Faculty Development at Bronx Community College

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Albert Robinson, Assistant Director of the Center for Teaching, Learning and Technology
Vincent Walker, Assistant Professor, General Counseling, Chair – Committee on Instructional and Professional Development

February 8, 2016
Types of Professional Development

• Formal – long term and intensive
• Informal – to acquire, maintain and enhance skills
• Events and opportunities: Conferences, public lectures, grant competitions

Faculty development takes several forms based on faculty and institutional need and strategic directions
Formal Programs

**Common Features**

- **Long term**
  - 3 to 4 full-day intensive training
  - Monthly sessions for a semester or year
  - Face to face meetings with peer mentors/facilitators

- **Content based on action research**

- **Active learning activities, modeling behavior**

- **Deliverables with timeline**

- **Embedded assessment at all levels**
Formal Programs

- New Faculty Seminar
- First Year Seminar (FYS 11) Development
- ePortfolio
- Online Course Development
- Podcasting ➔ Flipped Classroom (new)
- Faculty Publication Mentorship Program (new)
Formal Programs –
New Faculty Seminar

Addressing student success through faculty empowerment

- **Career Development**: Career expectations, responsibilities, and planning

- **Pedagogical Best Practices**: Proven high-impact teaching and learning practices
  - Threshold Concepts, Learning Skills Development, Scaffolding, ePortfolio Integration, Flipped Classroom

- **Assessment**: From classroom to college

- **Building Community**: forming and strengthening relationships with colleagues
Formal Programs – New Faculty Seminar

Addressing student success through faculty empowerment

Support structure

- Faculty Mentor
- New Faculty
- Peers
- Technology Mentor

Benchmarks

- Attendance
  - Fall
  - Winter
- Short assignments (blog posts)
- Reappointment Documents
- Career Plan
- Spring
- Teaching ePortfolio
- Classroom Assessment Project
Formal Programs – New Faculty Seminar

Addressing student success through faculty empowerment

Assessment Projects

“Community Building for Student Retention and Success” – Kelvin Cooper (Health Physical Education)

“The Use of the Flipped Classroom in a Human Services Fieldwork Class” – Gregory Cobb (Social Sciences)

“Developing Self-learning and Student Engagement in Science/Astronomy Courses for Non-Science/Engineering Majors” – Monika Sikand (Physics and Technology)

Hello BCC

I’m Prof. Roni Ben-Nun

Graphic & Web Designer by trade, hard nose by choice!
I may be soft on the inside, but it would take lots of wall-busting to prove it...

Hi! My name’s Prithi and I’m an Assistant Professor at BCC.

More importantly, I’m an Historian, Chai consumer, and Scouser.
Formal Programs – First Year Seminar Development

Student centered approach to instruction

Program Elements

- Pedagogical Best Practices: Student centered, active learning, ePortfolio

- Learning for Application: College readiness skills applied to content within course and across courses in semester

- Assessment: embedded and conducted with common SLOs across multiple offerings

- Communities of support: Mentor/Peer faculty support, team support for students
Formal Programs – First Year Seminar Development

Student centered approach to instruction

Program

- Mentor
- Faculty
- CTLT
- Peers

Course

- Faculty
- Student
- Advisor
- Peer Mentor
Informal Program
acquire, maintain and enhance skills

Pedagogy

Course Management

Instructional Technology
Informal Program
*acquire, maintain and enhance skills*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard</td>
<td>2 hours sessions, at various days and times</td>
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<tr>
<td>Microsoft</td>
<td>Introduce faculty to software applications, hardware tools, and instructional strategies.</td>
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<td>ePortfolio</td>
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<tr>
<td>Google Docs/ Drive</td>
<td>Two or three workshop offerings per week</td>
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<tr>
<td>Hardware</td>
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<tr>
<td>Computer Management</td>
<td></td>
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<tr>
<td>Assessment</td>
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<tr>
<td>Other (Prezi, 3-D Printing, brownbag lunches, etc.)</td>
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Events
Showcasing scholarship and best practices

- Winter Conference
- Faculty Day
- Bronx EdTech Showcase
  - (BCC/Hostos/Lehman)
- Faculty Lecture Series
Events
Winter Conference

2016 Winter Conference
"Keeping the Promise"

Six broad tracks

• Partnering Pedagogy with Programs — Best Practices that Deliver the Promise
• Aligning Support and Services to Ensure Student Success
• Transforming the Classroom Experience
• Best Practices in Developmental Education
• Preparing our Graduates for the 21st Century
• Measuring Success – Using Data to Inform Improvement

https://bcc-cuny.digication.com/bccwpdc
Events
Winter Conference
Events
Faculty Day

Sharing Scholarship, Performance, and Teaching

• An opportunity for all faculty members to come together
• Share research, creative works, and pedagogy
• Build interdisciplinary collaboration
Events
Faculty Day

The Faculty Role in Redesigning America’s Community Colleges

Faculty Day, April 24, 2015

Using THE FLIPPED CLASSROOM IN A HUMAN SERVICES FIELDWORK CLASS
Gregory Cobb, Assistant Professor, Social Sciences

Using The Flipped Classroom

Abstract
In response to the growth of human services curriculum and the demand for specialized training, the Flipped Classroom model was introduced at the beginning of the academic year. The model incorporates an online pre-class, in-class collaborative learning, and individual assignments. The primary focus of the flipped classroom is to enhance student engagement and promote critical thinking. The excitement for the flipped classroom approach comes from the potential for active learning and increased student participation. The model allows for a more interactive and engaging learning environment, which can lead to improved student outcomes. The flipped classroom approach requires a significant shift in the role of the instructor, who must facilitate classroom discussions and provide opportunities for student engagement.

Assessment Process
The assessment process consisted of three phases. The first phase involved the administration of an understanding quiz that was given through a short pre-class lecture. Students were given a quiz that would allow them to identify the key concepts that were covered in the pre-class lecture. The second phase involved the assessment of student ability to recall some of the key concepts that were taught in the human services curriculum. The third phase involved the assessment of student ability to apply the knowledge they had gained to real-world situations.

References

Faculty Day, April 24, 2015
Events
Bronx EdTech Showcase

2016 Bronx EdTech Showcase

• Learner-Centered Integrity: Is there an app for that?
• Adopting Universal Design: Winning or Losing?
• Differentiated Instruction
• BYOD: Are we ready for every screen based device? (IT, Pedagogy)
• Redesigning (or Redefining) Learning Spaces
• Open Educational Resources: Leveling the cost of learning.

http://commons.hostos.cuny.edu/bronxedtech/
Events
Faculty Lecture Series

• **A "G" Thing: Gatsby as Cultural Icon** – Dr. Robert Beuka, Chair, Department of English, October 29, 2015

• **Crossing the Great Divide: Frontiers Boarders and Barriers** – Julia Pollack, Librarian, Nov. 18, 2015

• **"We Can't Just Ignore the Rules: Queer Heterosexualities in Walking Dead”** – John Ziegler, Department of English, February 4, 2016

• **"Too long have others spoken for us": Race, Citizenship, & Selfhood in New York's Antebellum Free Black Communities** - Dr. Prithi Kanakamedala, Department of History, February 11, 2016
Opportunities
Grants

• Presidential Grants
  – One year support, four to five projects supported, $50K total funds
  – 2016 Areas
    • Improving One-year retention rates, 4-year graduation rates, Transfer rates to baccalaureate programs
    • Implementation/ efficacy/ outcomes of high impact practices:
      First-Year Seminars
      Learning Communities
      Collaborative Assignments and Projects
      Diversity/Global Learning Internships
      Common Intellectual Experiences
      Writing-Intensive Courses
      Undergraduate Research
      Community-Based Learning
      Capstone Courses and Projects
Thank you.

Questions?