On-Going Faculty Professional Development

Professional development is a staple at Hostos. Regular PD opportunities are offered by both the Center for Teaching and Learning and the Education Technology Office.

- **Sample of Topics Covered**
  - Scaffolding Strategies
  - How to Help Student Reflect Through Journaling
  - Factors that Motivate Students to Learn
  - Strengthening Academic Literacy Skills
  - Tips to Prevent Academic Dishonesty Online
Goal 2: Campus and Community Leadership

I4: Build faculty and staff management skill sets and leadership

5-Year anticipated outcome: Increased faculty and staff leadership skills and competencies via programs that help them become more effective organizational and community leaders.
New Activities

**Hostos Teaching Institute (HTI)**
HTI is a year-long series of ten workshops and faculty who participate have to agree to attend at least seven out of the ten workshops. Workshops cover a variety of topics including: developing strategies to improve student reflection, making difficult material accessible to students and utilizing assessment tools to improve student learning.

**New Faculty Orientation**
The orientation is year-long and attendance is mandated for all new faculty. Topics covered include: creating a portfolio, classroom management and learning styles. In addition, several sessions are offered to introduce new faculty to our student demographics, the CUNY system and the history of the College.

**OAA Teaching Project**
Participation is determined via an application process to identify a small cohort of faculty for the year-long initiative focused on developing teaching and pedagogy. As part of the initiative, participants observe each other’s classes and provide feedback on teaching. The OAA Teaching Project is led by the OAA Teaching Fellow.
Additional PD Activities

**Inclusivity Training**
Focused on exploring micro-aggressions and inter-sectional identity. The training was delivered as two three-hour workshops for chairs and coordinators. OAA also arranged the trainer to come lead the workshop for several academic departments.

**Leadership Styles**
Annual year-end retreats for academic leaders explored leadership styles and the dynamics of leadership within the academic departments.
Academic Leader Interviews

The Center for Teaching and Learning engaged in a series of interviews of academic leaders to assess the types of professional development that they wanted. We discovered that faculty wanted to know:

1. How to speak to colleagues with differing opinions
2. How to provide constructive feedback to faculty and administrative staff
3. How to build consensus
4. How to facilitate action

The common theme was communication. OAA selected the Crucial Conversations curriculum provided by Vital Smarts to begin addressing these needs.
Communication Continuum

- **Silence**: Someone is choosing to withhold input.
- **Dialogue**: Someone is choosing to harm with words or attempting to control the outcome.
- **Violence**: Someone is choosing to harm with words or attempting to control the outcome.
The Silence to Violence Continuum

We Make a Fool’s Choice. When facing a crucial conversation, we often feel we have to choose between responding with silence or with violence.

We assume we can either share our honest opinion OR be respectful.

We are blind to the dialogue option.

Whenever anyone has retreated to silence or violence, safety has been compromised and dialogue has stopped.

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What Makes a Conversation Crucial?
Three elements.
Instructional Design

- Sixteen hours of classroom time—two consecutive days or spaced-learning format
- Original video clips of “before” and “after” situations
- Extensive in-class practice and group participation to help build skills
- Application to real individual, team, and organizational issues
- Video-based instruction from the New York Times bestselling authors of *Crucial Conversations: Tools for Talking when Stakes are High*
- Post-training tools to help continue and progress learning
Participation

- In January, C.C. was offered to 18 faculty, 10 HEO directors and OAA leadership
- In April, C.C. was offered to 20 HEOs (cross-divisional)
- In June, C.C. will be offered to 20 HEOs in managerial positions
- In January, C.C. will be offered again to faculty

* The format of the workshop may be altered to increase the opportunity for faculty participation.
Feedback

After both workshops, surveys revealed that:

100% of participants found the skills useful to their job
95% would strongly recommend the workshop to their colleagues

What did you like best?

“The two days went by quickly because it was well organized and there were a variety of activities and means of working with different people.”

“The tools/techniques I didn't know existed.”

“I liked the practical focus—like, exactly how to word a conversation and why it works.”

“Excellent topic, and some really good skills. These are really great ideas and necessary skills. I loved that we practiced with one example the whole time - I know that is a crucial conversation I will hold, as I prepped for it.”
Engaging New Leadership

Open call for lunches with the provost to discuss leadership on campus
Workshop on leadership styles led by the provost
Crucial Conversations
Leadership Panel
Questions?