

EMPOWERING FACULTY AND STRENGTHENING THE BCC COMMUNITY THROUGH THE NEW FACULTY SEMINAR

LaGuardia Community College

January 11, 2016

Shylaja Akkaraju (Associate Professor of Biological Sciences, BCC)

Laura Broughton (Associate Professor of Biological Sciences, BCC)

Jordi Getman-Eraso (Associate Professor of History, BCC)

Abass Abdullahi (Professor of Biological Sciences, BCC)

- ▶ **Semester milestones:** important deadlines and activities
- ▶ **Career Planning:** expectations, responsibilities, and planning
- ▶ **Pedagogy:** successful BCC strategies and the teaching eportfolio
- ▶ **Assessment:** Classroom Assessment Projects (CAP)
- ▶ **Building community:** forming and strengthening relationships with colleagues

NEW FACULTY SEMINAR STRUCTURE

Faculty Mentors

- Shyla Akkaraju (2014-15)
- Abass Abdullahi (2015-16)
- Laura Broughton
- Jordi Getman-Eraso

Technology Mentors

- Mark Lennerton
- Albert Robinson
- Delwar Sayeed

New Faculty

- BCC full-time faculty members starting in Fall of the stated year

2014-25:
25 participants

2015-16:
16 participants

NEW FACULTY SEMINAR PARTICIPANTS

Fall

- Four 3-hour workshops
(one each month)

January

- 3-day workshop

Spring

- Four 3-hour workshops
- 3 hours reassigned time

NEW FACULTY SEMINAR TIMELINE

Fall

- Attendance
- Short assignments, including reflections as blog posts and readings

January

- Attendance
- Reappointment Papers

Spring

- Attendance
- Career Plan
- Teaching ePortfolio
- **Classroom Assessment Project**

NEW FACULTY SEMINAR BENCHMARKS

Semester Milestones:

- ▶ Commencement of Attendance
- ▶ Filing Grades: Academic Progress Reports, Midterm grades, Final exam procedures, Final exam grades
- ▶ Reappointment dates
- ▶ Advisement dates and resources
- ▶ Course withdrawal period
- ▶ New faculty are provided: dates (and how to use the Calendars), resources, guidance, reminders throughout the semester

Career Planning:

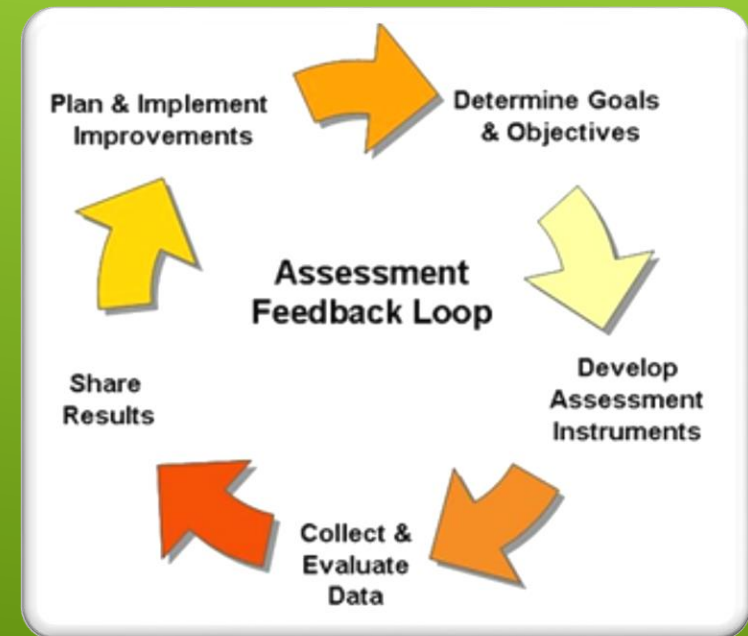
- ▶ Developing and Documenting Teaching Skills
- ▶ Navigating Reappointment, Promotion, and Tenure
- ▶ Conducting Scholarship
- ▶ BCC Campus Organization
- ▶ Governance & Service Opportunities
- ▶ Faculty Roles and Skills
- ▶ Faculty Development Opportunities
- ▶ Instructional Technology

CAREER: SEMESTER MILESTONES, CAREER PLANNING, NAVIGATING BCC

- ▶ Demographics of the student body
- ▶ Obstacles to Student Success at BCC
- ▶ Failure as a catalyst for learning
- ▶ Providing structure; scaffolding
- ▶ Experiential learning
- ▶ Communicating using images
- ▶ Threshold concepts
- ▶ Active Learning
- ▶ Inquiry-based learning
- ▶ Metacognition
- ▶ Flipping the classroom
- ▶ (Online) Participative Culture as Pedagogy
- ▶ Empathy
- ▶ Authorship
- ▶ Disciplinary Specialization and Teaching
- ▶ Ownership
- ▶ Pride
- ▶ Community
- ▶ Communication

PEDAGOGY: FACULTY AS STUDENTS

- ▶ Classroom Assessment Projects (CAPs) are essential and significant products created by participants in BCC's New Faculty Seminar (NFS)
- ▶ Faculty work individually or in pairs to create and implement small, 1-semester projects that assess an aspect of one of their courses
- ▶ CAPs are tied to the student learning outcomes of the course
- ▶ CAPs are rooted in a firm theoretical pedagogical foundation
- ▶ CAPs are documented through
 - ▶ Poster presentations at the spring BCC Faculty Day
 - ▶ Reports posted in the faculty's individual Teaching eportfolios



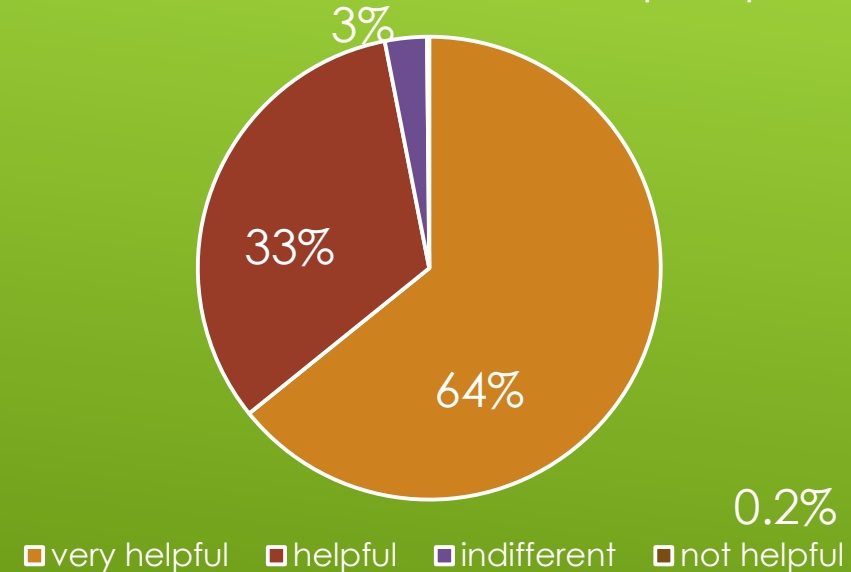
THE CLASSROOM ASSESSMENT PROJECTS (CAPS)

- ▶ 25 new faculty began in the Fall
- ▶ 23 new faculty still participating in spring 2015
- ▶ 21 faculty participated in the pre-survey
- ▶ On average, 20 faculty members attended each of the workshops
- ▶ 21 new faculty members participated in BCC's Faculty Day Poster Session on April 24, 2015

▶ Feedback forms:

- ▶ On average, 19 faculty members completed feedback forms for each of the workshops

Feedback about Workshop Topics



NEW FACULTY SEMINAR IMPACTS

ASSESSMENT REPORT/NON ACADEMIC PROGRAMS

Department: CTLT

Director: Mark Lennerton

Program: New Faculty Seminar

Coordinators: Shylaja Akkaraju, Laura Broughton, Jordi Getman-Eraso Year: 2015-2016

Desired Outcome	Assessment Vehicle	Assessment Tool	Benchmark	Sample Size	Results	Action Plan
Reflect on their teaching, career, and assessment practices at the end the year.	Reflections	Rubric	75%	23	78%	This was assigned last minute and not given sufficient weight or guidance. That said, it provided some of the most thoughtful written reflection of the whole seminar. Definitely deserves further development and refinement.
Develop a career plan and fill out a career planning matrix	Career Plan	Rubric	75%	23	87%	The career plan could be handed in earlier - to allow for earlier feedback and possibly a revision process.
Complete paperwork for the first year reappointment	Data	-n/a-	100%	25	Assumed 100%	Information about what was required was provided to participants, but participants were not required to hand in their reappointment papers. <i>This is a job requirement, not just a program requirement.</i>
Develop a teaching portfolio using the e-portfolio platform	e-Portfolio	Rubric	75%	23	82%	Although completion numbers rose in the weeks following the end of the semester, the introduction to eportfolio platform and pedagogy earlier on (fall semester) and a scaffolded approach to portfolio development would better prepare faculty to use this technology/pedagogy.
Develop a classroom assessment project that specifies the following elements: student learning outcomes, benchmark(s), assessment vehicle(s), assessment tool(s), results, and conclusions (closing the loop).	CAP plan	Rubric	75%	23	87%	We need to develop a formative assessment for this stage and provide detailed feedback in writing.
Execute a CAP, analyze results, and close the loop.	CAP report	Rubric	75%	23	83%	74% of the participants exceeded expectations. If a mini-assessment was done at the planning stage with feedback, these numbers may increase.
Demonstrate the ability to use blackboard and e-portfolio	e-Portfolio Blackboard	Data	100%	23	100%	No change
Follow the semester milestones throughout the year to fulfill responsibilities as a faculty member		Data	75%	23		We need to develop an action plan to assess this goal.
Complete pre-seminar survey (September 2014)	Survey	Survey	75%	25	84%	Review survey and revise to better match seminar goals. Revise seminar to address survey results.
Complete post-seminar survey (June 2015)	Survey	Survey	75%	23	65%	We need to provide the post-seminar survey earlier and encourage more participation.
Completed 2 out of 3 of the following: Career Plan, Teaching Portfolio, CAP			75%	23	78%	We need to create a definition of completion for each benchmark that firmly distinguishes between "completion" and partial completion and tie those to program completion

Met Benchmarks:

- Final reflection
- Career plan
- Reappointment paperwork
- Teach eportfolio
- Classroom Assessment Project
- Use Blackboard & eportfolio platform
- Pre-seminar survey

Did not meet benchmark:

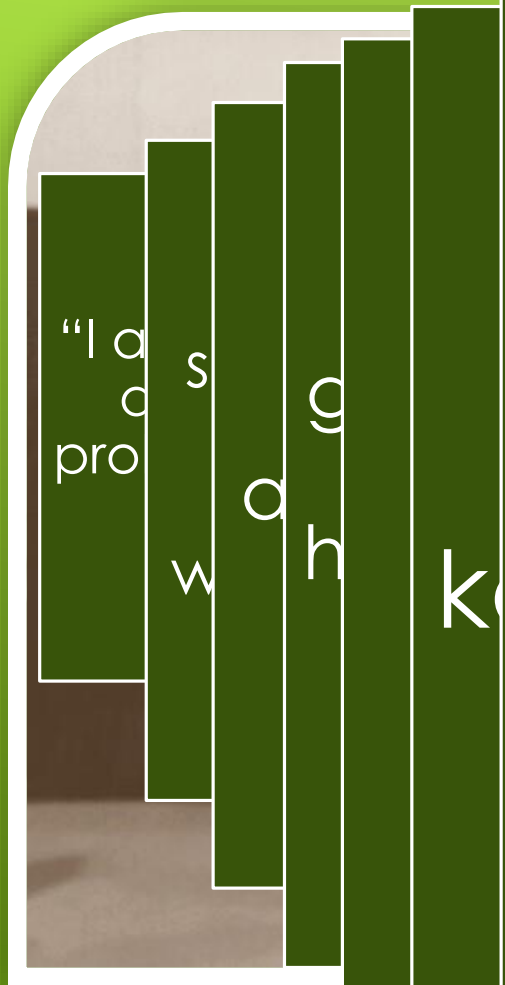
- post-seminar survey

“The
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“This is a theoretical framework that is very beneficial to student learning. It's something I wasn't very familiar with - but now I will include it in my teaching.”

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NEW FAC

“Awesome! This was great.
Any new faculty member -
and 'older' member -
would benefit from this.
THANK YOU!”

ENT

- ▶ VP of Academic Affairs, Dr. Claudia Schrader
- ▶ The Center for Teaching, Learning, and Technology (CTLT), in particular:
 - ▶ Mark Lennerton, Director of the CTLT
 - ▶ Albert Robinson, Assistant Director of the CTLT
 - ▶ Sylvia Barnes-Verette
 - ▶ Maribel Lugo
 - ▶ Delwar Sayeed
- ▶ The Academic Department Chairpersons
- ▶ The faculty participants in the 2014-2015 and 2015-2016 New Faculty Seminar Series

ACKNOWLEDGEMENTS: THANK YOU!

