9/29: Spirit of Teaching (GWCC attendees: 6)

10/13: Statewide Pathways- OERs- NVCC- (GWCC attendees: 7)

11/17: Statewide Pathways- OERs What Tools to Use- Tunxis- (GWCC attendees: 6)

2/9: Statewide Pathways- OER Faculty Showcase- Middlesex- (GWCC attendees: 8)

4/6: Schwab Institute for Academic Leadership-Achieving Leadership Success by Improving Your Emotional Intelligence, Capital Community College-(GWCC attendees: 6)

5/21-23: Barnes 2018(GWCC attendees: 4)

6/8: Statewide CFT- Leadership Academy (GWCC attendees: 3)

Tentative Plans for 2018-2019

- Professional day- intro and appreciation for adjuncts during Dean's welcome back/orientation.
- First workshop of the fall semester-Colena and Eileen- based on Tony Schwartz's work.
- Emotional Intelligence- several faculty/staff went to Schwab, a workshop on this topic using the discussant
- Article discussion w/ Colena
- Possible book discussion earlier in the fall semester on Citizen-the author Claudia Rankine has plans to return to Gateway in the fall.
- Spring book discussion and video- The Other Wes Moore w/Jessica and?
- Blooms Taxonomy and Student Learning Outcomes- Alice Emery
- "Uncommon Solutions to Common Problems"- would like to do something for adjuncts on this.
- Meet the library!
- How to apply for promotion
- Trauma and PTSD.
- An idea borrowed from Tunxis- Chocolate Day!
- Use of OERs
- Deb and Eileen- challenges of female educators





Housatonic Center for Teaching

2017-2018 Activities and Accomplishments

Submitted By

Steve Mark

Campus Teaching/Learning Consultant (TLC)

Center for Teaching Committee Chair

Key Activities and Accomplishments

CFT Space Re-Designed, Outfitted, and Opened

Having designed and planned two spaces in Lafayette Hall, Center for Teaching was then moved back to its original location in Beacon 272, necessitating some additional planning and design. Together with Director of Educational Technology Ryan Farrington, we got the space set up and ready to go, including additional painting and maintenance work for a early April 2018 opening. The room is completely wireless and outfitted with a range of low-threshold technology that is easy for faculty to learn how to use, a classroom/workshop space, and an informal gathering space. Faculty now have a dedicated professional development space, which is being used for discussion groups, workshops, office hours with the TLC, and webinars and online conferences for faculty. It has already resulted in an uptick in attendance and participation and drawn new full-time and part-time faculty to participate in activities with 200 full and part-time faculty participating.

Targeted Professional Development for Adjunct Faculty

As we continue to be dependent on our part-time faculty to teach a large percentage of our classes. CFT continued reach out to these faculty, working to be sure a range of resources and activities are open to them and they are aware of them, developing in-service activities, and meeting one-on-one with part-time faculty. These included:

- **"Did ANYBODY Do The Reading? Encouraging Effective Student Preparation and Participation", August 2017:** This workshop, for our part-time faculty but open to all, focused on concrete, specific, tested strategies that help to encourage students to prepare for class consistently and encourage more students to participate in class. Detailed handouts, resources, and links to support their work on this were sent immediately following the workshop.

- **Online, On Demand Workshops** on a range of teaching and learning issues, including our 20-Minute Mentor programs faculty can access from anywhere, and longer-form programs available through our CFT Blackboard site.
- One-on-one consultations and referrals (see below.)
- **Online discussion options for face-to-face gatherings**
- **Posting resources from face-to-face workshops to our Blackboard site for easy access.**
- **Answering questions, making referrals, and addressing challenges via email when possible.**
- **January 2018 opening day workshop that combined full- and part-time faculty (described below)**

Teaching and Learning Strategies Workshops

Throughout the year, we offered workshops on practical classroom strategies that could immediately be put into practice, including:

August 2017

- **Effective First Week Activities that Set the Tone for the Semester**

September 2017:

- **Degreeworks for Faculty: Why and How:** Psychology professor and faculty advisor Laura Turiano led faculty through why and how to use Degreeworks in advising students. After a short presentation, faculty had the chance to work at their own pace exploring the features of this program with Laura on hand to assist.
- **Developing Effective Writing Assignments in a Range of Disciplines** (in partnership with Writing Across the Curriculum Center) WACC Coordinator Karyn Smith led a session to discuss and offer suggestions for writing assignments under development, being redeveloped, or that just aren't getting the desired results. Please bring an assignment, an idea for an assignment, or just yourself.
- **Slow Professor Discussions Launched**

October 2017

- **Mind Mapping for Teachers and Students:** Business Professor Chuck Meyrick explored how concept mapping can strengthen teaching and student assignments. He shared tools for mind mapping and how he used them, and led others in a discussion of how they might use them in their own courses.

- **Just Say Yes! Encouraging and Evaluating "Real Life" Learning in Your Classes:** Art Professor Andy Pinto explored specific approaches to encouraging just the kind of "real world" skills our students need, through collaborations, group projects, and "real life" experiences. Andy also shared information about how to fairly and effectively evaluate these kinds of projects, which faculty often find challenging.
- **Active Learning Techniques (2-part series, in partnership with Helmsley Grant)** This workshop was based on strategies from the nationally recognized Summer Institutes for Scientific Teaching
- **Pedagogical Strategies to Increase Students' Engagement and Motivation (in partnership with Helmsley Grant)** Claudia De Grandi, one of our Yale Teaching Fellows, analyzed the impact of different pedagogical interventions in a two-semester sequence of an introductory physics course for the Life Sciences in two different class sections. Claudia discussed students' responses to these different class variables and highlighted the successes and challenges towards increasing engagement and performance of life sciences students.

November 2017:

- **Let's Talk: Writing Tutors and Professors (in collaboration with the Writing Center)** WACC Coordinator Karyn Smith and a panel of writing tutors shared insights from their tutoring sessions about what approaches to teaching and giving feedback on writing work best and how faculty can more effectively partner with the Writing Center to increase learning and improve skills.
- **Bring the World to Your Classroom:** ECE Professor and Behavioral and Social Sciences Chair Laurie Noe presented and led a discussion about an easy and fun way that faculty can bring the world to their classrooms and bring their students to the world. What do you want your students to see? Who do you want them to hear from?
- **Effective Online Course Design to Enhance Learning (in partnership with System Office and Educational Technology Director)** This 2-hour workshop, presented by Tobi Krutt and Francine Skalicky from the Board of Regents' Instructional Technology office, highlighted proven course design principles that enhance online learning.
- **Effective Ways to Conclude the Semester:** Faculty received tips and shared idea about specific techniques that end a course on a strong note.

January 2018:

- **Faculty Welcome Back Dinner Workshop: Small Changes with a Powerful Impact (Combined Full- and Part-Time Faculty):** This workshop was based on a series in *The Chronicle of Higher Education* called "Small Changes in Teaching," which CFT featured on its Facebook page. The series proceeds from the thesis that "Small changes to our teaching — in things like course design, classroom practices, and communication with students — can have a powerful impact on student learning." Grounding his recommendations in research, James Lang comes up with very simple things instructors

can do to improve student learning. Working in groups by discipline, full- and part-time faculty were given some specific examples of these strategies and then worked to discuss, generate, and share other concrete strategies.

March 2018:

- **Webcast and Discussion: Making Higher Education More Efficient and Effective:** The webcast, led by Inside Higher Ed editors, explores strategies of a range of colleges to promote effectiveness and efficiency. We will touch on technology, enrollment, student success, finance and other topics. The discussion, open to both faculty and staff, explored strategies we're currently using and could put to work in the future at Housatonic.

April 2018:

- **Faculty Professional Day: "Helping Our Students Stay the Course"**
 - Recruited and secured nationally known speaker Mike Cross, a tenured professor who went "undercover" as a student and earned a degree from the community college at which he taught for an **"Undercover Professor" Presentation and Q. and A.**
 - **Developed Student Panel on "Staying the Course"** What are the barriers to and strategies for helping students to be successful in our courses and programs?
 - **Organized and Facilitated Faculty Breakout Groups** based on the morning's presentations that focused on student challenges, strategies for student success, and resource and professional development needs.
 - **"Slow Professor Lunch"** encouraged faculty to connect and talk informally.
- **Creating Curriculum and Training Teachers in Peace Building (co-designed with Gateway and Norwalk Community Colleges)** As part of the Peace-Building Institutes at Connecticut Community Colleges, Dr. Amada Benavides de Perez, President of the Bogotá, Colombia-headquartered Schools of Peace, Director of the Fundacion Escuelas de Paz in Bogotá, officer in the Geneva, Switzerland-based High Commission on Human Rights and member of the Advisory Board Global Campaign on Peace Education, the Hague Appeal for Peace, presented and took questions.

Activities Designed to Build Collegiality and Increase Morale

Based on feedback from faculty and on what CFT Committee members were observing, we decided to make collegiality and morale boosting a primary focus of our Spring 2018 programming.

- **The Slow Professor Book Discussions, February-May 2018:** Offering both face-to-face and online options, we discussed the book *The Slow Professor*, breaking it up into manageable pieces and focusing on coming up with concrete strategies to address our challenges and connect with and support one another. Topics included the need for realistic time management, making time for self-care and reflection, collegiality and community, finding greater pleasure and fulfillment in our work and how that benefits our students. A smaller group agreed to meet next year to check in on each other and continue this important work.
- **“Keep Calm and Teach On!”, May 2018:** During the last week of classes, in partnership with the 4C’s union and Academic Affairs, we offered coffee, tea, and confections, and simple, fun activities available to help you shake off the stress of the final days of the semester, too. We made some good books about teaching and learning available to faculty who wanted to check them out over the summer. More than 60 full and part-time faculty participated.

Other Activities and Accomplishments of the TLC

- **Co-Presenter, National Professional and Organizational Development Institute for New Faculty Developers, Saratoga Springs, NY, June 2017:** With Martha Bless, Regional Director of Academic Programs for ACUE, I co-presented a workshop on encouraging faculty to use a range of instruments to seek information about student achievement and feedback and use that information to improve student learning during a course. The presentation also explored how faculty developers can use online professional development opportunities to identify and address faculty professional development needs in face-to-face programming.
- **Two-Day Safe Zone Facilitator Training, September 2018:** With others from a range of disciplines and departments, participated in a two-day Safe Zone workshop, where we learned how to help create an environment that is safe and welcoming for our LGBTQ students, and how to facilitate these trainings for others,
- **Teaching Strategies Workshop Series for Visiting China Faculty Delegation, April-May, 2018:** Developed an 8-part series based on the 7 Principles of Effective Undergraduate Education, providing specific strategies, detailed handouts, and a Blackboard course site for these faculty.
- **Partnership with Title III Grant to Identify and Begin Meeting Professional Development Needs Related to Student Retention and Success**

Other Ongoing Activities of TLC

- **Continued Magna’s Online “20-Minute Mentor” Program and Discussions Based on These Resources:** This series of online seminars is streamed online and offered on demand on a password-protected site hosted by Magna. A wide range of topics is offered, including student engagement, syllabus and course design, assessment, classroom management, legal issues, working with students with disabilities, teaching

with technology, online teaching, and service learning. Each program includes a downloadable full transcript, discussion guide, Powerpoint handouts, and other supplemental materials, and is designed to be viewable on a range of devices, including smartphones and tablets, something we could not guarantee with the programs we converted ourselves. Also provided discussion areas so that faculty could exchange recommendations about the best program and ideas and questions inspired by seminars they'd watch.

- **Chaired the CFT Committee.**
- **Maintained online calendar of CFT events:** Developed and continually updated an electronic calendar of campus and systemwide CFT activities.
- **One-on-One meetings with Faculty:** As TLC, continued to conduct regular one-on-one consultations with full-time and part-time faculty to offer advice and resources on a wide range of subjects, including:
 - Classroom management issues
 - Preventing plagiarism and cheating
 - Best ways to respond to plagiarism and cheating
 - Encouraging students to complete reading and other preparation before class.
 - Active learning strategies
 - Developing effective small group activities and evaluating them fairly
 - Using open source alternatives to costly texts
 - Simple, easy-to-learn uses of Blackboard and other online resources to supplement class activities, including discussion postings prior to class to “seed” face-to-face discussion.
 - Effective student advising
 - Using technology in and out of class
 - Development of clear, specific, and effective course policies
 - Stress and time management
- **Revised, maintained and updated CFT Blackboard Site, generally weekly**
 - Maintained and regularly updated comprehensive Blackboard Learn site that includes links to helpful online resources, information about campus resources, and handouts and tips sheets compiled from campus face-to-face workshops and other sources. All full- and part-time faculty are automatically enrolled into this class.
 - Continued to offer and link to On Demand Workshops
 - Also continued to develop, maintain, and facilitate a “CFT Forum” discussion area that enables faculty to discuss teaching and learning issues and exchange teaching resources, tips, and challenges through threaded discussion boards.

- **Presentations at Faculty Meetings:** Made a number of presentations at faculty meetings to promote local CFT and system-wide activities.
- **Promoted and recruited participants for system-wide events and resources,** including Spirit of Teaching, Pathways seminars, Barnes Seminar, and Schwab Institute for Academic Leadership. HCC was well-represented at each of these statewide events.
- **Attended monthly Statewide Center for Teaching Steering Committee and Teaching/Learning Consultant meetings throughout the year,** participating in discussion of issues in faculty development and planning for Center for Teaching.





**Manchester Community College
Center For Teaching
Annual Report 2017-2018
Leonard L. Dupille Ph.D.**

8/17—Revised the Description of The Center For Teaching and its Programs for MCC's New Faculty Orientation Packet

I revised the description of The Center For Teaching and its programs in MCC's new faculty orientation packet.

8/17—Updated Campus Center For Teaching Webpage

Working with MCC's webmaster, I revised and updated our campus Center For Teaching webpage with the latest information on both local and systemwide C.F.T. offerings and programs.

8/17-12/17—Campus C.F.T. Dedicated Space

Throughout the semester, I worked with academic affairs and facilities to find a room and transform it into a space that we can use for C.F.T. committee meetings and our smaller campus programs.

9/15/17—C.F.T. Steering Committee and Teaching and Learning Consultant Committee Meetings

I attended the C.F.T. Steering Committee and Teaching and Learning Consultant Committee meetings.

9/19/17—Center For Teaching Campus Committee Meeting

As chair of the Center For Teaching committee on campus, I conducted our first committee meeting of the fall semester. This meeting centered on discussing our plans and goals for the upcoming academic year. The committee consists of 9 faculty members, two from each academic division and myself as the TLC. Throughout the semester we held our committee meetings on the third Tuesday of each month. This meant that we had three committee meetings in the fall and three in the spring.

10/24/17—Center For Teaching Campus Committee Meeting

I conducted a C.F.T. campus committee meeting to discuss ongoing C.F.T. issues and

challenges as well as ideas for professional development opportunities and upcoming events.

11/15/17— C.F.T. Fall Dinner—Transforming Your On-Ground Class into an Online Class

This program was on transforming an onground class into an online class. It focused on the following issues: What are the basic elements that need to be in place for a course to be an effective on-line course? What are the pitfalls to be avoided and the best practices in on-line teaching? And, What are the advantages and disadvantages of on-line teaching? The program involved four faculty experienced in on-line teaching addressing the above issues.

11/21/17—Center For Teaching Campus Committee Meeting

I conducted a C.F.T. campus committee meeting to discuss ongoing C.F.T. issues and challenges as well as ideas for professional development opportunities and upcoming events.

11/28/17—Teachers' Café-Making the Transition From Military Service to College Student

A panel of alumni and students who are military veterans discussed the challenges of making the transition to college and what we as faculty and staff members can do to support our veteran students. The program focused on the biggest challenges our veteran students face and what can we do to ensure that they are able to meet these challenges?

1/16/18—Professional Day Presentation—Assisting Students With Autism Spectrum Disorders in Being Successful

Coordinated and cosponsored with academic affairs a workshop on assisting students with autism spectrum disorders. The workshop was conducted by Dr. Jane Thierfeld Brown, an Assistant Clinical Professor at Yale Child Study, Yale Medical School. Dr. Brown provided insight on how to work successfully with students with AS, develop accommodations and support services, understand academic and non-academic issues for students on the spectrum, provide assistance in working with challenging behaviors, and understand how to work with parents of students with AS.

CFT Spring 2018 Report

Stacy Giguere, Interim TLC at MCC

Open Forum on Developmental Education, 31 attended

Wed., March 28, 2018

The Center for Teaching invited faculty and staff across campus to discuss ideas and strategies to help underprepared students successfully navigate the college curriculum and accomplish their goals at MCC. The open forum focused on the following:

- What have been our best practices at MCC to help underprepared students succeed and how can we build on those practices?
- What obstacles have we encountered in providing developmental education and what potential solutions will help us to overcome these obstacles?
- What courses, other than IDS* 101 and developmental English and Math, can help our underprepared students become college ready?
- What transferrable skills do underprepared students need to succeed and how can we design a curriculum to help them acquire these skills?
- What student service needs are essential to help these students become college ready?

The Art of Teaching Teas Series

In April 2018, The Center for Teaching at MCC launched a new weekly seminar series on the art of teaching. These seminars including watching a 30-minute video from the course [“Art of Teaching: Best Practices of a Master Educator”](#) by the Great Courses followed by an informal discussion of the ideas presented in the video. During the first two meetings we watched the videos together and discussed them. For the other meetings we decided to watch the videos prior to the meeting to save time. Stacy posted the videos on Blackboard. She obtained permission from the Great Courses to upload the courses on Blackboard. Each video includes faculty from diverse disciplines discussing their perspectives on a facet of great teaching and includes students’ perspectives as well. Refreshments were provided. Here are events from this series:

Art of Teaching Tea on “Successful Teaching”

Wed., April 4, 2018

We discussed what makes a great teacher? What have we learned from great teachers we experienced in our education?

Art of Teaching Tea on “The Broad Range of Learners”

Wed., April 18, 2018

At this teaching tea we discussed the following: What can we do to meet the needs of a broad range of learners in our classrooms? How can we foster the habits of lifelong learning in our students? And, finally, how can we help students turn failures and setbacks into steps toward success?

Art of Teaching Tea on “Starting Out Right”

Wed. April 25, 2018

We discussed how to make the first day of class a powerful moment. Questions we considered included the following:

- How do you engage students on the first day of class?
- How do you set your expectations on the first day?
- How do you establish a rapport with each of your students on the first day?
- How do you show your enthusiasm and expertise while conveying the importance of your subject matter?

Art of Teaching Tea on “The Teacher’s Persona”

Wed. May 2, 2018

We discussed how your teaching persona influences students. Topics included the following:

- Establishing guidelines and boundaries
- Building rapport inside and outside of the classroom
- Drawing students to office hours
- Writing letters of recommendation
- Reaching out to students struggling in your class

Art of Teaching Tea on “Planning the Work”

Wednesday, May 2, 2018

We discussed tips for designing a new course or revising a current one as well as tips from Dee Fink’s book on course design, *Creating Significant Learning Experiences*.

CFT Spring Luncheon Celebration on May 23, 2018 (28 attended)

We ended the year with a celebration by enjoying hor d’oeuvres and sharing highlights from the year: an idea, practice, or memorable moment that has helped you grow as a teacher.

Attendees participated in an interactive exercise that included their challenges and successes.

Ongoing—Mini-Grants

Over the course of the year, the Center For Teaching sponsored two professional development projects through a small grant program referred to as a mini-grant. These grants are typically for \$200.00 or less.

2/12/18—Physical Sciences Dept.

The grant was for \$125.00 and it went to the Physical Sciences Dept. to support a workshop for all Earth and Environmental Sciences faculty (both full and part time members). The workshop involved a discussion of common assessment methods and tools for General Education courses, course objectives and goals, learning outcomes and assessment techniques for Earth and Environmental Sciences courses.

5/16/18—Anthropology/Psychology Department & Disabilities Specialist Program

The grant was for \$200.00 and it went to the Anthropology/Psychology department & Disabilities Specialist Program for an end of the year workshop to discuss the results of assessment data that was collected and the department's overall outcomes/assessment plan and its implementation.





Middlesex Community College

Center for Teaching Annual Report 2017-18

Christine Witkowski, Teaching & Learning Consultant

Summary

Middlesex Community College (MxCC) is located near the center of the state in Middlesex County. With 45 full-time faculty and 176 part-time faculty, we serve a diverse population of 3,000 students each semester. I took over the role of CFT Teaching & Learning Consultant at MxCC in Fall of 2016. In my first year, my primary goal was to increase the visibility of the Center for Teaching on campus and engage faculty to become involved in its activities. In 2017-18, the steering committee became a more cohesive group and worked together to develop and offer improved professional development activities, resulting in increasing participation in these events on campus.

Steering Committee

The new steering committee of faculty and staff volunteers from across campus assembled in January 2017 and continued to meet in the 2017-18 academic year, with the addition of two new members. After trying a number of other meeting times and formats, the committee began in January to meet monthly on Fridays from 12-2 including lunch. The committee was enthusiastic about this new meeting schedule and will continue with lunch meetings on Fridays in 2018-19. The activities of the steering committee and Center for Teaching @MxCC continued to receive consistent and enthusiastic support from the Interim President and Academic Dean, Steven Minkler, as well as our Academic Division Directors.

Steering Committee Members (2017-18)

Leonel Carmona, Associate Professor of Mathematics

Wei Cen, Instructional Librarian

Pam Frost, Professor, Math

Jen Hernandez, Associate Professor, Human Services

Catherine Hostetter, Instructional Support Specialist, English

Lin Lin, Academic Division Director, School of Allied Health, Business & STEM

Rebecca Loew, Professor, Behavioral Sciences

James Quinlan, Assistant Professor, Chemistry

Rebecca Rist-Brown, Associate Professor, Criminal Justice Program

Matt Weber, Associate Professor, Fine Arts/Graphic Arts

Christine Witkowski, Professor of Environmental Science & TLC

Campus Activities

- **E-mail** - To help formalize the CFT @MxCC, we continued to use an MX-CFT@mxcc.edu email so that all CFT notices would be sent from this email, rather than an individual faculty member. This helps eliminate confusion on the part of new faculty who do not know about CFT or who the TLC is/ This will also ensure continuity with new TLCs. The signature line of the email includes a simple logo (also printed on promotional items; see below), contact information, and a link to the website for more information.
- **Website & Libguide** – The CFT @MxCC website <http://mxcc.edu/center-for-teaching/> is a work in progress, with the goal of providing up-to-date information about on-campus and state-wide activities. A libguide (<http://mxcc.libguides.com/cft>) was created with the help of the librarian on our steering committee, Wei Cen, to provide information on pedagogy and links to presentation and videos. More work is needed to make this a comprehensive and well-used repository for teaching and learning resources.
- **E-Newsletter** – A monthly e-newsletter was published and sent out to all faculty throughout 2016-17 with the help of a student worker, which included short articles (and links to longer articles) about teaching and learning, highlighted CFT activities, and featured faculty profiles in each newsletter. The newsletter was discontinued in 2017-18 due to the lack of availability of a suitable student worker.
- **Monday Morning Mentor** – CFT @MxCC purchased a subscription to Magna’s Monday Morning Mentor series with weekly online presentations on a variety of teaching topics (twenty minutes each), in an effort to provide alternative opportunities for professional development particularly for our adjunct instructors. The subscription only allowed for one-week access to each topic, and no tracking of participation. Feedback suggested low utilization of the presentations, and many of the topics seemed to focus exclusively on online teaching so the series which may have limited its appeal. It is unclear if this is a worthwhile professional development activity based on the limited information we have so far.
- **Open House Fall 2017** – This was a small but collegial and worthwhile event with 17 faculty and staff dropping in during the event.
Pegasus Green 709C (in the library)
 - ❖ Hang out with new and old colleagues ❖ Check out library teaching resources
 - ❖ Get help with your syllabus (or just bring a syllabus to share with other faculty)
 - ❖ Exchange first day of class ideas (share what works for you or get new ideas)
 - ❖ Learn about using Pegasus Green technology for your classes
 - ❖ Try out online appointment booking to make student scheduling easier
 - ❖ Meet the CFT @MxCC Steering Committee members

- ❖ Learn about upcoming & new CFT activities this year
- ❖ Brainstorm your ideas for a CFT mini-grant (up to \$250 available for each grant) ❖
Snacks & Door Prizes!

- **New Adjunct Faculty Orientation** – The Center for Teaching cosponsored and helped plan the Fall 2017 New Adjunct Faculty Orientation with dinner provided by the 4C’s union. The event was held on a Monday night at the start of the semester, from 5:30-7:30 pm. Unlike previous years, this event focused exclusively on orientation of new faculty and did not include any professional development. Attendance (about 8 adjuncts) was low compared to previous semester when all adjuncts were invited (new and returning). *See attached agenda.*
- **Walk & Talk Series** – For the Fall semester, CFT sponsored a weekly series of “Walk & Talk” at varying times and days to take advantage of the fall weather and the beautiful campus location. This was announced via email through the faculty email but some staff members expressed an interest in participating, so if this series is offered in the future it should be announced to all faculty and staff. Participation was low; morning and late afternoon times often didn’t attract any walkers.



Easy pace, scenic route, 30-40 minutes

We'll discuss whatever is on our minds - getting to know each other, teaching challenges, ideas, etc.

DAY	DATE	TIME
Th	9/7	12:30 pm
W	9/13	12:30 pm
Th	9/21	3:30 pm
Tu	9/26	8:30 am
W	10/4	12:30 pm
Th	10/12	3:30 pm
Tu	10/17	8:30 am
W	10/25	12:30 pm
Th	11/2	3:30 pm

- **Professional Development Symposium** – Historically at MxCC, new adjuncts participate in an orientation at the start of each semester, covering the basics for mostly new adjunct faculty. A separate professional development day has been offered each Fall on Saturday in recent years, including Fall 2016. Center for Teaching cosponsors this event with the office of the Academic Dean, providing funds for refreshments and lunch, and helping to organize concurrent workshops. New

this year was a solicitation to faculty and staff to propose workshops and presentations, with ten good proposals received. Attendance (about 34, with a mix of full-time and part-time faculty and staff) was similar to the event last year. *See attached agenda.*

- **Brainstorming Workshop** – This workshop was offered with Sharon Gusky as facilitator to bring together faculty and staff to develop ideas for growing the Center for Teaching. These ideas have been used by the steering committee in their planning of activities and development of a vision and mission for the CFT @MxCC. Attendance: 14 faculty & staff. As with most other programs this year, we have found that using Google Forms for RSVPs has improved our ability to plan for attendance, and possibly increased the commitment to attend leading to overall better participation in CFT events compared to last year.
- **Talking Teaching Discussion Series** – Inspired by the Connecticut College Center for Teaching & Learning Talking Teaching discussions, we offered a new series of Talking Teaching discussion @MxCC beginning in Spring 2018. Each of these discussions involved a group of 4-6 “lead discussants” who agreed to share their challenges and innovations around each discussion topic, followed by open discussion with attendees. The series of topics was brainstormed by the steering committee, with one or two members of the steering committee taking on soliciting lead discussants for each discussion. This was a very successful approach, as it allowed us to leverage a larger network on campus, reach new participants, and capitalize on our colleagues own expertise. Each discussion included 8-10 participants (including lead discussants) engaged in robust discussion. Offering breakfast or lunch allowed participants to connect with each other over a meal before the discussion began. Participants were enthusiastic about the experience and helped build good “buzz” for CFT.
- **Panel Discussion: Exploring Strategies to Address Mental & Behavioral Challenges in our Campus Community** – In partnership with the Counseling office, CFT @MxCC sponsored a mental health panel in response to requests from faculty to address this urgent issue. 28 Attended, with feedback indicating that the panel was extremely useful. One attendee remarked that it was “the best program yet.”

Panelists

Jane Thierfeld Brown, Ed.D is Assistant Clinical Professor at Yale Child Study, Yale Medical School, Director of College Autism Spectrum, and former Director of Student Services at the University of Connecticut School of Law. She has worked in Disability Services for 37 years. She holds an Ed.D from Columbia University, Teachers College. Dr. Brown consults with many families, students, school districts, and institutions of higher education. Dr. Brown has appeared on Good Morning America, CBS News, and NPR. She has co-authored “Students with Asperger’s: A Guide for College Professionals” (2009), “The Parent’s Guide to College for Students on the Autism Spectrum” (2012), and “Behavior Management and Self-Regulation” (2012) along with many textbook chapters and articles.

Laura DiGalbo, M.Ed., C.R.C., L.P.C. received her B.A. in psychology from Randolph-Macon Woman’s College and her M.Ed. from the University of Hartford in counseling. She is a nationally Certified Rehabilitation

Counselor and licensed to practice in the State of Connecticut. Ms. DiGalbo has worked in the disability field including vocational rehabilitation and public policy for over 40 years as a practitioner, supervisor, administrator and consultant with the Connecticut Bureau of Rehabilitation Services. Now in private practice, Laura provides consultation and training to public and private agencies as well as service providers around the country on such topics as; rehabilitation of persons with disabilities and the creation of public policy affecting people with disabilities including Home and Community Service Waivers. In addition she has been an adjunct professor at Springfield College and Assumption College. She currently serves as adjunct faculty in the Graduate School of Counseling, Marriage and Family Therapy of Central Connecticut State University where her focus is on developing an understanding of all disabilities with a concentration on psychological and cognitive disorders. She also presents at conferences on these topics both nationally and internationally.

Robert LeGary, Jr., Ed.D. received his M.A. degree in art history and criticism from Stony Brook University and Ed.D. in educational leadership with a concentration in higher education from University of Hartford. His experience includes working as a direct care residential worker and director of residential treatment services in a residential facility for children and adolescents. He is currently Head of School at The Learning Clinic, Inc., a state approved, private special education school for children, adolescents, and young adults with autism spectrum disorder and other learning and behavioral differences. He also is an adjunct professor in the Department of Social and Educational Sciences at Goodwin College. His research interests include supporting students with autism spectrum disorder transition into adulthood and postsecondary education, special education policy and best practices, and social supports for students with disabilities.

Dona Gioco Hoff, LCSW is a Licensed Clinical Social Worker practicing in the Middletown with Affiliated Clinical Therapists of Middletown. Her thirty plus career includes extensive experience using individual and group psychotherapy techniques with children, adolescents and adults in office, community, and home settings. Over her career she acted as Clinical Director for residential, partial hospital and intensive outpatient behavioral health and substance abuse programs as well as outpatient, emergency, and home-based child and family psychiatric services. In her role as a consultant, she also offers consultation and training that focus on readying individuals and organizations for planned change, process improvement and implementing clinical best practices. Dona Gioco Hoff holds two Master Degrees her first, in Human Service Administration from Antioch University and her second in Social Work from Southern Connecticut State University. Professional affiliations include the National Association of Social Workers, Connecticut Chapter of NASW, Eye Movement Desensitization and Reprocessing International (EMDR), Connecticut and Middlesex Alliances for Perinatal Mental Health and National Alliance.

- **Wesleyan Partnership** – MxCC is located in Middletown, CT along with the venerable Wesleyan University. MxCC partnered with Wesleyan on a grant to improve oral communication skills across the curriculum. One of our steering committee members, Catherine Hostetter, Instructional Support Specialist in English, and English faculty member Christine Ruggiero have participated in the project this year and piloted activities in MxCC classes.
- **Faculty Appreciation Dinner** – The steering committee discussed holding a “Teaching Appreciation Dinner” (renamed to include teaching staff) as a cookout in April or May, to repeat the successful event from the previous year. However, due to the significant number of competing end-of-year events, and the increased demand on our budget for professional development activities, we decided against continuing this event.

- **Promotional items** –We continued to distribute promotional items printed with the CFT @MxCC logo (see above), including post-it notes and wrapped mints, at CFT events on campus. The post-it notes in particular have proved popular.
- **Mini-Grants** – MxCC faculty have access to an annual “New Day Fund” to pilot innovative teaching methods and professional development activities through the Middlesex Community College Foundation. Because the Center for Teaching has increased its activities and budget needs, the decision was made to discontinue offering minigrants.

State-wide Activities

All state-wide CFT activities were advertised to MxCC faculty through email and newsletter, and also by in-person encouragement for colleagues to attend.

- **Spirit of Teaching Fri. 9/29: “Silence”**
I do not have MxCC attendance information for this event
- **Pathways to Teaching Success Fri. 10/13 “Open Educational Resources”**
I do not have attendance information for this event
- **Pathways to Teaching Success Fri. 10/17 “Implementing Open Educational Resources”** 1 presenter from MxCC, 1 attendee
- **Pathways to Teaching Success February 9, 2018 “Open Educational Resources in Action”**
MxCC hosted this event, and Christine Witkowski served as a presenter. 6 attended from MxCC
- **Schwab Institute for Leadership April 6, 2018**
“Achieving Leadership Success by Improving Your Emotional Intelligence” 10 attended
- **Barnes Seminar May 2018**
3 attended
- **Leadership Academy Friday June 8th**
I do not have attendance information for this event; at least 4 attended from

Summary & Future Goals

In 2017-18, with the help of an enthusiastic and committed steering committee, we improved upon the previous year’s participation in CFT activities on campus by trying new activities and offering those activities at a variety of times throughout the day and week. We were particularly inspired by the Connecticut College workshop for TLCs in December 2017 that emphasized starting small with truly engaging experiences for participants, creating a reputation of excellence. In the coming year, a new Teaching & Learning Consultant, Rebecca Loew, will build on this solid foundation.



**Naugatuck Valley Community College
Center for Teaching
Annual Report Fall 2017- Spring 2018**

Kathy Leblanc, Teaching & Learning Consultant; Kim O'Donnell, CFT Committee Chair

The Center for Teaching at Naugatuck Valley Community College offered single session workshops and one, two session workshop over the course of the academic year. The brown bag article discussions and “A Date with TED” format continued. Faculty enjoyed the discussions, which often moved onto related topics and ideas for future discussions. In addition, we facilitated a two-semester narrative teaching group, a book club, and provided a workshop at the August adjunct orientation. The CFT also sponsored a lunch discussion series at local ethnic restaurants. It started with five participants who had to invite someone that they did not know well. The following months the new members invited someone new. The discussion often focused on the impact of culture on all areas of our lives and our students’ lives. The final meeting was a potluck lunch and each member brought an ethnic food item from their childhood. This will continue next academic year.

Each month a CFT committee member writes an article related to teaching and learning for our NVCC newspaper, The Tamarack. The CFT link on the NVCC website is kept up to date, and notifications of NVCC and state-wide CFT opportunities are forwarded multiple times to fulltime faculty and adjunct faculty.

During final exam week in the Fall 2017 semester we hosted a drop in “lunch and relax” opportunity to offer faculty a break from exams and grading. At least 60 of the faculty and staff came by to chat with their colleagues and complete a community project. We made fleece scarves and collected hats, gloves and socks, which were donated to a community agency.

Our committee continues to meet monthly and is a vibrant working group made up of full-time faculty and staff representing many disciplines. Membership includes: Kim O’Donnell (Chair), Kathy Leblanc (TLC), Althea Coleman, Sandra Eddy, Mitch Holmes, Lisa Kaufman, Lou Lombard, Nikki McGary, Patti Pallis, Steve Parlato, Julia Petitfrere, Kate Pelletier, Elma Solomon, Kathy Taylor, Angela Tiru, Ruth Urbina-Lilback, and Chris Rempfer.

Our total attendance of 179 faculty seats (which does not include our drop-in brown bag discussions or the semester- end event) was lower this year due to cancelations for weather

and low registration. To target another time of the day we piloted a 9:45am “Food for Thought” informal discussion. These gatherings were poorly attended and discontinued. The Spring 2018 semester book club and adjunct appreciation event will be rescheduled for the Fall 2018. During our monthly CFT committee meetings the issue of decreased attendance was discussed and the consensus was that the general climate of faculty concern about the changes to the community college system appeared to impact attendance.

The May CFT committee meeting planning for the next year included new ideas and brainstorming timely topics. Areas that were discussed included increased social media presence, a mobile coffee hour at various location on campus, and the adjunct appreciation event to encourage more adjunct participation.

The following is a detailed list of what was offered during the academic year:

Fall 2017

Kim O’Donnell and Patti Pallis presented on learning styles at the adjunct orientation.

September

Tuesdays @ 12:45pm (starting 9/19) Book Club – Lisa Kaufman and Patti Pallis

Stories About Teaching, Learning, and Resilience: No Need to Be an Island by Steve Piscitelli

From the back cover “You can find countless books dedicated to student success and resilience. But what about the faculty? What do we do to help college faculty cultivate their professional and power of the teaching and learning community? To encourage educators to embrace the power of collaboration, Piscitelli outlines the “7Rs” for success: relationships, relevance, resources, rainbows, responsibility, reflection, and resilience.

Wednesday 9/20 @ 4pm Blackboard - Inspiring Student Success– Carrie Horvath and Sandra Eddy

The best practices to increase retention, engagement, and success. Ideas and new tools to use within Blackboard were shared during this hands-on workshop.

Thursday 9/21 @ 12:45pm Brown Bag Discussion – Patti Pallis

Teaching More by Grading Less (or Differently)

Monday, 9/25 @ 9:45am Food for Thought – Kathy Leblanc

A mid-morning discussion of teaching questions. The focus was on the question, “*What is critical thinking and how do we explain our expectations to our students?*”

Wednesday 9/27 @ 12:45pm Helping Students Become Researchers in your Discipline – Kim O’Donnell

The work of three students who carried out quantitative research last year was reviewed and the participants learned techniques for engaging students in their discipline in a similar process (for either quantitative or qualitative research). The participants brainstormed plans for their own students and learned how Amazon Turk can be used for data collection.

Thursday, 9/28 @ 12:45pm Exploring Vignettes: Developing Social Justice Literacy (Part of the Social Justice Series) – Nikki McGary and Kathy Taylor

Through the use of vignettes and common social justice terminology, the participants explored common challenges professors face when social justice issues arise in the classroom, as well as how the resistance of colleagues impacts meaningful conversations.

October

Wednesday 10/4 @ 12:45pm Brown Bag Discussion – Althea Coleman

[Four Ways to Encourage a Growth Mindset in the Classroom.](#)

Tuesday 10/10 @ 2:30pm Integrating 21st Century Source Materials into the Writing Classroom: Strategies for Sparking Successful Student Writing Utilizing Sources that Speak Their Language – Lou Lombard and Chris Rempfer

The issue professors often complain about is, “Our students are not doing the readings!” The focus of this workshop was, “What if we are the problem?” The use of digital technology as a viable, essential learning tool to deliver information and several techniques to use visual media (documentaries, film, YouTube videos, and TED Talks) were viewed and discussed.

Wednesday 10/18 @ 1:15pm A Date with TED – Angela Tiru

The concept of motivation and how to use it in the classroom

Wednesday, 10/25 @ 11:30am Collaborative Teaching Workshop – Nikki McGary, Bill Foster and Chris Rempfer

The challenges and rewards of collaborative teaching across disciplines were highlighted by the facilitators who shared their experience of combining classrooms to activate dialogue and peer-to-peer learning. The strategies for co-educating in the crossroads where curricula meet and creating a dynamic learning opportunity were shared.

November

Wednesday 11/1 @ 1:15pm Storytelling in the Classroom– Sandra Eddy and Angela Tiru

The value of storytelling along with the characteristics of its effective use in the classroom were discussed, as well as a demonstration of media tools that can be used for storytelling.

Monday 11/13 @ 12:45pm A Date with TED – Lou Lombard
Digital Age Etiquette with Students

December

Monday 12/4 @ 12:45 Brown Bag Discussion – Kate Pelletier
The Importance of Holding Space

On-going group

Narrative Teaching – Julia Petitfrere

Spring 2018

February

Tuesday 2/6 @ 12:45pm Our Top Five ACUE Teaching Strategies – Kathy Leblanc and Steve Parlato

During the Spring 2017 semester The Association of College and University Educations (ACUE) piloted an online course in effective teaching practices. Several of the teaching strategies were shared and the participants had the opportunity to practice how to implement one strategy to a current assignment.

Tuesday 2/13 @ 12:45pm Students Love Hamilton!: The Joy of Using Lin-Manuel Miranda’s record-breaking musical as a teaching tool for writers, students of history, and civic-minded citizens. – Chris Rempfer

This workshop highlighted how to use the Hamilton text for writing and creative strategies to inform our students in their own approach to writing.

Wednesday 2/14 @ 11:15am Brown Bag–Elma Solomon
Learning to Talk Race in the Classroom

Tuesday 2/20 @ 12:45pm A Date with TED– Kathy Taylor
The Art of Choosing

Thursday 2/22 @ 8:30-9:15am What You Should Know about Community Resources and Supportive Services for Students – Kathy Leblanc and Terry Latella
Participants learned how to use the 211 Navigator to assist students in locating community services. NVCC resources such as the Student Food Pantry, homeless youth services, and services for students under the care of DCF were discussed. Participants received several handouts on community resources.

Monday 2/26 @ 12:45pm Social Justice Workshop Part 2 – Nikki McGary and Kathy Taylor

A continuation of the Fall 2017 semester discussion using vignettes to discuss the challenges in teaching about, and living with, inequality and ‘isms”

March

Monday 3/26 @ 2:30pm Brown Bag – Althea Coleman

I Didn't Know How to Ask for Help: Stories of Students with Anxiety

Wednesday 3/28 @ 12:45pm A Date with TED – Lou Lombard

How to Teach Our Students to Use Mnemonic Devices for Learning and Memory Recall.

April

Monday 4/09 @ 3:15- Using Groups to Enhance Learning - Kim O'Donnell and Patti

Pallis

A discussion on how group work promotes learning, followed by a hand- on activity for the participants to apply specific approaches directly to their own courses.

Tuesday 4/10@ 12:45pm Brown Bag – Patti Pallis

Examining Student Perceptions for Learning Strategies

Tuesday 4/24 @ 12:45pm Terrarium Design and the Impact of our Environment on Creativity – Kathy Leblanc and Angela Tiru

Participants created a terrarium for their office while discussing directed questions related to the impact of environment on learning.

Center for Teaching in Danbury

Kathy Leblanc (TLC) continued visiting the campus and leaving handouts and announcements about CFT events in the adjunct office in a bookcase which was placed there for CFT material.



**Northwestern Connecticut Community College
Main Campus Events
Theme: “Inclusive Teaching”**

Year-long: Mentoring for new FT Faculty including Teaching Squares

August: Opening Event

Our opening event for the academic year included an overview and group-wide discussion on Inclusive Teaching, our theme for the year.

Attendance: 22 faculty/staff/admin

September: Lunch and Learn – Inclusion in the Classroom

In what specific ways can we make our classrooms more inclusive? This Lunch and Learn will present some tools that we will discuss as practical take-aways for the classroom!

Attendance: 15 faculty/staff

**Thursday, September 21st
12 PM - 1 PM
Draper Small Conference Room**

Join us for a discussion leading on this year's theme of The Inclusive Classroom! Leave with tools to help your teaching!

Please RSVP via the link above so that we have a headcount for lunch!



September: Lunch and Learn – Webinar: “Going from “Sage on the Stage” to “Guide on the Side” Using Clickers in the Classroom to Increase Participation.

Attendance: 8 faculty/staff



October: Lunch and Learn – Opening Groups and Discussions in the Classroom

“Join us for a discussion/workshop Please join us for lunch and professional development as we discuss inclusive classroom groups and facilitating student discussions!”

Attendance: 12 faculty/staff/admin

November: Lunch and Learn – Socioeconomic of our Students and the Opportunity Gap

"A fair assessment is one in which students are given equitable opportunities to demonstrate what they know (Lam 1995)" Please join us for tapas and professional development as we discuss what makes a fair assessment, including the differences between formative vs summative assessments. Leave with tools to help your teaching!

Attendance: 8 faculty/staff/admin

November: Teaching with Tapas: Quick Tech for the Classroom

Join us on November 21st for a sneak peek at the types of easy-to-use technology several faculty are integrating in the classroom!

Attendance: 7 faculty and staff

December: Center for Teaching's End of Semester Celebration: "In teaching others we teach ourselves." ~Traditional proverb

Attendance: 20 faculty/staff/admin



January: Center for Teaching's Spring Kickoff: Inclusive Teaching

Join two facilitators from Yale's Center for Teaching and Learning as they will present case studies and inclusive teaching strategies, as well as having faculty plan their next steps in fostering an inclusive classroom. The case studies would focus on inclusivity around academic preparedness of students as well as school/work/life balance (e.g. working students and/or students with children).

Attendance: 23 faculty/staff/admin

February: Lunch and Learn – Time Matters: Taking Advantage of the First and Last 5 Minutes of Class

Please join us for lunch and professional development as we share ideas on timing issues in the classroom, including best practices for use of the first 5 and last 5 minutes of class!

Attendance: 12 faculty/staff/admin



March: Lunch and Learn - Teaching in Flexible Spaces

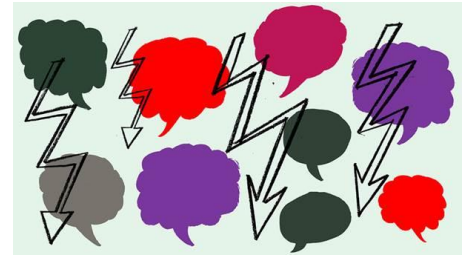
Flexible spaces can mean more inclusivity in the classroom. Please join us for lunch and professional development as Bev King and Crystal Wiggins facilitate a discussion of teaching in flexible spaces!

Attendance: 11 faculty/staff/admin

April: Lunch and Learn - Difficult Conversations

Please join us for our April Center for Teaching Lunch and Learn as Mike Emanuel and Michele Better lead a discussion of facilitating difficult classroom conversations!

Attendance: 13 faculty/staff/admin



May: Center for Teaching - End of Year Celebration

Let's celebrate your best teaching moments and most engaging student interactions!

Attendance: 12 faculty/staff/admin

Mini-Grants:

During the 2017-2018 academic year, 3 mini-grants were awarded by the NCCC Center for Teaching Steering Committee.

ADDITIONAL EVENTS

TLC (Tara Jo):

- Gave a virtual presentation to CFT Statewide Steering Committee on the use of Google Forms.
- Gave a presentation at the CFT Pathways workshop on best practices in OER at Naugatuck in November 2017 and on OER in the science classroom at Middlesex in February.
- Presented at the Barnes Seminar on the 2018 Pathways workshops in May.
- Is currently the primary curator of the Statewide Center for Teaching's Facebook page and also contributes to the e-portfolio page.

ISW:

- Tara Jo facilitated an Advanced Instructional Skills Workshop pilot with Sharon Gusky at NCCC for 3 in January 2018.
- Tara Jo facilitated an Instructional Skills Workshop with Sharon Gusky at Tunxis for 6 Technical faculty in May 2018. This was also supported by the Connecticut Regional Center for Next Generation Manufacturing to increase training for technical instructors statewide.



Norwalk Community College

Norwalk Community College is located in Fairfield County along the shoreline, and serves a diverse population of nearly 6,000 students and is comprised of about 88 full-time faculty and 100 staff. Like many other colleges in the state, we continue to do more with less given the economic concerns in the state. As a result of open faculty and staff positions being unfilled, professional development opportunities have focused primarily on finding ways to equip faculty and staff with both explicit strategies to help them be more effective in their work with students (workshops) as well as more indirect, enrichment programming.

Below are the primary activities the NCC Center for Teaching & Learning was either directly or indirectly involved in over the course of the 2017-18 academic year. They include: Maintain High-Impact Programs; Develop Additional Programs; Faculty & Staff Facilitation; Improve Visibility of Local and Statewide Offerings; and Other Accomplishments . Each section begins with the accomplishments from the 2017-18 year, discusses barriers/challenges, and follows up with future plans.

Objective 1: Maintain High-Impact Programs.

Accomplishments:

The following activities were carried over from the 2016-17 academic year, which proved popular and worth continuing. These local events included:

- AUG – MAY: Weekly CFT Newsletter
- AUG 28: Assist with the Adjunct Orientation
- SEP 8: “What is College Writing” WAC workshop
- SEP 25: Monthly Center for Teaching Committee Meeting - Discussion of Growth Mindset
- SEP 27: CFT&L Welcome Back Luncheon
- OCT 4: Tea w/ TED – “The Value of Boredom”
- OCT 16: Monthly Center for Teaching Committee Meeting – Introduction to the BOPPPS Method for Lesson Planning
- NOV 3, 10, & 17: Instructional Skills Workshop

- NOV 8: Promotion, Tenure, and Sabbatical Workshop
- NOV 20: Monthly Center for Teaching Committee Meeting – Program Planning
- NOV 29: Lunch with TED: “Leading Differently w/ John Maeda”
- DEC: ESL & CFT WAC workshop “Assessing Student Writing”
- JAN 22: Monthly Center for Teaching Committee Meeting – State of the State discussion
- FEB 23: Bard WAC Workshop Writing Across the Curriculum - “Assessing Writers in College Level Writing Across the Curriculum” with Deborah Crusan
- FEB 26: Monthly Center for Teaching Committee Meeting - State of the State discussion
- MAR 26: Monthly Center for Teaching Committee Meeting – 2018-19 Planning & Budgeting
- APR 16: Monthly Center for Teaching Committee Meeting -CFT Leadership Academy Planning
- APR 16 – MAY 11: Faculty, Staff and Administration Satisfaction Survey
- APR 26: Bard WAC Workshop Writing Across the Curriculum - Writing and Thinking Through Technology!
- MAY 14: CFT End of Year Social and Adjunct Excellent Award Recognition
- AUG – MAY: I continued providing one-on-one direct coaching/mentoring of faculty and staff on matters related to teaching practices and promotion/tenure preparation throughout the year.

Barriers/challenges:

The main challenges were ensuring other faculty and staff would be available to participate, finding faculty and staff to help facilitate these events, and managing my non-CFT demands with this robust schedule.

Future plans:

We continue to survey faculty and staff to ensure effectiveness of our workshops immediately after the events as well as at the end of each year. Further, this helps us to gather suggestions from faculty and staff to set our programmatic priorities for the upcoming year to ensure high-interest, high-impact programs are put in place.

We will also aim to rein in our program offerings. Since the beginning of my tenure as the coordinator for the NCC CFT, program offerings have grown by 400%. At this point, we will now begin to look towards increasing overall attendance at those programs we do offer.

Objective 2: Develop Additional Programs.

Accomplishments:

Likewise, we wanted to continue growing the CFT at NCC through offering a wider array of interesting and helpful opportunities for both personal and professional development. These new offerings included:

- AUG 28: Fall Convocation Keynote – Dr. Christine Harrington & Student Success Skills
- AUG 28: Keynote AM breakout workshop –Math Anxiety and Success Strategies
- AUG 28: Keynote PM breakout workshop – Growth Mindset and Syllabus Redesign
- SEP 28: STRIVE Workshop on Career Planning & Goal Setting
- OCT 11: “Education Hack – Intro to Education-based Apps and Software” workshop
- NOV 2: “The Future is Female ... in STEM!” workshop
- NOV: 2 STRIVE Workshop on Team-Building and Networking
- NOV 16: STRIVE Workshop on Resume Writing
- MAR 20: "Making Small Groups Work: An Hour-Long Workshop about Creating Effective Small Groups"
- APR 4: Academic Festival Workshop Sponsorship
- APR 16-30: Monday Morning Mentor Online Professional Development
- JUN 8: 1st Annual Center for Teaching Leadership Academy – Offered statewide to all 12 community colleges

The NCC CFT also began to acquire various supplies (e.g. Coffee maker, video equipment with digital output, reusable name tags) to reduce future expenditures in years to come compared to regularly purchasing more consumable items (e.g. uploading video files for participants v. buying them recordings of workshops, having a coffee pot v. buying expensive disposable coffee carafes for catering events).

Additionally, it is worth highlighting the 1st Annual CFT Leadership Academy, which was funded by Norwalk Community College and the NCC Center for Teaching, has now become a fully funded ongoing program as a part of the statewide Center for Teaching.

Finally, the CFT Coordinator partnered with members of the math department to apply for a National Engineering and Science Foundation (NESF) grant, which would go towards equipping faculty to increase recruitment, retention, and success rates for women in STEM. We were awarded a \$225,000.00 grant to bring in outside experts and support curriculum redesign.

Barriers/challenges:

Faculty and staff continue to feel the burden of their workload. When surveyed at the end of the semester, 36.3% of respondents listed scheduling as the greatest impediment to their being more involved in the CFT despite 77.2% of respondents saying they felt the CFT was meeting their needs (against 9% who did not feel so).

Future plans:

We will continue to survey faculty and staff needs to ensure we are providing them with opportunities at times when they can attend. Likewise, we are looking at pairing with other faculty and staff members, committees, departments, etc., to further increase connectiveness across the college.

Additional demands on academic leaders continue make the workload challenging and further reinforce the need for a leadership academy started here at NCC. Working with the rest of the CFT Steering Committee, we will continue supporting faculty and instructional staff in their leadership development.

Objective 3: Ensure at least 2-3 programs per semester are directly facilitated and/or organized by faculty & staff other than the CFT Coordinator, along with a regular committee of at least 2-3 faculty and/or staff members.

Accomplishments:

The goal for 2016-17 was to have a core group of 2-3 other faculty and staff participants (full and part-time) apart from the chair/coordinator and holding meetings as scheduled on the NCC College Calendar unless otherwise decided by the chair and active committee members.

We have a consistent core group of 3-4 faculty (full-and-part-time) who regularly attend both committee meetings as well as one or more CFT&L-related event. Some members also began taking on greater leadership roles on the committee to include facilitating workshops independent of the coordinator. Additionally, 31 of the 35 total programs were organized at the local level. Of those 31, 15 were facilitated entirely by faculty, staff, or other outside professionals apart from the CFT Coordinator.

Barriers/challenges:

Although not a barrier, the challenge we face in this regard is simply a matter of faculty and staff being able to manage the time it takes to help facilitate a workshop alongside their already full workloads.

We also lost a very strong member of our committee (job relocation) who helped run workshops and was one of our trained ISW members. Finding someone to replace her will be challenging.

Future plans:

We will continue advocating for faculty to receive AR and other forms of acknowledgement for their direct involvement in the CFT&L programming. Additional means of increasing faculty involvement will be explored.

Objective 4: Improve visibility of local and statewide offerings.

Accomplishments:

We continue to publish a weekly e-newsletter that includes an overview of all upcoming CFT events as well as links to various resources and articles of interest, which goes out to over 1,000 faculty (full and part-time, credit and noncredit), staff, and administration.

We also conducted a two-week pilot of the *Monday Morning Mentor* program, which provides digital webinars, which can be accessed asynchronously. This will further enhance the weekly CFT update along with addressing concerns about faculty and staff being able to regularly attend on-site workshops, especially part-time faculty who cannot come during regular CFT programs.

We continue to advertise our programming through NCC public relations as well as maintaining a regular voice in All-College meetings, Chair and Director meetings, and Program Coordinator meetings.

Additionally, we advertised local programs held at HCC and GCC in addition to inviting faculty and staff from those campuses to our own for various workshops and program offerings to increase awareness of NCC's Center for Teaching.

Barriers/challenges:

Faculty and staff schedules continue to prove to be a challenge. Visibility is less of a concern as is access to the programming.

Future plans:

I will continue to advocate on behalf of NCC faculty and staff for events to be located on our campus or at more travel-friendly sites, i.e. HCC or GCC, in addition to exploring further asynchronous options for professional development.

Additionally, I will continue seeking other members of the NCC community to advertise programming on behalf of the CFT to demonstrate a greater sense of community ownership over the program.

Other Accomplishments

2015-16

TOTAL ATTENDEES: 184-200 Faculty, Staff, and Administrators

TOTAL PROGRAMS / WORKSHOPS: 12

2016-17

TOTAL ATTENDEES: Approx. 358 Faculty, Staff, and Administrators

TOTAL PROGRAMS / WORKSHOPS: 29*

+86.5% increase in overall attendance

+ 142% increase in programs offered from 2015-16*

2017-2018

TOTAL ATTENDEES: Approx. 475 Faculty, Staff, and Administrators

TOTAL PROGRAMS / WORKSHOPS: 35*

+32.7% increase in overall attendance

+ 20.7% increase in programs offered from 2016-17*

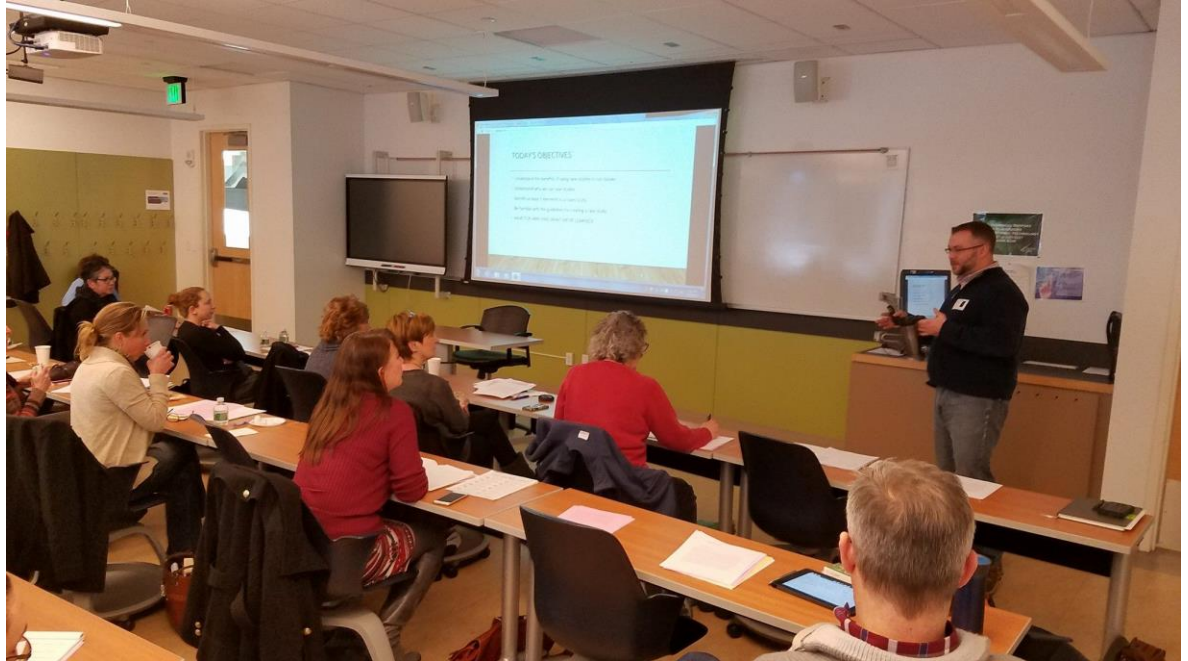
* Note: Programs offered includes statewide programs NCC faculty &/or staff attended.

Overall, the 2017-18 academic year served as the third and final year of my first term as the CFT coordinator, and it proved once again to be highly successful. Programmatically, faculty (full and part-time, credit and noncredit) as well as staff and administration continued finding a variety of opportunities to participate and immerse themselves in professional development on campus and around the state as evidenced by the continually increasing number of programs offered – both in breadth and depth of topics covered and groups served.

Likewise, the CFT committee continues to find itself a part of the established culture at NCC – a sign of a vibrant, professional community. I look forward to seeing further programs developed and facilitated by committee members and other faculty and staff across the campus.

Within my capacity as the CFT coordinator, I will continue to endeavor to learn more about the best practices within the field of pedagogy in and around higher education as evidenced by my participation in conferences such as the Lilly Conference in Bethesda, MD this May. Likewise, I

will advocate for NCC and the CFT at the state level in a variety of workgroups I have been called to serve on within the Guided Pathways workgroup, despite being outside of my standard CFT coordinator duties. Moreover, I will seek to find new source of supporting our programming given the tight financial times at the college and across the CSU system.





Summary and Overview

The QVCC Center for Teaching (CFT) ran 27 professional development sessions throughout the 2017-2018 academic year. Lunchtime seminars on a variety of topics, called *Lunch and Learns*, and informal conversations about teaching tips, called *Classroom Conversations*, made up the bulk of those sessions, averaging over 10 attendees per session (267 total over 26 sessions). The other large event was Adjunct Appreciation Night in April 2018, organized by Annie Joly, which attracted over 30 attendees, including many adjunct faculty. At least 77 different individuals attended CFT events, including nearly all full-time faculty members, support services staff, many administrators and cabinet members, and various adjunct faculty.

Jakob Spjut completed his second year as CFT Teaching and Learning Consultant and member of the statewide steering committee. John Lewis did an admirable job in updating the QVCC Center for Teaching homepage (see <http://qvcc.edu/academics/cft/>), and all of the committee members did a great job in developing, promoting, and supporting CFT activities both at QVCC, and throughout the system.

The committee consisted of: Professor of English **Jon Andersen**; Professor of Allied Health **Cindi Brassington**; Professor of Anthropology & Sociology **Brian Donohue-Lynch**; Professor of Fine Arts **Annie Joly**; Professor of Chemistry **John Lewis**; Assistant Professor of Early Childhood Education **Cindy Shirshac**; Adjunct Instructor of Fine Arts **Eric Spencer**; Professor of Fine Arts **Mark Szantyr**; and Advanced Manufacturing Educational Assistant **Jodi Clark**.

QVCC Center for Teaching Fall 2017 Programs

1. Tuesday, September 19, 2017: Lunch and Learn: “**Discussion Board Roundtable**” 12-1 pm
Room: W105. Do you use Discussion Boards on Blackboard? Are you good with them? Do you struggle with them? Are you interested in learning how others use them? If you answered yes any of those questions, we’d love to have you at the upcoming Discussion Board Roundtable, led by Jen Oliver. Jen has a cool thing to share about “post first” discussions, and everyone is invited to come and share tips, tricks, or struggles with the group. **Attendance: 7**
2. Thursday, September 21, 2017: Lunch and Learn: “**Teaching with an OER book**” 12-1 pm
Room: W105. Have you considered adopting an Open Educational Resources (OER) textbook in your class, but are concerned about how it might affect learning outcomes? Last spring Denise Walsh taught Math 095 using an OER book. She will talk about the logistics of teaching the course, along with the stats and student responses to the course. **Attendance: 11**

3. Tuesday, October 3, 2017: Lunch and Learn: **“Tools for Collaborative Learning”** 12-1 pm Room: W105. Jarrod Borek will know how to use Microsoft OneDrive for Business, and he’ll be sharing with the rest of us. Topics include cloud collaboration and integration with other Microsoft online tools. We will explore new ways to use existing technology to work collaboratively with your students. **Attendance: 9**
4. Wednesday, October 11, 2017: Lunch and Learn: **“New and Improved Advising Strategies”** 12-1 pm Room: W201. Do you wish you were more comfortable advising students? Come learn about the newest tool that will soon be available to help improve your advising skills from Student Services Staff. **Attendance: 10**
5. Tuesday, October 31, 2017: Lunch and Learn: **“Heading Down the Path to Guided Pathways: A Discussion”** 12-1 pm Room: W105. The idea behind guided pathways is straightforward: college students are more likely to complete a degree in an efficient timeline if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan (Community College Research Center). This discussion is being led by Director of Student Services & Registrar Amy Kacerik on upcoming CSCU Guided Pathways plans and initiatives. **Attendance: 20**
6. Thursday, November 9, 2017: Lunch and Learn: **“Stretching Horizons: for Students and Teachers”** 12-1 pm Room: W105. Hear how Jakob Spjut and Kudzai Zvoma are incorporating cutting-edge research, which is normally far beyond the coursework level of their students, in engaging and energizing ways. Jakob incorporates research on the Biomechanics of Human/Bovine Cartilage into his Introduction to Engineering course, and Kudzai shares experiences with Building a Solar Photovoltaic Energy System. This research was funded by the Joule Fellows Program (<http://joulefellows.engr.uconn.edu/>), and done in conjunction with the Interdisciplinary Mechanics Laboratory at UCONN (<http://im.engr.uconn.edu/>) and the Advanced Power Electronics and Electric Drives Laboratory at UCONN (<http://apedl.engr.uconn.edu/>). **Attendance: 14**
7. Tuesday, December 5, 2017: Lunch and Learn: **“Greg Jack and Veterans in the Classroom”** 12-1 pm Room: W105. QVCC is lucky to be hosting Greg Jack, a local professional counselor with Northeast Clinical Specialists and a well-established authority in issues dealing with veterans suffering with anger issues, PTSD, and especially combat veterans. Greg Jack is a mental health professional and Vietnam Era veteran who has worked with veterans over a period of thirty years. After a brief introduction of himself and the topic of the returning veteran, he’ll be addressing audience questions. **Attendance: 17**
8. Tuesday, December 12, 2017: Lunch and Learn: **“The Public Educator as Citizen”** 12-1 pm Room: W105. Currently, the United States finds itself in a domestic political atmosphere marked by divisiveness, including perceived conflicts between social justice imperatives and free speech. What are our duties and our rights as educators who participate in public life?

How do we negotiate these duties and rights inside and outside of the classroom? Recent events have brought these issue into urgent focus, and fall under our learning theme “Civility and Freedom in a Connected World.” Join us for an open “round table” discussion of these issues. Open to all faculty and staff. Feel free to talk or to just listen. All views welcome. Jon Andersen will be the facilitator (not the presenter). **Attendance: 23**

QVCC Center for Teaching Spring 2018 Programs

Classroom Conversations: this series offered between 12:00 and 1:00 pm on alternate Tuesdays (in W210) and Wednesdays (in E239), convenes an informal group to discuss classroom teaching topics. The following is a list of dates and topics:

9. Wednesday, May 2, 2018: What influences your exam writing? **Attendance: 6**
10. Tuesday, April 24, 2018: What persistent blind spots do you experience in your teaching?
Attendance: 9
11. Wednesday, April 18, 2018: What teaching trends concern you most? **Attendance: 4 (estimated)**
12. Tuesday, April 10, 2018: How do you think about rubrics? **Attendance: 10**
13. Wednesday, April 4, 2018: When designing a new course, what is your process?
Attendance: 4 (estimated)
14. Tuesday, March 27, 2018: How do you manage teaching boredom? **Attendance: 7**
15. Wednesday, February 28, 2018: How does class size influence your pedagogical decisions?
Attendance: 6
16. Tuesday, February 20, 2018: How do you know when you are having a bad teaching day? What do you do when your “bad teaching day” happens in the middle of class? **Attendance: 8**
17. Wednesday, February 14, 2018: What does critical/analytical thinking mean in your field of study? What kinds of assignments/assessments do you use to measure this skill/competency? **Attendance: 7**
18. Tuesday, February 6, 2018: How do you respond to students who state, “I don’t understand?” **Attendance: 9**
19. Wednesday, January 31, 2018: What does academic freedom mean to you and how does it shape what you do in the classroom? **Attendance: 6**
20. Tuesday, January 23, 2018: How do you begin to create a classroom culture on the first day?
Attendance: 14

21. Wednesday March 28, 2018 – Lunch and Learn: **“Go #NoLo in Your Classroom!”** 12-1 pm Room: W105. NoLo stands for “No Cost, Low Cost” and is a term that we’re adopting system-wide to highlight classes with a total textbook cost lower than \$50. QVCC’s #NoLo Taskforce on campus will share ideas and strategies for reducing cost while maintaining quality. Jayne Battye will share her experience using freely accessible web materials, Brian

Donohue-Lynch will share his experience with an OER textbook, and Melissa Philion will talk about using custom tests and older editions. **Attendance: 11**

22. Thursday April 4, 2018 – Lunch and Learn: **“EBooks 101”** 12-1 pm Room: W100. You’ve heard the library has access to almost half a million ebooks, but how the heck do you get to them? How do you tell if a title is available? What if you want to read a book on your phone or tablet? Jenn Cournoyer will demonstrate how to search for and download books from the library’s two big ebook collections. Bring your laptop, phone, or tablet so you can download the necessary app and get reading before the end of the session! **Attendance: 8**
23. Tuesday April 3, 2018 – Lunch and Learn: **“Not Anymore”** 12-1 pm Room: W105. Under Public Act 14-11 and a CSU mandate, students must complete Not Anymore, an interactive online training program designed to raise awareness of sexual assault, dating and domestic violence, and stalking. Securing compliance with this mandate on QVCC’s non-residential campus has proved challenging, even when a campus-wide incentive has been offered. But as we all know, students love extra credit. In this Lunch and Learn, we’ll review the mandate and the program, and go over a method of offering extra credit for completing the program, which instructors can easily implement and which has been shown to substantially increase the number of students who complete the program. Organized by Mark Lowe and Karla Desjardins. **Attendance: 9**
24. Thursday, April 26, 2018 – Lunch and Learn: **“Prison Teaching: Success and Challenges”** 12-1pm in Room W105. Different classes, different students, and different teaching situations bring a variety of challenges. Come hear from Alfred Williams, Amy Kacerik, and Bill Army about some of the challenges and success they have had teaching under unusual circumstances. **Attendance: 10 (estimated)**
25. Monday, May 1, 2018 – Lunch and Learn: **“Supporting Students when they Disclose Sexual Violence, Domestic Violence, or Stalking”** 12-1pm Room W105. What do I do if a student starts telling me that they are going through an abusive relationship? Or what if they tell me that they have been stalked, raped or assaulted? Managing this type of conversation with students is difficult. Complicating the conversation further is the responsibility under Federal and State laws to disclose these incidences. Satina Salce and Karla Desjardins want to provide you with an experience that can make this conversation more comfortable. They will provide mock demonstrations and be available to listen to your concerns. **Attendance: 17**
26. Thursday, May 3, 2018 – Lunch and Learn: **“Focusing on Self-Awareness in Developmental Writing”** 11:30-12:30pm Room W101. Scott DeShong will discuss how he has revised his approach to teaching developmental writing. He has designed assignments in which students increase their self-awareness as they consider potential career choices and the social context of their careers. He’ll provide some background information from his

sabbatical research, and tell about the results in his English 096 classes this year.

Attendance: 11

System-Wide Programs

Many CFT system-wide events throughout the year were attended by QVCC faculty and staff. These events include Pathways to Teaching Success, which focused on open educational resources, and The Spirit of Teaching (“Silence”). One Quinebaug Valley attended the Schwab Institute for Academic Leadership, which focused on civility on campus. A QV faculty member (Brian Donohue-Lynch) served as staff at the Barnes Seminar on Teaching from May 21st to May 23rd.

Reflection & Moving Forward

The QVCC Center for Teaching was successful at offering useful local programming that met the needs of our faculty and staff. Our flexibility and responsiveness continues to allow us to offer programs that are interesting to faculty and relevant to teaching and learning. The faculty driven nature of the programs ensures that they are continually pertinent, even as they touch on statewide initiatives and institutional needs.

Compared to previous years, the presence of QVCC faculty at statewide CFT events was a bit diminished this year, in part due to a focus by faculty on system-wide consolidation efforts. Hopefully a reduction in systemic uncertainty can give faculty more time to focus on teaching and learning going forward, and the QVCC CFT do its part to promote those initiatives locally and across the state.

To guide next year’s efforts, copies of *147 Practical Tips for teaching professors* edited by Robert Magnan will be distributed to the faculty. To further guide our efforts moving forward, a system-wide CFT Survey was distributed at the end of the academic year. The committee will consider those responses in guiding programming for next year.



**Three Rivers Community College
Center for Teaching Committee 2018 Year End Report**

- I. CFT / TLC Chair: Jennifer Nally
Committee members: Kevin Amenta, Teri Ashton, Kem Barfield, Amanda Caffary, Pamela Carroll, Brad Columbus, June Decker, Brian Kennedy, Jennifer Long

- II. Programming / Events

The committee developed a program of events for the year that came from the CFT Professional Day, utilizing participant feedback as well as common themes. In addition we provided all participants with the book: *What the Best College Teacher's Do*, by Ken Bain. The hope was that this would be used as a Segway into our programming. CFT events offered were in two different formats: Classroom Conversations which were a free form conversation and the more structured Teacher Talks which had a facilitator with an instructional focus. Worth noting is that three events were cancelled due to inclement weather and rescheduling was difficult and led to a lack of attendance.

CFT Professional Day, September 15th, 36 participants. This was a Saturday full day event that had numerous sessions about teaching and learning 'tracks' for all instructional abilities.

Grading and Assessment, January 16th. This was rescheduled from a previous time frame and was incorporated into the college wide professional day. There were over 50 participants.

Free Form Conversation: Educators Who Inspire, February 21st. 12 participants

Teacher Talk: Moving beyond the 100 point grading scale, April 4th. 5 participants (this was rescheduled)

Emeritus Faculty and Staff Tea, April 11th. This was a big success with over 50 attendees and is an event the CFT will support moving forward. Numerous current and retired faculty and staff attended.

Student Panel Discussion: What has surprised you the most in your first year of college, April 18th. 18 participants.

In terms of attendance at statewide events we had participants in almost all events. We had attendance at the Spirit, October and February Pathways events and Schwab. We have over five attendees for Barnes and should have at least two participants in the Leadership Academy.

III. Other Committee Work

CFT space was identified and will continue to be a focus for the committee. A designated space would allow for a structure of ongoing opportunities for discussions about teaching and learning versus a set aside time once or twice a month.

CFT webpage has been developed and is in the process of being updated, the link is <https://www.trcc.comnet.edu/cft>. It includes an explanation of the CFT at the state level and then our TRCC vision and mission. Other information to include would be member information and a call to join us any time, upcoming events (both statewide and TRCC), links to prior presentations, and additional information about some of the CFT events like ISW, Schwab, Barnes, etc.



Tunxis Community College Center for Teaching

Annual Report for the 2017-2018 Academic Year

Dr. Colleen A. Richard, Chair CFT TLC

During the 2017-2018 academic year, the Center for Teaching Committee continued to be a creative force in the development and execution of professional development for the Tunxis Community. The committee was made up of individuals from faculty, the Tunxis Library, Tunxis Media and Information Technology Department (MIT), Tunxis Counseling Department and the Academic Success Center. We met monthly except for January and the summer months. In addition to our monthly meetings, we had an annual retreat at the end of the academic year in May to evaluate what we accomplished, and to discuss our goals and objectives for the 2017-2018 academic year. The committee members:

Debbie Bradford, Associate Professor of English

Marie Clucas, Associate Professor of Sociology

Susan Gentry, Professor of English

Christina Gotowka, adjunct in Psychology (Professor Emeritus)

Adrienne Markham, Director of Education Technology

Lisa Lavoie, Director, Tunxis Library

Susan Lounsbury, Professor of Mathematics

Hendree Milward, Professor of Mathematics (On-line learners)

Colleen Richard, Professor of Human Services and chair of the TXCC CFT committee

Nick Stugard, Associate Professor of Mathematics

Michelle Saindon, Assistant Professor of Mathematics

Carianne Garside, Professor of Art

Amanda Burkhart, Tutoring Program Coordinator, Academic Success Center

Center for Teaching at Tunxis is involved in many initiatives on campus including the Adjunct Faculty Forum, Iteach, Lunch and Learns, Faculty Meetings, and The Online Instructors Group as well as Statewide initiatives.

Adjunct Faculty Forum:

This event is always well attended; by over 100 people this fall. The event features an opportunity to network with colleagues as well as meet with Department Chairs for information pertaining to the departments. The Academic Dean, Center for Teaching and Title IX Coordinator also speak.

Initiatives

We developed a Center for Teaching Website <https://www.tunxis.edu/academics/center-for-teaching/>

Faculty Pictures – photos will be on the website so students can find their professors online.

The Lunch and Learn workshops

In the fall Debbie Bradford and Susan Gentry conducted a Lunch and Learn on Social Styles, and in the Spring, Sue Lounsbury and Susan Gentry conducted a Lunch & Learn on BOPPPS.

Student Panel

In the fall and spring Michelle Saindon hosted two student panels for first year students: *Stories and Strategies of Successful Students*. The panel was comprised of students who began their academic career in developmental classes and successfully navigated the academic environment to move on to college level courses. It was well attended by many of our developmental students and feedback was extremely positive.

Faculty Meetings

At Tunxis we try to devote half the monthly faculty meeting to workshops or information the faculty could find helpful. Below are some of the workshops we provided this year.

Student anxiety presentation - This was a great presentation that department chairs should send to adjuncts. The video was sent to members of the statewide committee to share on the

statewide CFT page. A student presentation or support group about social anxiety would also be nice so that students don't feel so isolated.

Dental Hygiene Program - We had an excellent presentation about the program.

The Ted Talks - TED Talks Breakout Sessions conducted by CFT members: Do Schools Kill Creativity?, Supporting Morale, Mindset (milkshakes), How to make stress your friend.

Activities to Promote Morale and Foster Community among Faculty and Students

Low morale continues at Tunxis with the many changes at the system level as well as the lack of faculty and staff. We have had many retirements with no new people hired to replace them. CFT implemented a plan to boost moral with monthly events in the Faculty Conference Room. Each month we used a unique format with excellent results and feedback.

September: "Welcome Back!

October: National Chocolate Day/Halloween. We all dressed our discipline.

November: Election Day November 8th. We had a festive theme with a red, white and blue cake, American flag, banners, Trivia Questions and talked about Civil Engagement

December: Goodies for Grading. We provided muffins, fresh fruit and hot beverages on the first day of finals.

February: For the Love of Learning. "For the Love of Learning" was held in the Faculty conference room on February 14th. Whiteboard prompt: "What would you love to learn more about?"

March: Celebrating World Cultures International Lunch. We partnered with the International Students Club during our annual International Week. There were events all week on campus culminating with the *World Cultures International Luncheon* where students, Faculty and Staff prepared food from their native country.

May: Goodies for Grading. We ended the year by providing a comfortable space and food for the faculty to work on end of the year projects.

ISW

The ISW January started with 4 participants and unfortunately had a snow day so ended with 3. The program was well received. Debbie and Susan have an ISW scheduled for August 22-24, 2018.

Tunxis Online Instructors Group

The Tunxis Online Instructors Group is a group of online teachers and support people that are actively seeking to improve and innovate in their online classes. We have two annual meetings and a weekly newsletter. The group is Tunxis centered but anyone who wants to join is welcome. Tunxis Online Instructors Group meets twice a year.

Monthly Newsletter TOIG Newsletter. Send Hendree a note and get on his mailing list.

In the fall the group explored WebEX. In the Spring meeting, Coffee, Cookies, and Conversation on policy issues concerning online teaching at Tunxis.

Teaching Tips

Teaching tips are sent out on most Mondays to the Tunxis community.

Spirit of Teaching

We had a number of faculty members attend the Spirit of Teaching in September at the Incarnation Center.

Barnes Seminar

We had seven people attend Barnes this year. Three of the Barnes staff are from Tunxis.

Schwab

We had about 15 people attend The Schwab institute this year. Colleen Richard was on the committee.

Pathways

We hosted the October Pathways event. I believe 40 people attended. I do not know how many people attended the spring event.

Initiatives for the Fall 2018

There was consensus that we need to be sure all adjuncts know that the Center for Teaching is for them. Some ways we can do that include them this fall is that the adjunct office and mailboxes will be moved to the fulltime faculty area.

The proposed calendar of events

Fall 2018:

Date	Event / Topic	Type / Location of Event	Facilitator
Monday, August 27, 4:00 pm	Faculty Appreciation Dinner	Founders Hall	CFT Committee
September 6	Spirit Day! Wear your T-shirt from your alma mater (especially from our CSCUs!)	Campus-wide Spirit Day	CFT Committee
September 6	Lunch and Learn Teasers: Faculty can vote on their favorite topics and times for fall semester!	Faculty Meeting	CFT Committee
September 28	Spirit of Teaching: Integrity	West Hartford, CT	Statewide CFT
October 4	Advising Breakout Sessions*	Faculty Meeting	
October 9	Stories and Strategies of Successful Students		Michelle Saindon
October 26	Service Learning	Pathways to Teaching	Statewide CFT
October 31	Chocolate Day!" Dress your discipline"	Faculty Conference Room	CFT Committee
Date TBD	Topic TBD	Online Instructors Group	Hendree
November 1	Food Pantry: Hunger Impacts Learning	Faculty Meeting	Amy or Pantry Committee Member
November 30	Service Learning	Pathways to Teaching	Statewide CFT

December 6	Goodies for Grading	Faculty Conference Room	CFT Committee
December 6	Faculty Meeting	Faculty Meeting Breakout Sessions	TED Talks (Recycled)
TBD after vote	Ice Breakers	Lunch and Learn	
TBD after vote	Mat137L and new Math Pathways	Lunch and Learn	Sue and Michelle
TBD after vote	First Year Experience	Lunch and Learn	Marguerite
TBD after vote	iTeach	Lunch and Learn	

CENTER FOR TEACHING BUDGET: 2019-20
2019-20

Barnes Seminar (NWCC for program cost)	14,542
<i>Location costs, supplies, 3-credit reassign for coordinator</i>	
 <i>(ACC for Joseph Finckel's stipend to run the program, ACC covers fringe and the additional costs for coordinator reassign)</i>	 4,458
Schwab Institute for Academic Leadership Institute Schwab Conference (CCC)	8,000
<i>Location costs, speaker, supplies, 2-credit reassign (CCC covers fringe and the additional costs for coordinator reassign)</i>	
Leadership Academy Workshop (NCC)	4,000
<i>Speaker, supplies, 1-credit reassign (\$1486) (NCC covers fringe and the additional costs for coordinator reassign)</i>	
Pathways to Teaching Success (NWCC)	8,500
<i>Three one-day workshops on teaching pedagogy Speakers, supplies, 3-credit reassign (NWCC covers fringe and the additional costs for coordinator reassign)</i>	
Spirit of Teaching (MCC)	6,000
<i>Location costs, supplies, 2-credit reassign (MCC covers fringe and the additional costs for coordinator reassign)</i>	
ISW / FDW Program	48,000
<i>Twelve four-day workshops per year ISW (2 facilitators @ \$1600 each, plus \$800 supplies) No FDWs are planned at this time</i>	
Website Coordination (NWCC)	1486
<i>(one credit reassigned time to begin to develop a comprehensive CFT website) (NWCC covers fringe and the additional costs for coordinator reassign)</i>	
Campus Teaching/Learning Consultant Program	106,992
Two 3-credit reassign times per college- <i>(\$4458 per 3-credit reassign-Each college covers fringe and the additional costs)</i>	
College Grants: Campus programs, speakers, workshops	36,200
<i>\$3,200 to GWCC, NVCC, MCC, and NCC \$3,000 to CCC, HCC, MXCC, TRCC, TXCC \$2,800 to NWCC, ACC, QVCC</i>	

CFT Committee Administration and Coordination (NWCC)

17,832

*Four 3-credit reassign times for CFT Chair
(\$4458 per 3-credit reassign; NWCC covers fringe and the additional costs)*

TOTAL BUDGET

\$256,010

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2019-20

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