



END OF YEAR REPORT 2019-2020



Center for Teaching provides *“Wonderful learning experiences—a time to meet and interact with colleagues”*.



Center for Teaching 2019-2020 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. Ninety opportunities for the Connecticut Community College System. 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 both creative and financial resources. CFT has a Steering Committee which provides guidance and support. Administrators serving on the committee in 2019-20 were Regional Presidents James Lombella, Robert Steinmetz, and Thomas Coley, CEOs Michelle Coach (ACC), Steven Minkler (MXCC), and Cheryl De Vonish (NCC) and Deans Amy Feest (TXCC) and Sharale Mathis (MXCC),

During the 2019-20 academic year, the Center for Teaching activities at the 12 community colleges provided professional development support for 5146 program attendees in both the online and in-person programs. The three CFT system-wide programs provided support for 509 individuals, representing a 42% increase in participation in State-wide events over last year despite the cancelation of two of our largest programs, Schwab and Barnes. Ninety-six percent of the participants attended more than one event and 25% participated in all seven state-wide events.

The Center for Teaching due to its structure, organization and leadership, was well poised to address the needs of faculty during the pandemic and shift to remote teaching and learning. The 12 TLCs are dedicated experienced professionals who are respected by their peers and already serve as mentors and leaders at their colleges and across the system. On March 6th, one week prior to the Covid-shutdown and move to remote teaching The TLC's participated in a Webex training seminar as part of their ongoing professional development. NwCC TLC Crystal Wiggins led the training. On March 26th, CFT provided the first system-wide WebEX training session which was open to all CT CC faculty and over 100 faculty attended the session. The session was presented by NWCC TLC, Crystal Wiggins. These trainings provided the TLCs with the skills they needed to offer remote PD and faculty with the skills they needed to begin teaching remotely.

At the request of Provost Gates, The Center for Teaching conducted a professional development needs survey of community college faculty and staff in April 2020 and received responses from 475 individuals. Areas of need identified ranged from basic technology support to Blackboard assistance to help with student engagement and student-centered online practices. The information on professional development needs was shared with Provost Gates, the Remote Crisis Teaching and Learning Team, and the directors of distance learning, system IT and the librarians.

In response to this sudden shift to remote teaching in spring 2020 and the need for teaching support and professional development, Connecticut's Center for Teaching was able to provide 10 Teaching and Learning Consultants(TLC) with summer contracts so that they could help meet faculty professional development needs and assist faculty over the summer with the transition to remote learning for their summer and fall courses. Much of the TLC's time was spent working one on one with faculty to help them transition their courses online. They helped faculty find ways to keep their courses student centered, inclusive and helped them find ways to convert their in-person active-learning strategies to online ones. While much of the TCL summer time was spent working one on one with faculty, many of the TLC also presented workshops and set up Blackboard TEAMS sites to share vetted resources. The TLCs shared their material and resources with each other and often opened their workshops to everyone in the system or provided videos of them so they could be shared. Two of the TLCs were also asked to serve as Blackboard peer mentors.

We also revived our popular Teaching with Technology series and offered five workshops that focus on key areas that CC faculty identified as professional development needs, with each summer month focused on a different theme. Sessions were modular but also built on one another. Participants could choose one, two, or all of them, depending on their schedule and interests, and still take away a lot of worthwhile information. The focus was on teaching and pedagogy, not on the technical aspects of tools, although we provided plenty of support and resources asynchronously through Teams to help with that too. Our facilitators, Tara Jo Holmberg (NCCC) and Steve Mark (HCC) ran the workshops and the asynchronous discussions in Teams.

Thank you for taking the time to read through this report, it highlight the work we do to provide Community College instructors with the professional development they need to be successful educators and to help ensure the success of our students.

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

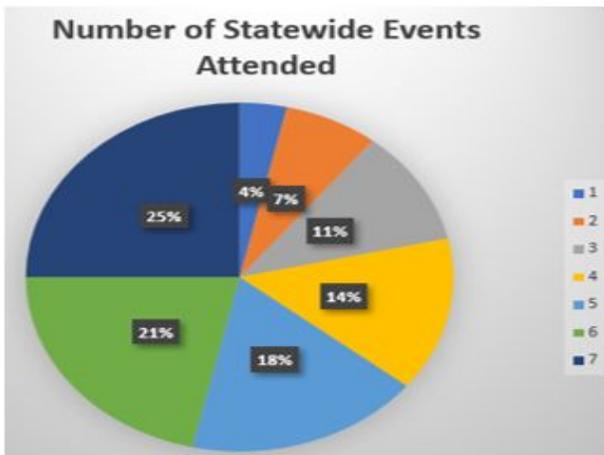


Sharon Gusky is chair of the state-wide Center for Teaching and a biology professor at Northwestern Connecticut Community College. She earned her bachelor’s degree from Fairfield University and Masters degree from Dartmouth College. She is an Instructional Skills Workshop trainer and facilitator and serves as an Eastern US representative on the International ISW board. She has received training in Dynamic Governance and Facilitated Leadership and has used these skills in her work with CFT as well as with biology departments across cross the country as they developed plans to incorporate national best practices in education. She has received numerous awards and recognitions including being named Connecticut’s Professor of the Year (2015), the Professor Chan Engaged Teaching Award (2016) and the STEM Achievement Award (2018).

CFT State-wide Programs

1146 Program Attendees

509 Individual Participants



Spirit of Teaching

“The facilitators were superb. This was excellent—in addition to the content, it was instructive to observe well-run discussion and reflective activities.”

Teaching with Technology

“As someone new to online learning I found that each session had something practical that I could use in my classes.”

Pathways to Teaching Success

“The focus on equity and best practices in online teaching and learning helped put things in perspective for me”

We were unable to hold our Schwab workshop and Conference and the Barnes Seminar due to the Pandemic.



Spirit of Teaching

Chair: James Gentile



Dr. James Gentile is a Professor of English at Manchester Community College, where he serves as co-chair of the Department of English, Humanities, and Philosophy. He serves on numerous campus and state-wide committees, and he advises his campus's VETS Club and Newman Society. Additionally, he is the Director of the Connecticut Poetry Circuit. Dr. Gentile received his doctorate in English and Comparative Literature from Columbia University.

Dr. Gentile has a long involvement with the Center for Teaching. He has served as a campus TLC, was a founder and chair of the Schwab Institute for Academic Leadership, served as the chair of the state-wide CFT, and currently chairs the Spirit of Teaching program. He is also a certified Instructional Skills Workshop facilitator. Beyond the CFT, he is actively engaged in professional development programs; he has presented regionally and nationally on issues including academic leadership, curriculum design, and assessment. His work has been recognized by the National Institute for Staff and Professional Development, the national Two-Year College English Association, and the Connecticut Distance Learning Consortium, and he has received his college's Excellence in Teaching award. He is also a member of the Manchester Hall of Fame for his contribution to the arts.

Grounded in the writings of Parker Palmer, the Spirit of Teaching retreat brings faculty to a deepened awareness of how personal identity shapes their work with their students, their colleagues, and their subject matter. As Palmer writes, "Good teaching cannot be reduced to technique. Good teaching comes from the identity and integrity of the teacher." Based on the response to last year's Spirit of Teaching program, this year both a fall and a spring event were scheduled to accommodate all interested faculty.

The 2019-2020 *Spirit of Teaching* focused on the theme of passion. We explored a variety of questions: What are the passions that inform our lives? How does passion shape the curricular and pedagogical choices we make as instructors? How can we create classrooms in which students become passionate about learning? How can we help our students follow their passions while also preparing them for professional fulfillment and success? How can connecting to our passion help us to face the challenges of our continually changing college environments? Although not a formal academic conference, the issues and questions raised were grounded in contemporary research and editorials on the personal and educational impact of passion. The answers shared came through the experiences of our participants through small and large group discussion as well as personal journaling.

Fall 2019: Committee

Spring 2020: Committee



Andrew Marvin, Andrew Sottile, James Gentile, Sue Ciscel, Jon Morris, Carla Adams, Debbie Bradford



Mark Milewski, Debbie Bradford, James Gentile, Van Ness, Alina Andrew Marvin, Nora Urrichio, Carla Adams

Participant Feedback

On a scale of 1-5, with 5 being the highest rating,	Fall	Spring	Average
To what degree did this retreat meet or exceed your expectations?	4.7	4.7	4.7
To what degree did this retreat allow you to reflect on your vocation as teacher?	4.8	4.9	4.85
To what degree were you satisfied with the opportunity for collaboration with colleagues?	4.7	4.8	4.75
To what degree have you found this program an engaging and relaxing event?	4.7	4.9	4.8
How would you rate today's Spirit of Teaching?	4.7	4.9	4.8

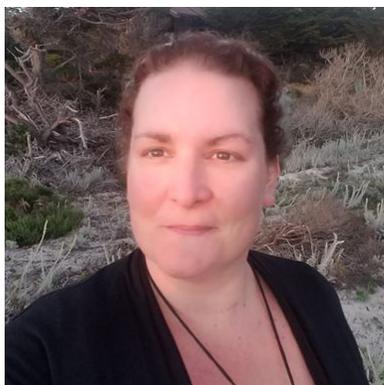
Representative Feedback

- I found all of the parts of the day fit well together, but the small group discussions were most beneficial. They provided a deep opportunity to learn form share with colleagues.
- Meaningful and rich discussions, large and small group, with respected and esteemed colleagues.
- It's an opportunity . . . to look beyond content to the true meaning of being an educator.
- [Spirit] gives us the chance to connect with colleagues who we may never have had the opportunity to connect with and gives us the chance to learn form and grow with one another.
- I loved the entire event. It was very clever to have the topics / discussions in group reflect Deci and Ryan's focus on autonomy, competency, and relatedness. We discussed our individual identities as teachers and our connection to our students.
- The small groups provided opportunities to communicate with and hear each other, with "space" for valuable reflection. These conversations were illuminating, evocative, often powerful—because the retreat provided safe secure space for participants to be more open.
- Spirit of Teaching provides an opportunity to breathe and exhale in a warm, welcoming, spiritually embracing space. It also provides a time and space to share our insights with and learn insights from fellow "veil lifters."
- This is an event every teacher, instructor, professor should experience. Open your mind—hear the experiences of others!
- Spirit provides an opportunity for one to re-evaluate and re-initiate one's role as a teacher/instructor.
- Spirit is an opportunity to find validation from others as well as a chance to reflect on who/why/ what you believe



PATHWAYS TO TEACHING SUCCESS WORKSHOP SERIES

THEME: INCLUSIVE TEACHING



Tara Jo Holmberg, professor of Environmental Science and Biology, is in her 20th year of teaching at Northwestern Connecticut Community College. She teaches a wide variety of majors and mixed-majors courses in the life and earth sciences. Tara Jo has just completed a four-year tenure as the Chair of the Center for Teaching – Pathways to Teaching Success statewide workshop series. She also co-facilitated the very popular Teaching with Technology summer 2020 webinar series with Steve Mark. Tara Jo is heavily involved nationally with professional development of high school and higher education faculty and has one two national awards for her teaching along with several other regional recognitions. She is currently focusing on interdisciplinary professional development, specifically in the areas of technology-supported education, inclusive teaching, and culturally-relevant pedagogy.

November 2019

Our 2019-2020 workshop season kicked off in November 2019 at Middlesex Community College with Dr Bryan Dewsbury (URI) and Dr Meghan Bathgate (Yale). Both are nationally known researchers and speakers on the Inclusive Teaching and Learning and this session was one of the most attended in-person workshops the Center for Teaching had ever hosted, with 65 participants attending. Pre/Post Feedback showed improvement for all participants, with awareness, recognition, and value of inclusive teaching practices all showing measurable gains. In addition, the majority of participants stated at the end of the workshop they would be able to discuss inclusive pedagogy with a colleague and implement 1-2 inclusive practices in the classroom as a result of their attendance.

Attendees rated the session overwhelmingly as “invaluable” and 100% planned to implement strategies directly from the workshop in their classroom. Comments from participants included:

- “I will work to increase trust and growth mindset with my students”
- “More feedback in class and identify social contexts of course content”
- “More interventions at earlier periods”
- “Increase intentional inclusive practices and language”
- “Pausing, paraphrasing, better understanding how to deconstruct my privilege”

One a scale of 1 to 5 Rate your	Prior to the Workshop	After the Workshop
awareness of the landscape of Inclusive Teaching	3.3	4.4
ability to recognize inclusive teaching practices	3	4.1
to recognize system issues around inclusivity	3	4.1
value of inclusivity as a practice	4.1	4.6
ability to implement 1-2 practices in your classroom	3.3	4.3
Comfort discussing inclusive pedagogy with a colleague	3.4	4.3
Value of the conversing with your colleagues today	NA	4.6

In February 2020, Pathways welcomed one of our own, Dr. Pamela Tolbert-Bynum Rivers to speak on Inclusive Teaching at Tunxis Community College. Forty-two participants attended and were engaged in a workshop that involved case studies and real-world scenarios. Attendees called the presentation “informative”, “motivational”, “thought provoking”, “inspiring”, and “engaging”. Similar to November, participants showed measurable gains in a reflective pre/post survey in their awareness of the landscape of inclusive teaching, their ability to recognize inclusive teaching practices, identify systemic issues involving inclusivity, value of inclusive teaching in their practice, ability to implement 1-2 practices, and discussing inclusive pedagogy with a colleague. Nearly all found the experience “invaluable”.

Comments from participants on what they will implement included:

- “Lessons that take into account students’ comfort in the classroom environment”
- “Pay attention to equality in group dynamics”
- “More interactivity [in my classroom]”
- “‘I am...’ statements at the start of class”

ONE A SCALE OF 1 TO 5 RATE YOUR	Prior to the Workshop	After the Workshop
awareness of the landscape of Inclusive Teaching	3.2	4.3
ability to recognize inclusive teaching practices	3.4	4.5
to recognize system issues around inclusivity	3.2	4.3
value of inclusivity as a practice	4.1	5
ability to implement 1-2 practices in your classroom	3.3	4.4
Comfort discussing inclusive pedagogy with a colleague	3.6	4.3

April 2020

Due to the SARS-COV2 pandemic, our original programming had to be abandoned. Instead, statewide Center for Teaching ran its first webinar workshop series with the final sessions of the Pathways to Teaching Success. Because of the tight schedule, and everyone being overloaded, we decided to focus on positive experiences in the emergency remote teaching scenarios. Through networking with our Teaching and Learning Consultants, we found 3 part-time and 1 full-time faculty who were willing to do two webinars, repeating their content over two weeks to reach the most attendees. In the end, nearly 70 people attended. Content ranged from teaching Art courses, to using Teams with a class, to giving feedback in English courses, and finally, how to best incorporate library resources for classes in the Humanities.

Overall, these webinars were very well received, given the speed at which they were put together, and they laid the groundwork for the summer Teaching with Technology webinar series (discussed elsewhere).

Feedback from participants included “awesome”, “excellent”, “timely”, “fun”, “informative”, “interesting”, and “appreciated”.

The majority of attendees found very strong value in the webinars and most were willing to try 1-2 suggestions in their courses at the end of the semester.



Teaching with Technology

Chairs: Tara Jo Holmberg(NWCC) and Steve Marks (HCC)

Teaching with Technology offered five workshops that focus on key areas that CC faculty identified in the May survey as professional development needs, with each summer month focused on a different theme: June (305 individuals): “Tools to Help engage your Students”, July (215 individuals): “Effective Online Assignments & Assessments”, August (126 individuals): “Increasing Student Retention in an Online Environment”. Sessions were modular but also built on one another. Participants could choose one, two, or all of them, depending on their schedule and interests, and still take away a lot of worthwhile information. The focus was on teaching and pedagogy, not on the technical aspects of tools, although we provided plenty of support and resources asynchronously through Teams to help with that too.

On a scale of 1-5 with 5 being the highest, Rate	Prior to the Webinar	After the Webinar
Your awareness of “dissolving the screen” in an online course	2.0	3.6
Your awareness of engaging online discussions	2.7	4.0
Your value of inclusive teaching as practice	3.6	4.4
Your awareness of formative vs summative assessments in an online course	3.1	4.5

Your awareness of effective classroom assessment techniques	3.3	4.0
The value of the webinar as it relates to your fall courses	3.2	4.1

Instructional Skills Workshops

Chair: Sharon Gusky (NWCC)

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 27 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 2019-2020 academic year, we ran three ISWs for 15 participants. Approximately 40% of the ISW participants were adjunct instructors. We also ran one ISW 2, our newly developed second level ISW, which provides a more in-depth experience and instruction in Backward Design. The pandemic greatly impacted this program since most of ISWs are held in June and August.

Schwab Institute for Academic Leadership program was canceled due to the pandemic. Here is a summary of the program:

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.

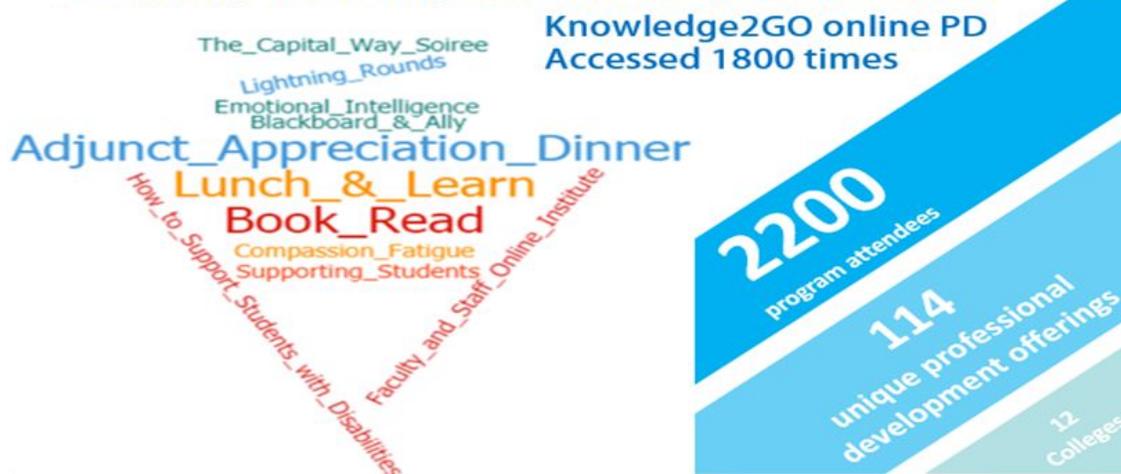
The Institute achieves its objectives by offering a day-long forum featuring nationally known speakers and interactive workshops on leadership-related topics. Informal conversation with experts and colleagues from across the state is designed to give participants new perspectives and a local network 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 and is open to all members of the Connecticut Community College community.

Barnes Seminar was canceled due to the pandemic. Here is a summary of the program:

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

College CFT Programs

12 Faculty Teaching and Learning Consultants



The college reports appear in alphabetical order by college and contain event highlights for each college. The TLC at each college can provide more detailed information on the activities that they hosted. Unfortunately due to the pandemic, events scheduled from mid-March through the end of the year were canceled.



Teaching and Learning Consultant



Joseph Finckel is a Professor of English and the Teaching and Learning Consultant (TLC) for Asnuntuck Community College. He teaches courses in college writing, Shakespeare, film, early Western literature, and Drama. He currently serves as the chair for both the Barnes Seminar on Teaching and on the executive board of the New England Faculty Development Consortium (NEFDC). He is one of two representatives for the Eastern US region on the Instructional Skills Workshop (ISW) International Steering Committee. He is the co-author of *The Teaching Top 10* and *The Practical Professor*, teaching development guides distributed to faculty across the twelve community colleges in CT. His writing about teaching has appeared in *The Teaching Professor* and *Faculty Focus*.

Event Highlights

Faculty Mingle (Nov. 12, 2019) and Holiday Jingle (Dec. 12, 2019)

ACC's TLC and Instructional Excellence committee continued on its past successes offering informal "faculty mingle" events on campus as a forum for faculty to interact, build rapport, and (inevitably) talk about teaching. November's mingle featured coffee, apple cider, doughnuts, cookies, and muffins and was scheduled so as to occur right before ACC's Fall Open House event that same evening. December's Jingle was a pot-luck style event held in the main tower lobby.

Teaching Squares

During the fall 2019 semester, six full-time faculty at ACC participated in our Teaching Squares program (so, actually, forming two "Teaching Triangles" of three). Coordinated by ACC's campus TLC, Teaching Squares is a peer-based teaching development model in which a group of four faculty sit in on one of each of their groupmates' class meetings over a period of a month and then meet informally as a group afterwards to discuss their experiences and observations. Attempts to offer the program again during the spring 2020 did not gain enough interested faculty to form a teaching square, but the program has been so successful and such a point of pride for ACC that over half a page of reporting on it was included in ACC's 2020 NECHE 5th Year Interim Report for accreditation purposes for standards related to Teaching and Learning. 3.5 hours

New Faculty Seminar

In fall 2019, ACC's TLC Joe Finckel and ACC's Instructional Excellence Committee co-chair co-facilitated a weekly New Faculty Seminar for seven new or recently hired faculty. The seminar met once a week for an hour for the entire seminar. The seminar included an introduction to diverse aspects of the college, and weekly guests to the seminar included the Interim Dean of Academic Affairs, the Interim Dean of Student Services, the Interim CEO, the Directors of the Library, Academic Tutoring Center, Advising office, Business Office, and Institutional Research, as well as ACC's union chapter president and professors emeriti who shared their perspectives on a history of the college. In addition to each week's formal topics and invited guests, New Faculty Seminar also served as a forum for new faculty to ask questions and receive support about an array of matters related to their teaching and employment at ACC.

New England Faculty Development Consortium (NEFDC) Fall Conference – Nov. 8, 2019

College of the Holy Cross, Worcester, MA 10 ACC faculty (5 FT faculty and 5 PT faculty) attended this event, with six of them carpooling together in the college van.



Faculty Teaching and Learning Consultant



Antoinette Brim-Bell (Antoinette Brim), is Center for Teaching Committee Chair, Teaching and Learning Consultant, and a Professor of English at Capital Community College. A Cave Canem Foundation fellow, a recipient of the Walker Foundation Scholarship to the Fine Arts Work Center in Provincetown, and a Pushcart Prize nominee, Brim-Bell is the author of three collections of poetry: *These Women You Gave Me*, *Icarus in Love*, and *Psalm of the Sunflower*. Her poetry, memoir, and critical work has appeared in various journals, magazines, and anthologies. Additionally, Brim-Bell has hosted a series of Black History Month television programs for the OneWorld Progressive Institute and is a former guest host of Patrick Oliver's *Literary Nation Talk Radio* (KABF 88.3, Little Rock) for which she interviewed a variety of entertainers, literary figures, political pundits and community developers

The **Capital Community College Center for Teaching Committee** consists of members from various college departments. The Committee often collaborates with the college's Counseling Department, Nursing Program, Library, Public Safety, Students Affairs, and other college departments to create programming that is relevant to the campus community. These collaborations often consist of sub-committees of CFT committee members and colleagues from around the college. The Committee generally meets monthly, with the sub-committees meeting as needed. The Committee generally organizes approximately 9 – 12 workshops per semester.

Event Highlights

Center for Teaching sponsors two Adjunct Convocations per academic year, each the evening before the first day of the semester. These events include dinner followed by community building exercises, presentations by the college administration, keynote speakers, and sometimes break-out sessions.

The Center Teaching Workshop schedule features an array of presentations about pedagogical trends best classroom practices, health and wellness, social welfare, student retention, student engagement, technology, and other topics relative to academic success.

The Classroom-to-Career Connection: Facilitating Outcomes, Hannah Gregory and John Thomas

- Participants were introduced to the career & Talend Development Team whose mission is to support the integration of learning outcomes with workforce readiness.

A Matter of Opinion: Recommended Book Titles & CAKE! Discussant Panel

- Participants discussed books they read for fun while indulging in cake. This was so popular that CFT was asked to do this each semester.

WebX in the Classroom and the Committee Room, Saaid Elhadad

- This was a hands-on workshop that taught participants how to use WebEx

College Events linked to the CFT System-wide themes of Inclusive Teaching and Passion

Culturally Responsive Pedagogy in an Online Environment, Josiah Ricardo

- Dr. Ricardo shared findings from his dissertation. In addition to discussing the gap in student success between majority and marginalized students, he led a discussion about how professors can be more culturally responsive in the classroom.

Capital Cares: Student Nurses in Practice, Rachel Cohen, Cathy Leary, and Kristen Guida

- Presenters shared how the Capital Community College Nursing students participated in their first-time study abroad, providing free healthcare to those living in rural Appalachia with Remote Area Medical (RAM).

Teaching the NEW Campus Read Across the Curriculum Discussant Panel

- This was a roundtable discussion of ways that multiple disciplines could incorporate the novel, *On Earth We are Briefly Gorgeous* by Ocean Vuong.

Millennials vs. Baby Boomers

- This lively and well-attended workshop consisted of a panel discussion between baby-boomer and millennials who discussed their often very different value systems.

COVID Response-Remote Teaching Activities

Over the summer, as Capital's Teaching and Learning Consultant, I shared information regarding technology training sessions offered by the statewide Center for Teaching and other entities. I met online and by telephone with professors who wanted to discuss their classroom concerns, best practices, and teaching strategies. I attended the statewide meetings. I attended technology training not only for my benefit but so that I could share information with colleagues and suggest training and strategies for their fall classes. I also read suggested titles for a possible faculty book club or workshops.

In April, CFT hosted a workshop entitled *Working From Home In the Time of COVID-19* with California-based Relationship Artist, Marie-Elizabeth Mali, which was open to all CT community college faculty, administration, and staff. The presentation taught best practices for setting boundaries, recognizing and reducing stress, managing fear, and creating pockets of peace in one's physical workspace. Approximately 75 were in attendance. The session was recorded and distributed with bonus materials for working from home successfully. Additionally, I shared Mali's contact information with the Director of Student Activities. Mali created a presentation tailored to the student's needs and presented to the student body.

The Center for Teaching hosted the end-of-semester Capital Way Soiree, a two-hour program. The event, hosted in WebEx, was a celebration for the faculty, administration, and staff at the end of an unprecedented semester. The program was produced in segments joined by intermittent dance parties deejayed by Ward and "hyped" by Brim-Bell. Segments included: CEO Crashes the Party, COVID Casual Fashion Show, Hype the Energy Dance Party, Work-Off the COVID Calories, COVID Cocktail Demonstrations, The Bread Basket: How to Bake Quick Breads, Yeasted Dough Breads, and Rustic Sourdough for Beginner, Intermediate, and Advanced Bakers, Snack Attack!, Pet Parade, Mask-Making Demo, Thank You for Your Service, and We Signoff, but You Stay on the Line. The two-hour event was a success. Soiree-goers continued to stay in WebEx and socialize for 30 minutes after the program ended. Approximately 80 attended the event.

Our summer workshop, *Think Trauma: The Impact of Trauma on College Students*, was hosted in WebEx on June 30 and was open to all state community college faculty, staff, and administration. The presenter Dr. Rocio Chan-Angulo spoke to ways in which to serve students who have been traumatized by the on-going COVID-19 pandemic, racial unrest, record unemployment, and other personal traumas. In addition to defining trauma and providing an overview of how it can affect college students' ability to function in the classroom. Dr. Chan-Angulo also explored ways to help students use healthy coping skills and to help professors create trauma-sensitive classrooms. Approximately 57 were in attendance. The session was recorded and distributed with bonus materials.



Faculty Teaching and Learning Consultant



EILEEN M. RUSSO, M.A., is a licensed addiction counselor, a certified clinical supervisor, and a certified co-occurring disorders professional who has worked in the addiction and mental health field for the past 34 years. Ms. Russo is a Professor and Program Coordinator for the Drug and Alcohol Recovery Counselor program with Gateway Community College. She has served as a trainer/consultant with the CT Women’s Consortium for the Connecticut Department of Mental Health and Addiction Services’ Trauma Initiative. In addition to teaching and training, she specializes in treating co-occurring PTSD in mental health and substance abuse populations and has assisted agencies with developing trauma-informed mental health/substance abuse treatment programs for men, women, and children across Connecticut.

Ms. Russo has co-authored articles on the integration of trauma-specific services into substance abuse treatment and is a co-author of the curriculum *Healing Trauma: A Brief Intervention for Women, Second Edition*, by Stephanie Covington. She was the principal consultant (2007-2016) for the implementation of *Healing Trauma, Beyond Violence*, and *Helping Women Recover* in York Correctional Institute.

Our **College Center for Teaching Committee** is chaired by the TLC and meets at the beginning of the semester and the end of the semester. Committee members are available between meetings and the committee meets more often if needed.

Event Highlights

Twelve on campus events were offered before pandemic shutdown and five virtual events when the campus closed. With the exception of October 11, each workshop was 90 minutes long. A total of 338 participants were served and approximately 20 people attended each event. The most popular events were the workshops on Emotional Intelligence and the ones on Compassion Fatigue.

- 26-Aug FT Faculty- Uncommon Solutions to Common Problems
- 26-Aug Adjunct Faculty -Uncommon Solutions to Common Problems
- 1-Oct Uncommon Solutions Part 2
- 10-Oct Emotional Intelligence
- 11-Oct G2E- Collaborative Learning (full day)
- 31-Oct Promotion workshop
- 5-Nov Film- Resilience- The Biology of Stress and the Science of Hope
- 14-Nov Open Educational Resources- Faculty Showcase
- 21-Jan Fun in the Classroom (FT faculty (Collaborative Learning)
- 21-Jan Adjunct workshop (Collaborative Learning
- 13-Feb Engaging Lab Students Online and in the Classroom
- 18-Feb Black History (Why Black History Month is Still Needed)

COVID Response-Remote Teaching Activities

- 9-Apr Coffee Hour-Successes and Challenges emergency Remote Teaching
- 21-Apr Compassion Fatigue
- 24--Apr Compassion Fatigue
- 29-Apr Happy Hour with the Bees (Connection Through Apiculture)
- 7-May Tea Time and Mindfulness

HOUSATONIC COMMUNITY COLLEGE

Faculty Teaching and Learning Consultant



Professor Turiano is an Associate Professor of Psychology. She is a first-generation college graduate who holds both a Bachelor's Degree in Psychology and a Master's degree in Applied Psychology, from Sacred Heart University.

She is currently the Coordinator for the Center for Teaching at HCC and was the 2017 HCC recipient of the Connecticut Board of Regents Excellence in Teaching Award. Professor Turiano is certified in Effective College Instruction from the Association of College and University Educators, and the American Council on Education.

Prior to teaching full-time, Professor Turiano worked part-time at HCC in the Student Success division, advising and counseling at-risk students, and managing the faculty Success Coaching Program. Her previous employment experience spans twenty years working with various social service agencies and educational institutions in the greater Bridgeport community.

College Center for Teaching Committee

Our Center for Teaching has a committee that meets on a monthly basis and we offer programming once a month.

Event Highlights

Our most successful event this year was the book read - *We Want To Do More Than Survive*. This was a collaborative effort between the CFT and the HCC Men's Center. The Director of the Men's Center, myself and Sociology Professor-Saulo Colon recruited participants, designed and led discussion activities and worked on programming to secure the author's visit to our campus. We had two monthly book discussions where we explored ideas around educational justice and implementation of abolitionist teaching practices. Each discussion had 25 participants.

During the fall semester we distributed the Monday Morning Mentor to 300 full and part-time faculty.

In October we held a Faculty Paint Night-HCC Art Professor Tom Brenner led a group of 14 faculty demonstrating how to paint a still life. It was a great moral builder.

We also held monthly Faculty Led Workshops around the themes of Tilted Assignments and Retention Strategies.

COVID Response-Remote Teaching Activities

Individually mentored faculty regarding online pedagogy and Blackboard Mechanics.

Used our CFT Blackboard site for a Discussion Board regarding teaching successes as well as for posting articles and webinars including: Trauma Informed Pedagogy, Compassion Fatigue, Prioritizing Self-Care While Working from Home Teaching Through a Pandemic and Zoom Fatigue.



Faculty Teaching and Learning Consultant

Leonard L. Dupille Ph.D.

College Center for Teaching Committee

The committee consists of nine 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.

Event Highlights

We ran a Narrative Teaching Program consisting of four workshops:

The Teachers Persona

A presentation on and discussion of the teacher's personality and presence in a class and how this impacts and shapes students learning.

Planning the Work

A presentation on and discussion of planning out and structuring our classes and the most effective strategies for doing so.

The Teacher – Student Relationship

A presentation on and discussion of the relationship between the teacher and his/her students and how this impacts the learning process.

Dynamic Lecturing

A presentation on and discussion of the key components of dynamic and engaging class presentations.

Throughout the academic year, we ran our teachers' bureau program where interested faculty were paired off with one another for mutual classroom visits and feedback sessions.

A psychology faculty member trained in positive psychology conducted a workshop on cultivating resilience in the classroom and within our community. The workshop was a systemwide event involving faculty from throughout the system.

I worked with the academic Dean to plan and organize a presentation and workshop by Michele DiPietro based on his book How Learning Works. This was followed up by a campus-wide discussion of the book.



MIDDLESEX COMMUNITY COLLEGE

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Faculty Teaching and Learning Consultant



Rebecca Loew is Professor of Behavioral Sciences at Middlesex Community College, where she has been a full-time faculty member since 2012. She teaches courses in sociology, public health, psychology and political science. Prior to MxCC, she was on the faculty of the Graduate School of Social Work at Adelphi University. She also has taught at Union College, the Heller School, Brandeis University, Tufts University, and the University of Lowell. She joined Middlesex's Center for Teaching steering committee in 2016 and became its Teaching and Learning Chair in 2018. Prior to filling the role of TLC, she was Chair of the Curriculum Committee for three years and has held many other leadership roles at the College.

Dr. Loew earned a Ph.D. in health and aging policy from Brandeis University, a Master's in Public Administration from Columbia University, and a B.A. in sociology from Vassar College. She has published her research in peer reviewed journals, monographs, and reports and has edited two books. In the spring of 2021 she will be on sabbatical leave to study loneliness among community college students. This research will inform her development of curriculum regarding loneliness including a community engaged learning collaboration with Wesleyan University.

College Center for Teaching Committee

Event Highlights

- Fall 2019 Kick-Off Event: Center for Teaching Workshops
- "Techniques for Assessing Students,"
- Adjunct panel: "How to Transition from Part-time to Full-time Faculty,
- Article discussion on the topic: "Supporting or coddling students? A discussion of strategies for facilitating resilience in students".
- Talking Teaching: Student Anxiety: MxCC Resources,
- Talking Teaching on Engaging Students Through Active Learning
- Speed Networking BUILDING CONNECTIONS: IDENTIFYING CHALLENGES & AREAS FOR GROWTH,
- Tech Showcase
- CFT@MxCC Open House
- Common Read, Teaching Unprepared Students, co-sponsored with MxCC Book Club,
- For the Love of Learning, Wednesday, We are a community bound together by a love of learning. Come and share what you love about teaching and learning.
- Tech Trails: Co-sponsored with MxCC Distance Learning.
The topics are:
 - Smart Podium
 - Smart Technology
 - WebEx
 - Clicker
 - Learning Glass Studio
- Best Practices in Online Teaching Showcase- two events

COVID Response-Remote Teaching Activities

Ongoing coordination, with Director of Distance Learning, of recruitment and registration for faculty attending Best Practice in Online Pedagogy
Reviewed and coached seven part-time faculty in their revision of course syllabi to transition to online courses
Provided feedback and coaching to three part-time faculty in the development of assessments as they transitioned their course content to online
Identified and purchased 15 books for our CFT library
Coordinated with facilitator of MxCC Book Club to select a book, Small Teaching Online, for September book discussion
Drafted first CFT monthly newsletter
Forwarded reminders of technology workshops to faculty
Worked with interim Assoc. Academic Dean to identify faculty needs and plan workshop on Best Practices in LRON courses



Ruth Urbina-Lilback, Ph.D. is a Professor of Mathematics at Naugatuck Valley Community College (NVCC), where she has taught for the past 14 years. Ruth has a B.S. in Chemical Engineering from Yale University, an M.S. in Mathematics from Southern Connecticut State University, and a Ph.D. in Curriculum and Instruction in Math Education from the University of Connecticut. Her dissertation research focused on how to expand equitable teaching practices, and on how to make the teaching and learning of math more accessible for students from typically underserved sub-populations. She has written multiple publications on equitable teaching practices. Ruth is a native from Puerto Rico. Her professional background also include work in industry and teaching at the high school level – all of which have broadened her understanding of our overall educational system and, more importantly, the critical role of community college educators. She brings this understanding to her first year as TLC of NVCC, where she is enthusiastic about supporting her colleagues' work and their ongoing professional development. Prior to serving as TLC, Ruth was a member of the CFT Steering Committee for six years, as the coordinator of the Barnes Seminar on Teaching and Learning (2013 – 2018). Ruth has also served four years as a staff member of this seminar. Outside her work through CFT, Ruth has also supported faculty through multiple appointments as course leader in NVCC's math department. In these roles, Ruth has worked with colleagues (fulltime and adjunct) to develop more cohesive and inclusive curriculum and instruction practices.

The **College Center for Teaching Committee** consists of volunteer faculty. The committee has a chair, which is an additional leadership position that works with the TLC. The NVCC chair manages local scheduling and administrative needs (e.g. announcing calls for event presenters, tracking participation at events, etc.). Both TLC and Chair work together in support of CFT's overall needs. The committee meets at the start of each session and about once a month after that, depending on needs. Prior to the pandemic we held events at least every other week. This year we offered 24 events. Most programs ran 1-hour long, except for special events like the Adjunct Appreciation Dinners and Social/Morale Boosting events (e.g., Semester Warp-Ups and Thanks-A-ChocoLot) that ran a few hours long.

Event Highlights

Our greatest accomplishment was to offer a very active calendar of events that intentionally focused on our students' diverse needs, their retention and their success. Our most popular event this year was the Spring Adjunct Appreciation Dinner with Lightning Rounds. We re-designed this event having heard of its success from our TLC colleague at Tunxis Community College (Colleen Richards). We had about 70 participants at this event. We offered different stations where presenters spoke about a wide range of topics (e.g., PD Opportunities through CFT, Blackboard Gradebook, Ice Breakers, How to Support students with Disabilities, etc). We received great feedback indicating that the people were implementing what they learned in their teaching with success and that people appreciated the format we trialed. We served 316 participants this year prior to the pandemic.

College Events linked to the CFT System-wide themes of Inclusive Teaching and Passion

We held three events that aligned with system-wide themes: 1) TED Talk: "Grit: The Power of Passion and Perseverance", (2) "The First Three Weeks: Strategies and Best Practices that Shape the Start of a Successful Semester", (3) Co-Sponsored Event with NVISION grant: 1-Day Workshop on Active Learning in STEM Disciplines

The Book Club Reading of *Creating the Path to Success in the Classroom* were started but not completed due to the pandemic:
Teaching to Close the Graduation Gap for Minority, First-Generation, and Academically Unprepared Students by Kathleen Gabriel.

COVID REsponse and-Remote Teaching Activities

The CFT Chairs and I met multiple times at the start of the pandemic and we reached out to the committee to gauge faculty's most pressing needs. The committee also met once. Based on our discussions, it was clear that faculty were in most need of events to help them cope emotionally with teaching and in their support of students – also incredibly challenged in their work and living conditions. This led to our offering of the following three programs: a virtual campus-wide article discussion co-hosted with Kathy Taylor on Trauma Informed Pedagogy [title: "A Trauma-Informed Approach to Teaching Through Coronavirus"], a virtual faculty drop in session cohosted with CFT committee chairs, and the End of the Year "social mixer" virtually in May.

I also met with our director of distance learning at NVCC to gain her perspective on local faculty needs with online pedagogy. While faculty needs were wide, they shared one common need: a safe confidential environment to try things without the concern for being judged or evaluated. Based on this observation, I worked in the summer (through the CFT summer stipend program) to support the work of the CT CFT Committee, while I also offered online teaching support through weekly faculty drop-in sessions. The weekly scheduled sessions were open and hosted multiple faculty. I offered individual sessions by appointment as well. I maintained

ongoing communication with our director of distance learning to share and advertise additional training and resources available to faculty.



Faculty Teaching and Learning Consultant



Crystal Wiggins is an Associate Professor of Mathematics and the STEM Department Chair at Northwestern CT CC. She is very passionate about math, statistics, and data science. Crystal developed the first Data Science Program at the two-year level in the state. She is also the Advertising Chair for the American Mathematical Association for Two-Year Colleges (AMATYC). Crystal is the Center for Teaching, Teaching and Learning Consultant at NWCC. Crystal is also one of the three faculty advisors for Phi Theta Kappa, the international two-year honors society. Crystal and her colleague, Todd Bryda, researched, opened, and currently run NWCC's first student food pantry.

College Center for Teaching Committee

We have a committee; typically meets at the beginning of the semester and end and then as needed. We typically offer a semester opener, and then one PD event per month (sometimes more).

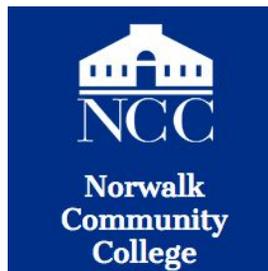
Event Highlights

Our most successful event was the All about Webex Webinar which was held in March, the day before everyone transitioned to remote learning. We opened this up to the system and had over 100 attendees. We had a total of 226 participants attend our six events with an average of 25 participants per event.

1. Semester Opener - All about OER and other resources.
2. Engaging students outside the classroom - presentation by two faculty members that use clubs, makerspace, office hours/tutoring to engage students and create buy-in.
3. All about WebEx (this was done right before we converted to a fully remote platform) - entire system was invited to see how to use webex to connect with your students.
4. MS Teams - Demonstration on how to use Teams to connect with students
5. How are we doing? - Had 3 presenters talk about their struggles to flip online and how they overcame those obstacles.
6. How to engage students in a virtual world - discussed the power of social media and informative websites

COVID Response-Remote Teaching Activities

Worked individually with faculty and held workshops on How Students Cheat Online, LRON in a Flipped Format and BB Grade book Essentials.



Faculty Teaching and Learning Consultant

Event Highlights

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. 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 total of 141 participants attended our college CFT events with about 12 participants per event.

CFT organized two evening adjunct faculty events (a coffee hour and pizza hour) and eight Lunch & Learns (topics: Blackboard & Ally, Excel at Excel, Fail-safe Class Design, The Legacy of the Second World War & the Cold War, Guitar Building, Giving Thanks, Promotion, Tenure). One online coffee hour open to all interested faculty and staff was also organized and hosted on Webex.

Covid Response - Remote Teaching and Learning Activities

Our college's director of Information Technology gave a Lunch & Learn on the Microsoft cloud suite of applications where we were first made aware of Teams. During the week before March 13th, prior to any official system or college e-mails our campus CFT sent out a notice to faculty to speak to their students face to face about what possibly was coming due to COVID 19. Thanks to the statewide TLC meeting and knowledge of a training organized by Crystal Wiggins, CFT sent out the first notice on available Webex training.



Faculty Teaching and Learning Consultant



Jennifer Nally, Ed.D. is a certified early childhood educator who has worked with young children and families for over 35 years. Dr. Nally is a full-time professor at Three Rivers Community College in the Early Childhood Education program. As part of the program requirements the TRCC ECE was accredited by the National Association for the Education of Young Children through a rigorous review process that linked program outcomes, course requirements and pieces of evidence for learning portfolios to show students were ready to meet the demands of the workplace environment. In addition to the ECE program Dr. Nally also works with other disciplines within the college. She collaborated with the curriculum leader of the IDS 105 First Year Experience course to ensure outcomes reflect the current academic trends and student outcomes. Dr. Nally developed a master course shell that is being used throughout the college. In addition to IDS Dr. Nally also teaches in the Library Science certificate program, specifically the Children's Literature course. As the Pathways to Teaching Careers program coordinator at TRCC she collaborates with other college and community early childhood members to ensure services were meeting the needs of the workforce.

Throughout her college experience Dr. Nally has used her doctoral work, which focused on Student Interactivity in Online Learning, to develop new on-line courses which included innovative technology into online courses promoting interactivity through a variety of programs available within the Blackboard Learning System. She has used these experiences to promote online professional development and mentoring opportunities throughout the Connecticut College System. She has fulfilled the role of Center for Teaching and Learning Chair for the past four years, including professional development opportunities and peer mentoring throughout the system. As the CFT chair I have offered programs for full and part time faculty and staff on campus and attended multiple state meetings and statewide CFT events. These opportunities reflected upon a CFT "desire for inter-college collaboration".

College CFT Committee

There are 14 committee members that meet monthly (and more frequently as needed) and offer support and materials to staff in regular emails and notices and regular (at least once a month) PD events.

Event Highlights

Our January opening session on Supporting Students was our most popular event and was attended by 130 participants. In total we offered programming for 240 participants, averaging 34 participants per program.

Here is list of our events:

9/18 Challenging Moment: 2 follow up articles provided

10/16 OER

11/20 Instructional Supports: website links and materials to apply the information were supplied

1/31 Supporting Students PD: follow up information and 2 discussion sessions after in February

2/19 Meaningful Midterm grades

3/5 Online Book Discussion re: ATD

COVID Response-Remote Teaching Activities

Worked one on one with faculty. Offered materials, links to PD supports, articles about best practices and technology as well as mentoring. Developed a Discussion Board and provided assistance with BB navigation.



Education That Works For a Lifetime

Faculty Teaching and Learning Consultant



Colleen Richard, Ph.D. is the Program Coordinator of Human Services at Tunxis Community College. Dr. Richard is a graduate of the University of Connecticut School of Social Work and The University of Connecticut School of Human Development and Family Studies. Her dissertation is entitled *Dissertation title: Older Lesbians in Connecticut: Attitudes and Experiences Toward the Social Service Delivery System*. She received the Management Merit Award in 2019 and 2020, the Values, Citizenship and Ethics Award in 2014 and the congress Merit Award in 2003. She has been involved with the Tunxis campus CFT since 1995. In 2017 she became the Campus Teaching and Learning Consultant.

College Center for Teaching Committee

The CFT committee meets on the first Tuesday of each month. We have 15 CFT members with broad participation from many disciplines and different areas of the campus (LIT and Academic Success Center, for example). We offer about 3 programs each month.

Event Highlights

We held the following Morale Building events:

- Welcome Back - Our CFT members from the art department created over 300 inspirational paintings and welcome back bags for faculty and staff.
- For the Love of Learning
- Chocolate Day (with prizes for the best costumes)
- Goodies for Grading

Spirit Day - We started the year off with Spirit week where faculty and staff wore shirts from their alma mater. (1 day)

We utilized our new common hour for our Lunch and Learn events when we could. Here is the list of events:

- Setting up a Positive and Productive Classroom
- Quit Slacking and Start Acting: Putting the Assignment Back into Assessment)
- MAT137L information session
- How One Drive can enhance your work
- The Science of Gratitude (based on a TED Talk)
- “The Happy Secret to Better Work”
- Promotion Presentation

We recognized our faculty with participation signs for faculty doors that read, “We are better teachers because . . .” with tags for different CFT events that they attended. We held a student panel “Stories and Strategies of Successful Students” each semester. We had 11 new faculty this year and held a yearlong orientation series. Faculty met twice per month. Topics included a tour, the student experience, Union, human resources, assessment, promotion, Library and IT, Students services, advising, counseling, etc. CFT partnered with the Union and the Academic Dean to host our annual informational and networking “Fall Employee Kickoff Appreciation Dinner” and with the Academics Dean to present “Building Bridges in Times of Change”. We also ran Teaching Squares where four math faculty observed each other’s classes and met to discuss and reflect.

COVID Response-Remote Teaching Activities

Throughout the summer (June - August) I held three virtual office hours per week where I was available for our faculty. I sent out weekly emails to our faculty with posted drop-in hours, helpful articles and positive tips. I received many thank you emails from faculty who said, “I don’t need you at the moment, but its so comforting to know you are there.” We offered CFT drop in office hours twice a week. We had a Virtual Goodies for Grading that was attended by 15 people, CFT Office

Hours over the summer as teachers prepare for fall, we sent out weekly morale boosting emails from CFT with humor, support and information. Sent out email for Teacher Appreciation Week with invitation to “Go2Knowledge” and “Virtual Goodies for Grading”. We met as a committee to come up with ways that we can support all teachers. We worked to facilitate communication between adjuncts and the administration and discussed professional development needs.

