

"Learning about Learning"

Newsletter of the Center for Teaching Excellence, Bronx Community College, CUNY

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FACULTY DIRECTOR'S CORNER



Dr. Harriet Shenkman
Faculty Director
Center for Teaching Excellence

The first academic year since the inception of the Center for Teaching Excellence has come and gone, and all indications are we must be doing something right. The spotlight remains on the ongoing process of teaching and learning, two sides of the same coin.

included the eight of us enjoying a breakfast hosted by President Williams.

On to the National Institute for Staff and Organizational Development (NISOD) Convention in May where Shafeek Fazal, Nadine Posner, Jerry Simotas and I gave a state-of-the-art (thanks to Shafeek) PowerPoint presentation called "Raising the Rafters for A Center for Teaching Excellence." We had the opportunity to see what others around the country were up to and I was particularly impressed with "the goose theory of

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Center for Teaching Excellence Advisory Board Members

In April, Helen Papas-Kavalis, Alnisa Shabazz, Maria Treglia and I presented "Engaging the Elephant: A Center for Teaching Excellence that Promotes Deep Learning at Bronx Community College" at the American Association of Community Colleges Annual Convention in Dallas. At the same conference, Jason Finkelstein, V.P. Marcia Keizs, Georgene Osborne and Dean Nancy Ritze made a presentation that described how engagement in college-wide assessment improves the odds for student success. It was an opportunity to show what we are doing and to bond as members of a vibrant learning community. This

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FACULTY DIRECTOR'S CORNER

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leadership” which I am happy to share with anyone willing to listen. We thank the Office of Academic Affairs for sponsoring these professional excursions.

In June, the first ever Action Research Summer Institute, sponsored by the Title V Cooperative Grant (Mitch Wenzel, Title V Director), was held, and judging from the response of participants it was a great success. Led by Howard Wach and myself, it brought fifteen BCC and Lehman faculty together to ponder questions about teaching and to create research plans that will lead to innovations in teaching and resulting enhancement of student learning. The participants were Andrea Boyar, Faith Deveaux, Thomas Ihde, Robin Kunstler, Janis Massa, Mia Mercurio, John Mineka, Yiannis Petridis, Marietta Saravia-Shore and Helene Silverman from the Lehman Faculty, and Betty Coalmon, Janet Heller, Lynn Ticke, Maria Treglia, and Joan Wilson from the BCC faculty. (See Joan's article for more specific details.)

Many people from within the college and outside the college volunteered their expertise for the Summer Institute. These good Samaritans include Shafeek Fazal, Alex Kheyfits, Martin Pulver, and Jerry Simotas from BCC, Dean Susan Polirstok and Joy Smith from Lehman, Dolores Perin from Columbia Teachers College, and David Jaffee from City College and the CUNY Graduate Center. Marcia Keizs was generous enough to pinch hit as resident photographer, producing a prize-winning photo of the cake presented to the Summer Institute leaders.

Action Research involves rigorous systematic inquiry and we look forward to reports of the research results. Faculty from BCC and Lehman will reunite during CTE Week in November to share their progress to date.

In the fall, we will be welcoming a total of twelve faculty members from Lehman to our Web-Enhanced Instruction Workshop and Reading, Learning and Thinking seminars combined.

A Three-Day Blackboard Workshop was

conducted by Jerry Simotas at the end of June. Having been a participant myself, I can report that it was a great overview for the novice technophile. Read the report by Grace Cukras and be sure to sign up for the technology workshops offered this semester.

In these pages, we have an article by Georgene Osborne. She writes about what she has learned and can apply to her own teaching from her explorations of classroom assessment. Her description brings theory and practice together for us in her usual thorough manner. We are also fortunate to have an article by Phyllis Read, a veteran faculty development leader. There are not too many faculty members on campus who have not benefited from her ISR workshop.

The exciting event on the horizon is CTE Week scheduled for Nov. 17-21. Planned by the CTE Advisory Board, the week will showcase more than fifteen teaching and learning initiatives. All sectors of the college community, faculty, students, administrators and collaborative partners, will celebrate excellence in teaching and learning. J Juechter was instrumental in obtaining an Enrichment Grant from the BCC Foundation which will help fund the activities. Showcased will be the scholarly and creative work of the faculty (orchestrated by Kathleen Williams), Writing Across the Curriculum, ISR, Technology Day, Education Day, and many others.

Edgardo Vega Yunque, author of the forthcoming novel, *No Matter How Much You Promise to Cook or Pay the Rent You Blew it Cauze Bill Bailey Ain't Never Coming Home Again*, will be our guest speaker. Like the title, his novel is a handful, but it is rich in what it teaches us about life. His work, in his own words, “is an attempt to examine the issues of race, ethnicity and culture in the United States as it develops into a Creole society in which culture and relationships between people are more important than the color of our skin.” We expect this topic to be of interest to both faculty and students, and, he will also speak about his experience growing up and being a student in the Bronx.

Could there be more? Yes. Dean Posner

has developed a stimulating New Faculty Orientation Series for the coming year. There is the proposed General Education Summer Institute put together by Debra Gonsler, Kathleen Williams and others, and the Research Initiative for Scientific Enhancement (RISE) grant proposal submitted by John Davis, myself, and others, which focuses upon faculty development in the sciences.

Needless to say, the BCC community is hard at work learning about learning and proposing to learn even more. ■

BLACKBOARD: An Exciting Three-Day Workshop

Dr. Grace Cukras

If you are looking for a way to recast our course into a web rich environment, I strongly advise you to attend the Blackboard workshop given by Jerry Simotas. At the beginning of the workshop Jerry Simotas, through a PowerPoint presentation, illustrated the advantages and features of this new technological tool; a convincing demonstration of how Blackboard, a course management system, unites teaching with learning.



Blackboard uses the Web to enhance teaching and learning by having a course on-line and being able to post announcements, syllabus, assignments, rosters, and to create discussion boards and chat rooms. In the first session, Prof. Simotas illustrated all the different features of Blackboard. Due to Jerry Simotas' clear illustrations and clarifications, by the end of the first session we had a Blackboard account and were able to establish our own course on Blackboard with its course syllabus and course calendar and through asynchronous communication posted class announcement, and

notifications of events. We practiced posting class assignments and notices in the Digital Drop Box and were also able to discuss with workshop members our progress through synchronous communication, that is, a chat room. We learned a tremendous amount of information and were instructed so well that we were able to put that information immediately into practice.

In the next session, we learned how to create an interactive syllabus and how to use concept mapping that allows one to organize contents for computer-mediated learning. Prof. Simotas illustrated this tool and informed us of the web location (<http://cmap.coginst.uwf.edu/>) so we would download and then be able to create and inset our own designed concept map into our Blackboard course. It was a useful tool to learn.

In our last session, using our own materials in Microsoft Word, PowerPoint and Excel we were taught how to convert to Web pages so we would then link them into Blackboard and so making our course a web-enhanced course.

At the end of the last session, Prof. Shafeek Fazal presented the many on-line library resources illustrating the various electronic databases and the full-text databases that are available.

All questions were patiently answered and the members of the workshop were also able to obtain individual assistance.

This workshop enables the teacher to challenge their students with state-of-the-art learning technology. We not only learned a tremendous amount of information but were given many opportunities to apply this new technology to our own courses. It truly was a very beneficial workshop. ■

IMPORTANT DATES

Center for Teaching Excellence

Advisory Board Meetings

September 18, 2003, 4:00—5:30 pm

October 9, 2003, 2:30– 4:00 pm

October 23, 2003, 4:00-5:30 pm

November 6, 2003, 2:30-4:00 pm

All meetings will be held in the President's Conference Room, Language Hall

ACTION RESEARCH SUMMER INSTITUTE

Dr. Joan Wilson

With the inspirational greetings of Vice-President Keizs of Bronx Community College and Dean S. Polirstok of Lehman College, The Center for Teaching Excellence (BCC) launched its Action Research Summer Project. This very fruitful and rigorous five-day institute ran from June 9 through 13, 2003 making use of conference, classroom and computer laboratory spaces on the BCC campus. The collaborative academic instructional research venture between



Lehman College and Bronx Community College included faculty drawn from diverse disciplines. Each faculty participant in the project was developing a research question, design and implementation plan which was to be executed during the Fall semester.

Conceptual development of the CTE's Action Research Project was also a collaborative production of Center faculty director, Dr. Harriet Shenkman, and Dr. Howard Wach, of the Department of History. The overwhelming success of the Institute was the result of their unrelenting efforts in designing a thoroughly integrated series of compact but comprehensive mini-courses. In its structure the curriculum of The Institute provided an introduction to the tools, skills, strategies and resources which each participant might need in executing individual teaching and learning action-research projects. Furthermore, it gave ample opportunity for peer interaction, discussion and support modeling currently recognized pedagogical strategies.

A presentation by Dr. Harriet Shenkman included a stimulating review of the parameters, content and critical value of valid action research in improving and strengthening post-secondary instructional and learning outcomes. An overview of current streams of propositions on "The Scholarship of Teaching," guided by Dr. Lynne Ticke, also provided the academic rationale, research sites, motivation and foundation for each participating faculty's action research project. Rich content and effective outcomes best describe the instruction and sharing evolved within this institute. Dr. David Jaffee, City College and Graduate Center provided highlights

from "The Visible Knowledge Project." Dr. Perrin, Columbia University, Teachers College summarized critical techniques in data collection, analysis and interpretation. Addressing the key techniques and use of descriptive statistics, was Dr. Kheyfits of the Department of Mathematics and Computer Science, and on specific uses of technology were Mr. S. Fazal, CTE and Mr. Jerry Simotas. Dr. Howard Wach created a Blackboard site for the project and guided the group in the essentials for use of websites on action research and Blackboard.

The group of fifteen faculty from diverse disciplines worked in small and full group sessions to establish individual research questions, designs and strategies. Immediate application of Blackboard will facilitate on-going intra-group exchanges of ideas, questions and solutions throughout the life of the project. Projects will be implemented during the Fall and a full-group seminar will convene to share the experiences and outcomes of the studies. ■

From Title V Project Director's Desk



Prof. Mitchell M Wenzel
Project Director
Title V

The U.S. Department of Education has invested over 3.7 million dollars in Bronx Community College through two Title V grants, both designated for "Hispanic Serving Institutions". The first Title V grant award, in the amount of \$2.2 million over five years (1999-2004) has focused on changes that increase student academic performance, persistence, and graduation; modify curricula; improve teaching methodologies; and produce more successful outcomes. This first five-year project, is addressing these changes from two major directions, improving freshman year outcomes and improving student successes through faculty development.

The effort to improve the freshman year includes the establishment of a Writing Center, Math Tutorial Lab, and a Computer Lab for use by students enrolled in the redesigned Freshman Orientation course. We have redesigned the total writing curricula and have instituted student learning communities (a group of students in a block program: of credit and non-credit courses).

Dr. Harriet Shenkman (Education and Reading) is directing the faculty development activities toward improving student success. A new Center for Teaching Excellence with Mr. Jerry Simotas as Director, Educational Technology: Support and Training and Professor Shafeek Fazal : Instructional Technology Developer has become a hub where both full-time and adjunct faculty are invited to explore new instructional methodologies and share ideas as well as participate in an ongoing series of workshops and assessment activities.

The second grant is a Title V Cooperative Grant with Lehman College for the next five years (2002-2007), for \$3 million, with Bronx Community College's share being \$1.5 million. The collaborative development project is designed to

build upon advances both colleges have achieved through their individual Title V grants. Bronx Community College will increase the rate of transfer of its students to Lehman College, and enhance faculty use of instructional technology. Our college will achieve these goals, as follows: 1) establish a Transfer Center, 2) adapt Lehman's Student Retention and Development System, 3) promote and develop new and existing articulation agreements, 4) continue faculty development in the Title V supported Center for Teaching Excellence and expand to include an action research program designed to develop and disseminate new and innovative methods for improving student learning outcomes.

The findings obtained in the two Title V projects will lay the groundwork for the next Title V grant. ■

Upcoming Workshops

Getting Started with Blackboard

Leader: Jerry Simotas

Integrated Skills Reinforcement

Leader: Phyllis Read

Online Information Researching

Leader: Shafeek Fazal

Title V Reading, Learning & Thinking

Leader: Harriet Shenkman

Title V Web-Enhanced Teaching

Leaders: Howard Wach & Shafeek Fazal

Webpage Design with Dreamweaver

Leader: Shafeek Fazal

Writing Across the Curriculum

Leader: Lynne Ticke

Additional information on these and other upcoming workshops and seminars can be obtained from the:

CTE Calendar of Events

www.bcc.cuny.edu/CenterForTeaching/Calendar.cfm

IN MEMORIAM

We know the entire college community would like to join the CTE staff and the CTE Advisory Board in expressing our heartfelt condolences to Professor Mitchell Wenzel, Title V Director, for the loss of his son, Gregg David Wenzel. David served his country well and will be missed greatly by his loving family and many friends.

GENERAL EDUCATION PROJECT Update

Dr. Debra Gonsler

Bronx Community College is continuing its participation in the CUNY General Education Project for the academic year 2003-2004. Two open forums are scheduled for September 22, 2003 and October 2, 2003 for focused discussion on the new General Education statement. Additionally, faculty will have an opportunity to respond to a questionnaire at their September 18th departmental meeting. Students are also being included in ongoing focus groups. ■

NO MATTER HOW MUCH YOU PROMISED TO COOK OR PAY THE RENT YOU BLEW IT CAUZE BILL BAILEY AIN'T NEVER COMING HOME AGAIN

You guessed it! The headline above is the title of a forthcoming novel by Edgardo Vega Yunqué. He will be our



guest speaker during Center for Teaching Excellence Week in November. Sponsored by Title V and The Literary Arts Center, he will speak from experience about

what it is like to be a student growing up in the Bronx, as well as about the challenges of being a teacher and a writer. His new novel is the epic story of jazz, race and the effects of war on an American family. It is a sweeping drama of intimately connected families—black, white, and Latino—, and boldly conjures up the ever-shifting cultural mosaic of American life.

His novel will be available in the bookstore in October, and we hope it will stimulate discussion between all sectors of the college community. ■

INTEGRATED SKILLS REINFORCEMENT



Prof. Phyllis Read

In its 20-year history at BCC, the Integrated Skills Reinforcement (ISR) program has trained over 175 faculty members to integrate the communication skills of reading, writing, listening, and speaking into the regular courses in their disciplines. More than half of those trainees are still on the faculty, working to see that their students not only acquire the knowledge and expertise required in their majors, but at the same time make discernible strides in improving these crucial communication skills. However, ISR training at BCC involves more than communication skills; it also involves training in other necessary educational skills such as critical thinking, problem solving and research/field reporting as those activities apply to all disciplines.

A special feature of the program each semester is an ISR Round Table. At this gathering of current and past trainees, faculty members make presentations on strategies and/or assignments they have integrated into their course offerings that require students to hone communication skills. In responses to annual questionnaires circulated among past participants, 80% of the current ISR alumni noted that they still use a Student Guide similar to the one they compiled as part of their ISR training. They report significant enhancement of student learning as the result of implementing ISR principles. Perhaps one key to their success is that ISR training and strategies encourage students to be active rather than passive learners.

We get strong feedback from students in ISR-based classes, and there is evidence that retention has improved as well.

Currently funded through the Office of Academic Affairs, the ISR Program receives strong support from academic department heads—most of whom are former trainees themselves. ■

“Great Class... But Did I Really Get Through?”



Ms. Georgene Osborne

“The Five-Dollar Job” is a short story excerpted from the text *What a Writer Needs* by Ralph Fletcher about a young boy who decides to strive for the impossible. He accepts the challenge to mow his neighbor’s lawn to such a degree as to earn the never-before-paid financial reward of five dollars. The neighbor clearly outlines what each level of lawn-mowing would earn her young worker. An average job earns two dollars and fifty cents. A good job certainly brings a respectable three dollars, while a very good job yields the worker fifty cents above that. For weeks, the boy hovers around the two to three dollars and fifty cents’ level. He begins each job with the intention of fulfilling the requirements of the five dollar job, but each day ends without ever coming close to achieving it. He has by this time memorized the contours of his neighbor’s yard. In his mind’s eye before he starts, he plans how to attack the yard with the resources he will need in order to achieve the desired effect of that perfect lawn.

This anecdote captures some of the questions I have been pondering of late that concern identifying what it takes to inspire more students to reach for their self-defined “five dollar jobs”? What happens after a “good class” in which students seem to be particularly engaged in the text or the talk? Will some continue the inquiry? How many know how to satisfy intellectual curiosity? Exposure to current student-centered assessment literature through national conferences, college committees, faculty development workshops and coursework have helped me to identify at least two areas that make sense of what motivates students to aspire to making knowledge meaningful to their lives: student conceptions of knowledge and student approaches to studying.

Five Conceptions of Knowledge
Peter Johnston discusses the work of

colleague Mary Balenky in his book *Knowing Literacy: Constructive Literacy Assessment* to examine the ways in which people make sense of the world and of themselves: silence, received knowing, subjective knowing, procedural knowing, and constructed knowing. These conceptions of knowledge influence the extent to which students attempt to make meaningful connections to the information they encounter.

Silent knowers experience themselves as knowing nothing and having nothing of consequence to say, their experiences being irrelevant. They expect authorities to show them what to do, and they do not expect to understand why they must do it. They have no confidence in their ability to make meaning. As one of my students described herself, “I would consider myself to be a silent knower. I need to be told what to do and how to do things. It is a way for me to comprehend things much easier and reassure myself that once I’ve been given the correct directions, I can follow through with them.”

Received knowers see themselves as able to glean information from individuals in positions of power and perhaps even to pass knowledge on to others, but their deference to external authority is such that they rely on experts to give them

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CTE Receives Enrichment Grant

A grant written by Dr. J. Juechter on behalf of the Center for Teaching Excellence was awarded by the Bronx Community College Foundation last semester. The BCC Enrichment



Grant will support the CTE Week during the week of November 17th. Over fifteen faculty development activities will be represented in this college-wide celebration of teaching and learning. This will be an opportunity for faculty to display their accomplishments in both teaching and scholarship. ■

information. Students in this category would agree with the statement that there is only one right answer and professors should supply plenty of them for students to memorize.

Subjective knowers will construct a framework of information based on their feelings and experiences. If the facts they are learning do not align themselves with what these students know and understand, they will process the information merely at a surface level.

Procedural knowers rely on systems or strategies to make sense of information and to create a framework for managing detailed information. Their approach to understanding new information is to identify the steps or procedures that will take them from what they already know to what they seek to know.

Constructive knowers combine the subjective and procedural ways of making sense of information as they value themselves and other sources of knowledge to create a frame of reference for putting information in the proper context. They tend to thrive on collaborative projects because they need to hear other people's points of view to sharpen their understanding.

Approaches to Studying

Through interviews with students, Dr. Noel Entwistle, Bell Professor at the University of Edinburgh, Scotland, studied how students defined learning and asked adult learners to reflect upon their approaches to completing academic tasks. Entwistle and his colleagues designed instruments to measure these concepts and compiled them into the *Approaches to Studying Inventory* with the goal of establishing how students study and the level of understanding they reach. The responses to the question asking students to define learning were compiled into two categories. Either students tended to memorize and reproduce knowledge in ways acceptable to the professor or they established personal meaning by transforming the incoming information and ideas in relation to their existing knowledge and experience. The student conception of learning determined one of three approaches to studying: (1) the *deep approach* in which the student looks for patterns and

underlying principles and is aware of the understanding that develops while he or she is learning; (2) the *surface approach* in which a student intends to cope with course requirements with minimal effort by passively reproducing information, seeing little or no meaning in either courses or tasks; and (3) the *strategic approach* in which the student is alert to evaluation requirements and gears work to the perceived preferences of the professor in order to achieve the highest possible grades.

Students who approach academic tasks in superficial, externally-motivated ways will probably have the tendencies of the silent and received knower, experiencing insecurity at the thought of tackling an assignment. They may hope that their professor will provide encouragement and guidance so that they may simply follow instructions to obtain a favorable result. Unlike the main character in "The Five Dollar Job", surface learners will be satisfied with the two and three dollar jobs because their goal is to complete the task and move on to the other things that need to be done.

Towards the end of the story, the boy figures out for himself how he needs to work in order to manage the project: he discovers the catnap. He wakes up after a ten minute nap sufficiently refreshed and energetic to go back to work, having started his project at dawn. He uses a rolling pin to smooth down all the worm holes. He mows the lawn twice, criss-crossing the space as professionals do. With additional naps and greater attention to the details, the lawn "fairly sparkles". As a procedural knower, this young student has developed strategies to cope with the project at hand. Motivated by the deep learner's desire to realize a personal goal, he discovers the satisfaction that emerges as a result of the achievement. More importantly, he has analyzed his own work and developed a plan that conformed to a pre-determined level of excellence that he had been striving for but thought out of his reach.

How Can Students Use Assessment to Take Responsibility For and Improve Their Own Learning?

Stephen Chappuis and Richard J. Stiggins pose the question of how students can utilize assessment in their article

entitled "Classroom Assessment for Learning". The premise is that students manage their own learning using the results of formative assessment in five central ways: (1) to set goals for themselves, (2) to make learning decisions related to their own improvement, (3) to develop an understanding of what quality work looks like, (4) to self-assess, and (5) to communicate their status and progress toward established learning goals. Chappuis and Stiggins emphasize the use of student work to involve learners in their own assessment. Operationally, professors supply anonymous samples of strong student work for their students to identify the qualities of excellence, thereby allowing them to "learn the language of quality and the concepts behind strong performance". Scoring guides start with the identification of one criterion to evaluate actual work samples. Progressively, professors enumerate additional criteria for evaluation. Students focus on evaluating their own work and develop learning goals to improve their areas of need. A related strategy for involving students in the assessment process is to structure opportunities for revision of anonymous work samples. Revising anonymous work samples elicits the habit of planning ways to help an unidentified author, and by extension themselves, to make a piece better. The plan may be as informal as a letter giving editorial advice to the unknown author or a more formal outline detailing thoughtful suggestions.

"Reflective self-assessment is essential in taking ownership of learning and in becoming a lifelong learner. [We need to] ... consider ways to organize the concept of self-assessment and begin to design learning activities that require self-assessments from students." This speaker from Alverno College, located in Wisconsin, gave a presentation at the Summer 2002 AAHE Conference held in Boston, Massachusetts. The presentation was entitled "Using Student Self-Assessment of Performance to Improve Learning". The quote aptly illustrates the point that assessment to promote teaching and learning excellence is a 'five dollar job' worthy of our efforts to reach the silent, received and, subjective knowers who, too often, approach learning from a survivalist mode instead of an achievement orientation. ■

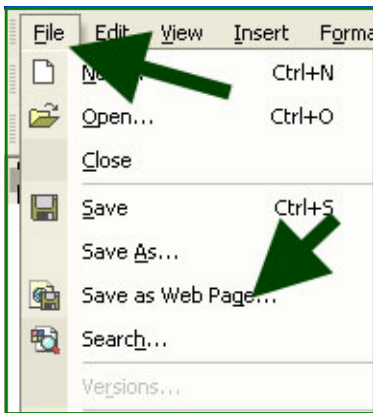
TECHNOLOGY TIP: How to Convert Your Microsoft Word Document to a Webpage



Prof. Shafeek Fazal
Center for Teaching Excellence

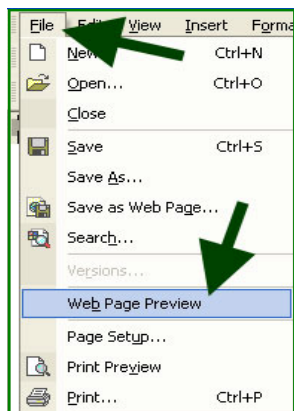
Have you ever wanted to post your course documents on the Web? Using MS Word you can easily convert your documents to HTML format (Web page). Here is the step-by-step process:

1. Open your document in MS Word
2. Click on **'File'** and then click on **'Save as Web Page'**



Note: If the 'Save as Web Page' option does not appear under the 'File' menu, then check to make sure that this menu is fully opened. Also, older versions of MS Word have the option 'Save as HTML' instead.

3. Choose the drive where you want the file saved; name your file and then click on **'SAVE'**
4. To preview the converted Web page, click on **'File'** and then click on **'Web Page Preview'**

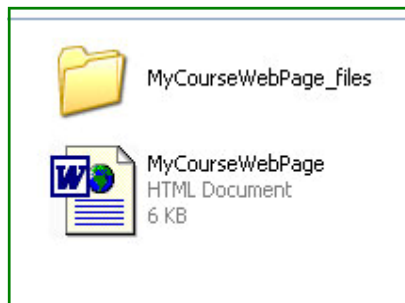


This will open your Web page in a browser. Inspect the Web page to make sure it appears correctly. Some conversion problems include:

- **TABS**—tabs in MS Word do not convert to HTML. Remove all tabs in the Word document before converting to HTML
- **PARAGRAPH RETURNS**—pressing the ENTER key in MS WORD creates a paragraph return which converts to **two line spaces** in HTML. To eliminate this, replace all paragraph returns with a line break (press **SHIFT + ENTER** keys together)

What about images in your MS Word document?

Images in your Word document will also be converted with the HTML page. However, these images will be saved in a separate folder (with a name extension of **'_files'**) along with your HTML file: Always be sure to keep the HTML file



and its folder in the same directory and do not rename any of them.

Announcing HyperRESEARCH[™] 2.5

As



a result of our experience in the Action Research Institute, we have acquired the license for a powerful and state-of-the-art computer program called HyperResearch. We invite interested faculty to consult with us about forming a study group to explore the program's possibilities in analyzing and coding data for faculty research.

BCC Web Site Won EDUCAUSE's "Site of the Week" Recognition



Mr. Jerry Simotas
Center for Teaching
Excellence

Congratulations to BCC's web development team!! For the week beginning Monday, July 7, 2003, BCC Web site (<http://www.bcc.cuny.edu>) was selected by EDUCAUSE as the best site for their 'Site of the Week' feature. From week to week, EDUCAUSE (<http://www.educause.edu>) showcases sites that are well-designed, visually appealing, and easy to use. These sites are selected from public and private academic institutions as varied as K12 schools, large research campuses, community colleges, culturally or faith-based campuses, technical colleges, and medical schools. ■



**MARK YOUR
CALENDAR!**

CTE WEEK November 17-21, 2003

Celebrating Teaching and Learning through open forums, roundtables, presentations, poster/video sessions, etc.

Events include:

- Action Research Projects
- Assessment Fellows
- Collaborative Programs
- Education Day
- Instruction and Professional Development
- Instructional Technology
- Integrated Skills Reinforcement
- Reading, Learning and Thinking Seminar
- Teaching, Learning and Technology Roundtable
- Tutoring Programs
- University Heights High School
- Web-enhanced Instruction
- Writing Across the Curriculum
- Writing Center

New Information Research Databases at the Library and Learning Resources Center

Books in Print

Access to more than 3.5 million title records of books, audios, and videos plus 165,000 records on publishers, distributors, wholesalers and book agents, information on award winners and bestsellers, and over 500,000 full-text reviews.

Britannica Online

Contains three databases: Encyclopedia Britannica, Britannica Student Encyclopedia, and Britannica Elementary Encyclopedia, plus 150 full-text periodicals. Also includes Merriam-Webster's Collegiate Dictionary and Collegiate Thesaurus.

CountryWatch

Database providing country specific geopolitical intelligence on each of the 192 countries of the world.

ERIC E-Subscribe

Full text to ERIC (ED) documents in PDF format. Access to more than 446,000 citations related to education documents, including teaching guides, research reports, instructional materials, test and evaluation instruments, and more.

Facts.com

Facts On File World News Digest core reference databases of events, issues, statistics and people of the last 60+ years. The six databases from which content has been selected are *Issues and Controversies On File*, *Today's Science On File*, *Editorials On File*, *Reuters On-Line News Service*, *The World Almanac and Book of Facts* and *The World Almanac Encyclopedia*.

JSTOR

A multi-disciplinary collection of more than 122 scholarly titles that complement the Arts and Sciences.

Kluwer

Access to the complete contents of all CUNY subscribed Kluwer journals in subjects including science, technology, humanities and law.

MathSciNet

[Mathematical Reviews Database](#), [Mathematical Reviews](#), and [Current Mathematical Publications](#) are all produced by the American Mathematical Society. Bibliographic information and reviews created and maintained by the American Mathematical Society. Journals, conference proceedings, and books of mathematics research are covered.

Wiley InterScience

Access to all CUNY subscribed Wiley scientific, technical, medical, and professional journals, plus major reference works, the acclaimed Current Protocols laboratory manuals, and even the full text of select Wiley print books online.

XReferPlus

Xreferplus is a giant online reference library that provides you with access to a selection of reference books from a total of 130. Xreferplus includes encyclopedias, dictionaries, thesauri and books of quotations, not to mention a range of subject-specific titles covering everything from art to accountancy and literature to law.

ANNOUNCEMENTS

Faculty Development Opportunities!

Faculty Resource Network Opportunity

Bronx Community College has become a member of the Faculty Resource Network at New York University. It offers faculty members from participating institutions opportunity to become Scholars-in-Residence during the summer. Visiting Scholars can explore new dimensions in their disciplines; engage in intellectual exchange and investigate resources not available to them at their home institutions. Dr. Marcia V. Keizs, Vice President for Academic Affairs, is the Liaison Officer for BCC.

The Teaching Professor Conference

3-day conference celebrating teaching and promoting learning.

May 21-23, 2004

Hilton Philadelphia/ Cherry Hill Hotel
Philadelphia, PA

www.teachingprofessor.com

Upcoming Seminars

New Faculty Seminars

Sponsored by the Office of Academic Affairs & the Committee on Instruction and Professional Development

New Faculty Seminar #1 President's Conference Room, Language Hall Friday, September 19, 2003 9:00 a.m.—2:30 p.m.

- Health Care and Other Benefits
- Personnel and Budget (P&B) Issues
- Academic Programs
- Student Profile, Retention and Assessment
- Faculty Mentoring / Honors Program

New Faculty Seminar #2 Faculty/Staff Lounge, Language Hall Friday, October 17, 2003 9:00 a.m. – 2:00 p.m.

- Interactive Learning
- Writing Across the Curriculum
- Academic Advising Overview /Coordinated Freshmen Program
- Student Disabilities
- Grant Opportunities

New Faculty Seminar #3 Faculty/Staff Lounge, Language Hall Friday, November 14, 2003 9:00 a.m.—2:00 p.m.

- Academic Honesty and Integrity
- Center for Teaching Excellence
- Integrated Skills Reinforcement
- Affirmative Action / Sexual Harassment
- Study Abroad / Faculty Exchange

For additional information contact:
Dean Nadine Posner

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