PROFESSIONAL DEVELOPMENT AT QUEENSBOROUGH COMMUNITY COLLEGE

I. Workshops on Promotion and Tenure

II. Presidential Fellowship Program

III. Center for Excellence in Teaching and Learning (CETL)

IV. Faculty Research Resources

V. New Faculty Institute

VI. Faculty Mentoring Program

VII. New Faculty Orientation

VIII. New Adjunct and Substitute Orientation
QUEENBOROUGH COMMUNITY COLLEGE
Of The City University of New York
Office of Academic Affairs

January 21, 2016, 1:30-3:00 p.m. - New Faculty Institute for New Faculty Fall 2015 and Spring 2016. Part of a three day event for new faculty with topics including HIPs, governance, technology, and promotion and tenure processes, Oakland Dining Room.

February 5, 2016, 2:00 – 3:30 p.m. – Faculty Workshop: What You Need to Know When Applying for Full Professor, Oakland Dining Room.

February 19, 2016, 2:00 -3:30 p.m. – Faculty Workshop: Promotion and Tenure for Mid-Career Faculty, Oakland Dining Room.

February 24, 2016, 12:30-2:00 p.m. – Faculty Workshop: General Information Session on Reappointment and Tenure Processes for Assistant Professors, Oakland Dining Room.

March 4, 2016, 2-3:30 p.m. – Faculty Workshop: Opportunities for Service to the College and Opportunities and Programs at QCC and CUNY for Professional Development, Oakland Dining Room.

March 8, 2016, 1:00-3:00 p.m. – Faculty Workshop: Practice Session on Presenting Before Faculty Personnel and Budget Committee for Full Professors, President’s Conference Room.
Queensborough Community College  
CUNY  

Presidential Fellowship Program

The QCC Presidential Fellowship Program (PFP) is intended to provide support for mid-career faculty who require additional resources to engage in scholarly activities, to enhance their opportunity for promotion. The goal of this program is to encourage mid-career faculty who are working to develop a strong record of scholarly activity for promotion to the next rank.

Benefits

Program participants will receive:

- Four hours of released time each semester, renewable for up to four semesters. Awardees will submit a progress report at the end of each semester to renew the fellowship.

- A senior faculty mentor from QCC or another CUNY institution, who will work with the recipient to develop a research/scholarship program and publication record.

- Up to $1,000 (per fellowship awardee) to support scholarly activity for the project (conference travel, publication costs, research supplies).

Eligibility

Tenured faculty, with the rank of assistant or associate professor, who have not received contractual released time as a new faculty member and/or a Fellowship Leave, with a record of sustained services to the Department and/or College, as well as a current record of satisfactory peer observations and satisfactory student evaluations.

Applications

- Applicants are asked to submit a CV and a description of proposed research with a projected time table for outcomes

- The Office of Academic Affairs can assist faculty to develop a research plan and prepare the application. If interested please send an email to Dr. Paul Marchese, Provost and Vice President for Academic Affairs by Friday, April 22, 2016.

- Completed applications should be sent to Dr. Paul Marchese, Provost and Vice President for Academic Affairs by 5:00 PM Friday, June 3, 2016.

- A panel will evaluate applications and finalists will be interviewed by the Provost. Awardees will be notified by early July. The fellowship will begin Fall 2016. Up to four fellowships will be awarded.
CETL Events – Fall 2015/Winter 2016

August
• 8/26 New Faculty Orientation 8am – 1:30pm, Oakland Dining Room
• 8/27 Backward Course Design Workshop 2 – 4pm, Oakland Dining Room
• 8/28 Backward Course Design Workshop 10am – 12pm, Oakland Dining Room

September
• 9/1 New Adj. & Sub. Faculty Orientation 8 – 11am, Oakland Dining Room
• 9/3 New Adj. & Sub. Faculty Orientation 4 – 6pm, Oakland Dining Room
• 9/21 Learning Communities Orientation 10am – 12pm, CETL, L-313

October
• 10/2 Backward Course Design for UR Workshop 10 – 11am, CETL, L-313
• 10/2 Learning Communities Orientation 11am – 1pm, CETL, L-313
• 10/7 Scaffolded Reflection Workshop 12:15 – 1:45pm, LB-14
• 10/9 Scaffolded Reflection Workshop 10am – 12pm, Oakland Dining Room
• 10/9 Refining Your HIP Workshop 12 – 1pm, CETL, L-313
• 10/28 Refining Your HIP Workshop 9:30 – 11am, CETL, L-313

November
• 11/6 An IRB Overview for Scholarly Research 2 – 4pm, CETL, L-313
• 11/18 Backward Course Design Workshop 2 – 4pm, CETL, L-313
• 11/20 Technology for SWIG Workshop 11am – 1pm, CETL, L-313

December
• 12/9 Backward Design Workshop 12:10 – 1:45pm, A-310
• 12/11 Scaffolded Reflection Workshop 10 – 11:30am, CETL, L-313
• 12/11 Refining Your HIP Workshop 1 – 2pm, CETL, L-313
• 12/14 1st Annual CETL Cookie Swap 12:30 – 2pm, CETL, L-313
• 12/15 Backward Design Workshop 1 – 2:30pm, CETL, L-313
• 12/15 Scaffolded Reflection Workshop 2:30 – 4pm, CETL, L-313
• 12/17 SoTL for Nurse Educators 11am – 1:30pm
  Department Meeting Presentation

January
• 1/11 – 1/13 Winter Writing Retreat
• 1/19 – 1/21 New Faculty Institute
• 1/27 CUNY Strategic Investment Initiative WI Town Hall Meeting
## CETL Events – Spring 2016

### February

- **2/2** Orientation for New Adjunct & Substitute Profs.
- **2/3** Brown Bag Series: Teaching Strategies for Double Section, Social Science Classes
- **2/4** Orientation for New Adjunct & Substitute Profs.
- **2/5** Effective Strategies for Providing Student Feedback
- **2/5** Applying for Full Professor
- **2/10** Brown Bag Series: Overview of the Scholarship of Teaching & Learning (SoTL)
- **2/19** Brown Bag Series: Promotion & Tenure for Mid-Career Faculty
- **2/24** Brown Bag Series: Reappointment & Tenure for Assistant Professors
- **2/26** *Writing to Think & Learn*  
  (A Symposium for Professors of WI Courses)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
<th>Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2</td>
<td>Orientation for New Adjunct &amp; Substitute Profs.</td>
<td>9 – 11am in Oakland Dining Room</td>
</tr>
<tr>
<td>2/3</td>
<td>Brown Bag Series: Teaching Strategies for Double Section, Social Science Classes</td>
<td>4 – 6pm in Oakland Dining Room</td>
</tr>
<tr>
<td>2/4</td>
<td>Orientation for New Adjunct &amp; Substitute Profs.</td>
<td>10 – 11:30am in CETL, L-313</td>
</tr>
<tr>
<td>2/5</td>
<td>Effective Strategies for Providing Student Feedback</td>
<td>2 – 3:30pm in Oakland Dining Room</td>
</tr>
<tr>
<td>2/5</td>
<td>Applying for Full Professor</td>
<td>12:10 – 1:45pm in CETL, L-313</td>
</tr>
<tr>
<td>2/10</td>
<td>Brown Bag Series: Overview of the Scholarship of Teaching &amp; Learning (SoTL)</td>
<td>12:10 – 1:45pm in Oakland Dining Room</td>
</tr>
<tr>
<td>2/19</td>
<td>Brown Bag Series: Promotion &amp; Tenure for Mid-Career Faculty</td>
<td>12:10 – 1:45pm in Oakland Dining Room</td>
</tr>
<tr>
<td>2/24</td>
<td>Brown Bag Series: Reappointment &amp; Tenure for Assistant Professors</td>
<td>9:30am – 12pm in M-136</td>
</tr>
</tbody>
</table>
  | 2/26  | *Writing to Think & Learn*  
  (A Symposium for Professors of WI Courses) | |

### March

- **3/2** Brown Bag Series: IRB for Scholarly Research
- **3/4** Writing a Teaching Philosophy Statement
- **3/4** Brown Bag Series: Introducing & Reinforcing Note-taking Skills
- **3/9** Faculty Presentations: Pedagogical Research Grant Recipients (AY 2014)
- **3/16** Overview of Guidelines for CETL Pedagogical Research Grant Proposals
- **3/18** When and How to Use Rubrics
- **3/18** When and How to Use Rubrics
- **3/23** Brown Bag Series: Overview of the Scholarship of Teaching & Learning (SoTL)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
<th>Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4</td>
<td>Writing a Teaching Philosophy Statement</td>
<td>12:10 – 1:45pm in CETL, L-313</td>
</tr>
<tr>
<td>3/9</td>
<td>Faculty Presentations: Pedagogical Research Grant Recipients (AY 2014)</td>
<td>12:10 – 1:45pm, Room TBD</td>
</tr>
<tr>
<td>3/16</td>
<td>Overview of Guidelines for CETL Pedagogical Research Grant Proposals</td>
<td>12:10 – 1:45pm in CETL, L-313</td>
</tr>
<tr>
<td>3/18</td>
<td>When and How to Use Rubrics</td>
<td>12 – 1pm in CETL, L-313</td>
</tr>
<tr>
<td>3/18</td>
<td>When and How to Use Rubrics</td>
<td>10 – 11am in CETL, L-313</td>
</tr>
<tr>
<td>3/23</td>
<td>Brown Bag Series: Overview of the Scholarship of Teaching &amp; Learning (SoTL)</td>
<td>12:10 – 1:45pm in CETL, L-313</td>
</tr>
</tbody>
</table>

### April

- **4/6** FIG Workshop: Creating Faculty ePortfolios for Documenting Professional Growth
- **4/13** FIG Workshop: Low-Stakes Writing in non-WI STEM Courses
- **4/20** Faculty Presentation: Transparency and Problem-Based Learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
<th>Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/6</td>
<td>FIG Workshop: Creating Faculty ePortfolios for Documenting Professional Growth</td>
<td>12:10 – 2pm in CETL, L-313</td>
</tr>
<tr>
<td>4/13</td>
<td>FIG Workshop: Low-Stakes Writing in non-WI STEM Courses</td>
<td>12:10 – 2pm in CETL, L-313</td>
</tr>
<tr>
<td>4/20</td>
<td>Faculty Presentation: Transparency and Problem-Based Learning</td>
<td>12:10 – 2pm in CETL, L-313</td>
</tr>
</tbody>
</table>

### May

- **5/6** Pedagogical Research Grant Proposals Due
- **5/27** Faculty Inquiry Group (FIG) Applications Due

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
<th>Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/6</td>
<td>Pedagogical Research Grant Proposals Due</td>
<td></td>
</tr>
<tr>
<td>5/27</td>
<td>Faculty Inquiry Group (FIG) Applications Due</td>
<td></td>
</tr>
</tbody>
</table>
QUEENSBOROUGH COMMUNITY COLLEGE
Of The City University of New York
Office of Academic Affairs

Faculty Research Resources

Queensborough Community College

➢ Center for Excellence in Teaching and Learning (CETL) Pedagogy Research Challenge Awards: A program to support research projects on community college pedagogy calling for studies of various interventions that can impact student learning outcomes. It is expected that the awards will stimulate future research projects and grant proposals that will enhance QCC’s capacity to study this important aspect of higher education. All QCC faculty (full-time and adjuncts) and administration are eligible to submit a proposal either individually or as a collaborative effort. For more information go to please contact Dr. Kathleen Landy at: klandy@qcc.cuny.edu.

➢ Office of Academic Affairs Travel Grants: A modest amount of money is available from the Office of Academic Affairs to support faculty travel for presentations or papers at scholarly conferences. Full-time faculty are eligible to apply if they have a paper accepted, are making a presentation, are presenting a poster session, are moderating a panel, or are organizing a session. For more information please contact Dean Glenn Burdi at: gburdi@qcc.cuny.edu.

➢ Presidential Fellowships: The QCC Presidential Fellowship Program (PFP) is intended to provide support for mid-career faculty who require additional resources to engage in scholarly activities to enhance their opportunity for promotion. The goal of the program is to encourage mid-career faculty who are working to develop a strong record of scholarly activity for promotion to the next rank. For more information please contact Dean Sandra Palmer at: spalmer@qcc.cuny.edu.

➢ Faculty Inquiry Group (FIG) Awards: Faculty inquiry is a form of professional development by which faculty identify and investigate questions about their students’ learning and/or about their own professional practices. There is a financial award associated with FIG participation which is capped at $500 depending on the number of applications. For more information please contact Dr. Kathleen Landy at: klandy@qcc.cuny.edu.

City University of New York

➢ PSC CUNY Research Awards: Funds for research are available without restriction to all full-time members of the instructional staff, and the junior members of the faculty in particular. Research funding will be used to support activities in the creative arts and all academically relevant research in the areas of natural science, social science and humanities, including but not limited to research related to curriculum development, improvement in teaching, adaptation of standard educational techniques to special clientele and the relationship between technical or occupational training and the liberal art curriculum. For more information go to: https://www.rfcuny.org/rfwebsite/research/content.aspx?catID=1190.
PSC CUNY Fellowship Awards: Funds for fellowship awards are limited to instructional staff members of the permanent instructional staff. Tenured members of the permanent instructional staff, including those holding the title Lecturer with certificates of continuous employment, who have completed six years of continuous paid full-time service with the University, and tenured academic titles who are on leave from the title Lecturer with a certificate of continuous employment, are also eligible. Service includes service in a school or college maintained in whole or part with City College and immediately preceding service in a college or institution under the jurisdiction of the Board of Trustees, provided that credit for such prior service does not exceed three (3) years. For more information go to:

PSC Scholar Incentive Awards: Awards for full-time personnel of not less than one semester nor more than one year in the following titles: Professor, Associate professor, Assistant Professor, Instructor, Lecturer, University professor, distinguished Professor and Medical Series. The awards are to facilitate bona fide and documented scholarly research only. There are guidelines and limits on the amount of the awards. A candidate may be compensated by the University for up to 25% of annual salary rate. The total amount of money earnable with outside support and the University salary may not exceed 100% of the annual salary rate an individual would have received without the leave. The amount may be less than 25% if the amount of any outside fellowship and grant support received would result in earning above 100% of salary. For more information go to:
http://www.qcc.cuny.edu/SocialSciences/ppecorino/Faculty-Information/UFS-Travel-Support.html.

PSC Professional Development Fund for Adjunct Travel: For information and applications for adjunct travel to professional meetings please contact the PSC/CUNY Office at 212-354-1252.

William Stewart Travel Awards: Funds providing grants of up to $500 to first, second, third or fourth year tenure-track assistant professors at CUNY for presenting, chairing or moderating at a scholarly conference. Previous award recipients may apply but may get lower award priority. Applications are considered on a rolling basis and early applications get special consideration. For more information go to: http://www.qcc.cuny.edu/SocialSciences/ppecorino/Faculty-Information/UFS-Travel-Support.html.

Feliks Gross Endowment Award: Presented each year to assistant professors in recognition of outstanding research, or potential for such, in the humanities or sciences, including social and life sciences. Any faculty member who is an assistant professor at any unit of CUNY and whose field of expertise covers an area of the humanities or sciences is eligible to be considered for one of these awards. For more information go to:
http://www.qcc.cuny.edu/SocialSciences/ppecornio/Faculty-Information/UFS-Travel-Support.html.

Henry Wasser Awards: Named for former UFS Chair and Academy for the Humanities and Sciences President Henry Wasser, these awards will honor outstanding Assistant Professors at CUNY. Procedures and criteria will be posted on the Academy web site. For more information go to: http://cunyufc.org/academy/HenryWasser.html.

Chancellor's Research Fellowships: The Chancellor awards up to 20 research fellowships per year of two courses of released-time each to tenured full-time community college faculty.
member who have demonstrated an ongoing commitment to research and publication. The two

course releases may be taken over one or two semesters.

- **Bridge Fund Program**: CUNY faculty who run externally funded research programs and who run
into a funding crisis due to a competitive renewal of their grant not being funded may apply for
bridge funds under specific circumstances. In appropriate cases this program will provide up to
a maximum of $25,000 when justified, with an equal match requirement from the home campus
of the faculty member. It is required that 50% of the funding provided by CUNY’s Internal
Funding Office must be repaid within 6 months of the faculty member receiving any external
funding. This repayment should come from indirect costs generated by the newly funded
grant(s). For more information, go to: http://www.cuny.edu/research/faculty-
resources/internal-funding-programs/collaborative-incentive-grant.html.

- **Community College Research Grants**: Formerly the C3’IRG program, funds will support faculty
research at CUNY community colleges through two distinct tracks. Track 1 supports pedagogical
research (the scholarship of teaching and learning). Track 2 supports faculty and students who
participate in mentored research experiences. For more information, go to:
http://www.cuny.edu/research/faculty-resources/internal-funding-programs/collaborative-
incentive-grant.html.

- **Interdisciplinary Research Grants**: The University is introducing a new Interdisciplinary
Research Grant program that seeks to support and encourage faculty researchers who tackle
global challenges or problems that affect the needs of urban populations. Applications that
address specific challenges in ways that can be approached by combining expertise across
disciplines (such as the natural sciences, social sciences, and humanities) are encouraged. The
goal is to provide seed funding to projects that will become eligible and competitive for external
funding. The program replaced the Collaborative Incentive Research Grant Program (C’IRG). For
more information go to: http://www.cuny.edu/research/faculty-resources/internal-funding-
programs/collaborative-incentive-grant.html.

- **Travel Funds Program**: On occasion it is important for faculty to travel to funding agencies,
especially federal agencies, to discuss specific RFPs or RFAs. There are also occasions when
faculty members are invited to such funding agencies to discuss their individual proposals.
Limited funds can be made available to assist with travel, etc. for such specific occasions. For
more information go to: http://www.cuny.edu/research/faculty-resources/internal-funding-
programs/collaborative-incentive-grant.html.

- **CUNY Junior Faculty Research Awards in Science and Engineering**: Funds aiming to cultivate
the excellence and ensure the promise of research-intensive, early career, science and
engineering faculty at CUNY. It is expected that this early career opportunity will advance
the research programs of the faculty recipients through boosting their research productivity and
accelerating their ability to attract significant external funding. For more information go to:
http://www.cuny.edu/research/faculty-resources/internal-funding-programs/collaborative-
incentive-grant.html.

- **CUNY ASRC Joint Seed Program**: A new funding opportunity for CUNY faculty to leverage
research relationships at the CUNY ASRC (Advanced Science Research Center). An
interdisciplinary approach within one of the five initiatives of the ASRC is encouraged:
Nanoscience, Photonics, Structural Biology, Neuroscience and Environmental Sciences. Grants
will fund research between tenured and tenure-track faculty at CUNY colleges and permanent
faculty at the Advanced Science Research Center. Grants are up to a maximum of $10,000 for a one-year period. The primary goal is to seed research that will become the basis of new external grant proposals. For more information go to: http://www.cuny.edu/research/faculty-resources/internal-funding-programs/collaborative-incentive-grant.html.

- **CUNY ASRC Cooperative Postdoc Research Grants:** Established for CUNY faculty who are not based at the ASRC full-time to support a postdoctoral scientist who will collaborate on a research project with a member of the permanent ASRC faculty or an ASRC core facility director. If successful, the Principal Investigator will receive funds to hire a postdoc who, in addition to their placement in the PI’s lab, will take advantage of a shared residency component with an ASRC lab. The postdoc’s time at the ASRC (up to but no more than an average of 2.5 days per week) will provide them with access to state-of-the-art equipment that is not found at their home colleges, and in some cases, is not easily accessible nationally or internationally. These postdocs will also benefit from additional mentorship and guidance from the resident ASRC scientists and staff, who bring complementary and supplementary knowledge and expertise. For more information go to: http://www.cuny.edu/research/faculty-resources/internal-funding-programs/collaborative-incentive-grant.html.

- **Faculty Fellowship Publication Program:** This program provides full-time untenured CUNY faculty (assistant professors) with 3 credit hours of course release time for the spring semester, a discipline-based writing group, and the guidance of a senior faculty member. For more information go to: http://www.cuny.edu/about/administration/offices/ohrm/diversity/Retention/FFPP.html.
New Faculty Institute
January 19 – 22, 2015

Day 1, 1/19/16
Teaching & Scholarship at QCC
Oakland Dining Room

Objectives:
By the end of Day 1, Participants will be able to:
- List CETL resources that support their professional development
- Identify at least two research-based principles of learning
- Identify how one of those principles could apply to their own teaching
- Name at least 3 High Impact Practices (HIPs)
- Identify QCC and CUNY’s grants related resources (?)

Agenda:

9:30 – 10:15am          Breakfast & Pre-session survey

10:15 – 10:30am         Welcoming Remarks
Dr. Diane Call, President
Dr. Paul Marchese, Provost & VP of Academic Affairs

10:30am – 12:00pm       Research-Based Principles & Teaching Practices
Dr. Kathleen Landy, Director, CETL

12 – 12:30pm            Lunch

12:30 – 1:00pm          Overview of High-Impact Practices (HIPs)
Dr. Kathleen Landy

1:00 – 2pm              Group Activity and Panel Discussion
HIP Faculty Coordinators

2 – 2:30pm              What is the Scholarship of Teaching & Learning?

2:30 – 2:50pm           Overview of Faculty Development and Grant Opportunities at QCC

2:50 – 3:00pm           Post-session survey
Day 2 (Morning Session), 1/20/16
Instructional Technology
LB-24

Objectives:
By the end of Day 2 (Morning Session), Participants will be able to:
Faculty participants will be able to:

- Login to the CUNY Portal and access Blackboard
- Make use of available technology support services
- Describe both hardware and software technology resources available for Faculty use
- Describe the fundamental capabilities of Blackboard including: Uploading files, the Grade Center, Assignment features, the CMS, and the Achievement tool
- Convert .DOC files to .PDF files for uploading to Blackboard
- Describe the rules and limitations of using multimedia within Blackboard
- Describe the fundamental capabilities of Blackboard Collaborate
- Describe the fundamental capabilities of the Digication ePortfolio system
- Describe the College’s eLearning Initiative and Summer Institute
- Make use of the 20 Minute Mentor Commons tutorials
- Make use of VoiceThread to promote reflection and class discussions
- Make use of an iPad, and Dropbox
Day 2, Morning Agenda:

10:15 – 10:30  ICE-BREAKER
   1. VoiceThread exercise: URL goes here

10:30 – 10:45  Bruce Naples, Director, Academic Computing Center (ACC)
   2. Classroom Technology
      o Podiums in 100 classrooms
      o Clickers (physical and Virtual via Bb Collaborate)
      o Lecture Capture via Blackboard Collaborate
      o Ad Hoc bookings via the ACC (L117 & LB24 & LB16)
   3. Faculty Support – Academic Computing Center
      o Blackboard Email: BBSupport@qcc.cuny.edu; ePortfolio Email: ePSupport@qcc.cuny.edu
      o Technical Help, live at the ACC (L117)
      o Tech Fee Mentors – book via the ACC
      o Software for your students to use installed in the ACC Lab
      o Software for you: MS-Office, Camtasia, SoftChalk, VoiceThread, Adobe CC, SPSS,
        Respondus, Impatica
      o Online: 20-Minute Mentor Commons; Magna Commons;
      o Media Services, Videography
      o Workshops (ACC & CETL)
      o CUNY Academic Commons
   4. eLearning Institute
      o What it is?
      o Faculty Mentors & QM Rubric
      o How to join

10:45 – 12:00  Denis Bejar, Academic Applications Manager, ACC
   5. Blackboard Overview
      o Understanding Blackboard: course creation, enrollment (Faculty & Students), login
      o Interface and feature introduction
      o Multimedia: images, sound, video – YouTube & QCC Media Server – Link to video;
        Mashups
      o Uploading, linking and displaying multimedia in Blackboard
      o Assignments in Blackboard – SAFE Assign; In-line Grading
      o Grading: tests & quizzes, Grade Center
      o Achievements
      o Content Management System (CMS)
      o Collaborate - Blackboard's synchronous communication & lecture recording tool
      o New Blackboard Building Blocks – SoftChalk & VoiceThread
   6. Digication ePortfolio and Assessment Platform Overview

12:00 – 1:00  Bruce Naples
   7. Hands-on: iPad Familiarization
   8. Hands-on: Introduction to Dropbox (contact Denis Bejar if you want a Faculty account)
   9. Hand out iPads
Day 2 (Afternoon), 1/19/16
Teaching & Learning at QCC
LB-24

Objectives:
By the end of Day 2 (Afternoon Session), Participants will be able to:
• Describe overall structure of assessment practices on campus.
• Distinguish among general education, curricular, and course outcomes.
• Distinguish among formative and summative classroom assessment, departmental course assessment, and program review.
• Describe different assessment tools, including surveys, tests, and rubrics.
• Describe the components of a rubric and their function.
• Identify assessment resources for faculty

Agenda:

1:30 – 2:50pm  Overview: An Introduction to Assessment
Dr. Arthur Corradetti
Dean for Accreditation, Assessment and Institutional Effectiveness
Dr. Ian Beckford
Academic Assessment Manager,
Office of Strategic Planning, Assessment & Institutional Effectiveness

2:50 – 3pm   Post-Session Survey(s)
Day 3, 1/21/16
Service, Tenure, & Promotion at QCC
TBD

Objectives
By the end of this session, Participants will be able to:
- Describe faculty governance structures at QCC
- Make informed decisions about how to implement and document any or all of the following in order to initiate and maintain their own professional development
  - SoTL practices
  - CETL workshops in Spring 2016
- Describe Promotion and Tenure structures and processes at QCC

Agenda:

9:30 – 10am  Breakfast and Pre-Session Survey

10 – 11am  Overview of Faculty Governance
Dr. Peter Bales, Associate Professor, Social Sciences

11 – 11:15am  Break

11:15am – 12:15pm  Overview of Tenure and Promotion Processes
Dr. Sandra Palmer, Dean of Faculty

12:15 – 12:30  Post-Session Survey
Faculty Mentoring Program
Queensborough Community College

Introduction

*Success in mentoring depends on what mentors do, not who mentors are*

(Quoted) (Robert Boice)

Description

At Queensborough Community College, we recognize the importance of developing strong mentoring relationships with our new faculty colleagues. We have both a professional obligation to help these individuals make a strong start to their careers at QCC as well as a deep self-interest in helping them succeed so they can become productive members of our academic community.

Research has shown that mentoring can improve teaching and learning in the classroom, enhance scholarship and creative classroom activity, increase self-confidence and satisfaction in one’s career, and foster collegiality and collaboration. QCC’s Faculty Mentoring Program matches a new faculty member with an experienced faculty member (selected by the department chairperson) for at least one academic year. The pair meets on a regular basis to address such matters as college policies and procedures, core values and goals of the college, ideas about teaching and learning, instructional methods and resources available to faculty, services available at the college that new faculty can utilize to enhance student learning, and how to successfully manage one’s career within a large institution.

The format for the program is flexible. However, it is important that the mentor and mentee establish three to four specific goals that can be measured at the end of the academic year. Based on the interests of the mentee, goals can be such things as identifying possible grants, teaching a Web enhanced or hybrid course, engaging with the Academies and HIPs, learning more about college policies and practices, or exploring pedagogical methodologies to enhance teaching. At the end of the academic year, the mentor and mentee will complete an evaluation form that will be submitted to the Dean of Faculty. The information will be confidential and only used to assess the program and its value to our new faculty colleagues.

Goals of the Mentoring Program

The Faculty Mentoring Program helps new faculty to:

- Learn about QCC.
- Adjust to the new environment and become active members of the college quickly.
- Address questions, concerns, and special needs in a confidential manner.
- Gain insight about teaching and career development from a seasoned veteran.
- Network with other faculty and develop a personal support system within QCC.
The Faculty Mentoring Program encourages experienced faculty to:

- Share their knowledge and experience with new faculty and gain professional satisfaction.
- Assist new faculty to adjust quickly to the campus and address their unique needs, concerns, or questions, if any.
- Help shape the careers of new colleagues and enjoy opportunities for self-renewal.
- Provide a valuable service to the college by promoting collegiality through mentoring.
- Contribute to teaching, research and scholarly activities.

Roles and Responsibilities of Mentors

Mentors can take on various roles, such as coach, friend, champion, advocate, career guide, role model, instructional resource, or confidant depending on the needs of their new faculty and the nature of their mentoring relationship.

Mentors are responsible for:

- Taking the initiative for contacting their mentees and staying in touch with them.
- Devoting time to the relationship and be available when requested.
- Maintaining confidentiality of the information shared by their new faculty colleague.

Roles and Responsibilities of New Faculty

New faculty can take on various roles such as friend, protégé, new colleague, or junior faculty depending on their needs, academic experience, and the nature of their mentoring relationship.

Mentees are responsible for:

- Devoting the time to the mentoring relationship and interacting with the mentor often.
- Making use of the opportunities provided by the mentor.
- Keeping the mentor informed of academic progress, difficulties, and concerns.
- Exchanging ideas and experiences with the mentor.
- Seeking help and support when needed.

Benefits to the Mentor

It is expected that the faculty mentor will:

- Gain satisfaction in assisting in the development of another faculty peer.
- Help establish a social and professional network for the new faculty member.
- Be available to guide the new faculty member through early attempts of teaching, scholarship and service.
- Meet regularly with the new faculty member to discuss topics of concern and address questions the new faculty member may have.
• Engage in stimulating discussions on pedagogical and philosophical issues that will improve the teaching/learning process.

Benefits to the Mentee

As a result of the mentoring relationship, it is expected that new faculty member will:

• Gain a more complete understanding of the mission, goals, and objectives of Queensborough Community College.
• Feel a greater sense of belonging to the college community and gain insights into the culture of the institution.
• Receive individual support and encouragement in developing more effective teaching methods, using contemporary instructional technologies, and balancing life, work, and family responsibilities.
• Provide a more rewarding learning experience for students.
• Know how to access the resources of department, campus, and college to support classroom instruction.
• Receive support and guidance in understanding the curriculum of the college, particularly as it relates to the Academies and High Impact Practices.
• Become aware of the many opportunities for collaboration with colleagues and students on research projects.

Suggested Mentoring Activities

Mentors and new faculty are encouraged to meet face-to-face frequently during the first academic year and keep in touch frequently through phone or email. Suggested mentoring activities are:

• Discuss short term and long term career goals and professional interests.
• Share information on academic and student support services on campus.
• Discuss effective instructional techniques, course development and curricular issues.
• Explore research and sponsored funding opportunities, and writing publications.
• Discuss academic policies and guidelines and college governance structure.
• Attend campus events such as theater productions, cultural programs, and sports.
• Share information on instructional resources and Web sites useful to new faculty.
• Discuss student issues such as handling academic dishonesty.
• Discuss preparing for promotion and tenure and career advancement.
• Explore professional development opportunities available to new faculty.
• Share experiences on managing time, handling stress, and balancing workload effectively.
• Address special needs, concerns, or questions and help troubleshoot difficult situations.