Welcome to the first issue of CUNYVATIONS, a showcase for the activities happening at the Centers for Teaching and Learning (CTLs) throughout CUNY. CUNYVATIONS is a hub of information and collaboration opportunities. Participate, comment, share, and learn more about the CTLs and our projects at our website: cuny.is/ctl

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Greetings and welcome to the first issue of a university-wide newsletter on teaching and learning, CUNYVATIONS! It is produced by the collective good works and collaborative efforts of the Centers for Teaching and Learning Council of Directors.

After a CTL Council Retreat at Lehman College in January 2014, the CTL Council committed to an examination of the role and primary work of the Council itself and how it could better serve and support the work of the CTL Directors and CUNY faculty. The Council dedicated itself to a close exploration and analysis of our hopes and needs, our challenges and dreams, and crafted a mission statement, the first one, for the Council. What is the purpose and work of the CTL Council and what are we committed to doing, as a group, that would support and encourage enhanced teaching and innovations in learning across the university? How can we leverage our collective knowledge and resources for the greater good? Each of CUNY’s teaching and learning Centers, like our colleges, are unique in their purpose and vision, their structure and support and in the role they play at their college.

Our first mission statement appears on page 3, showing our collective commitment to sharing resources and promoting best practices, advocating for excellence in teaching through concrete support of our Centers, building and defining standards of excellence for faculty development in CUNY, producing and supporting research and scholarship on teaching and learning of our collective endeavors, and putting the work and innovations of CUNY CTLs and faculty on the national pedagogical map. We hope you enjoy our efforts and will take advantage of the opportunity CUNYVations provides to discover what is happening across the university and let us know what you are doing in your classrooms and centers that may inspire your peers and colleagues.

Dr. Lucinda Zoe, University Dean for Undergraduate Studies.
Greetings! Welcome you to the first issue of CUNYVATIONS. Our newsletter provides news and information about teaching and learning activities across CUNY. The twenty Centers for Teaching and Learning at CUNY are hubs for innovation and conversation on their campuses. In CUNYVATIONS we take that conversation university-wide.

This issue includes the results of a CUNY-wide Centers for Teaching & Learning (CTLs) survey, highlights of best practices at CUNY CTLs, and interviews with Mark Lennerton at Bronx Community College and Jeff Allred, Meredith Reitman, and Gina Cherry at Hunter College.

The mission of the CUNY CTL Director’s Council is to work cooperatively within CUNY to prioritize teaching and learning considerations in University planning and decision-making. Once you’ve read our newsletter, we hope you will join us in enriching and innovating public education by getting involved with your campus CTL and looking for ways to work across campuses to improve teaching and learning. Our students and faculty deserve the best!

Co-chairs of the CUNY CTL Directors’ Council:
Dr. Gina Rae Foster, Director, Teaching & Learning Commons, Lehman College.
Dr. Megan Elias, Director, Center for Excellence in Teaching.
Mission
The CTL Council works cooperatively within CUNY to prioritize teaching and learning considerations in University planning and decision-making. As a group, we are committed to the following:

• Sharing resources and promoting best practices of the synergistic relationship between teaching and learning

• Advocating for sufficient resource allocation for teaching and learning operations on each campus

• Building and disseminating standards of excellence for faculty development

• Mentoring and supporting new CUNY CTLs and their leaders

• Producing research and scholarship about our collective endeavors

• Promoting best practices and models of SOTL

• Endorsing good models for the assessment of teaching and student learning

Upcoming CUNY Events

CUNY IT Conference 2015
Dec 3-4, 2015
CUNY Games Fest 2016
Jan 22, 2016
Bronx EdTech Showcase 2016
May 6, 2016
CUE Conference 2016
May 13, 2016

cuny.is/ctl  |  cunyctl  |  cunyctl
Featured Interview: Mark Lennerton

The CTLT at Bronx Community College

Mark Lennerton came to BCC with a career path that included 24 years of service in the Marine Corps, an academic background in Computer Science and teaching at the Naval Academy. He also brought administrative experience from his work in industry. This combination of knowledge, skills and experience helps him negotiate the intricacies of CUNY purchasing and personnel policies as well as meeting faculty on their own ground through the CTLT Leadership Council. The Council is a voluntary, self-selected group of tech-savvy BCC faculty whose relation to CTLT is defined as a “co-advisory.” In other words, the Council advises the Center on issues of pedagogy and the Center advises the Council members on the availability and deployment of technology. Other CTLs might want to borrow the concept of “co-advising” as a way of facilitating faculty buy-in. By far the biggest activity of the CTLT is in facilitating professional development either by directly providing instruction (mostly training on technology in the classroom) or by providing administrative support (providing a venue, creating registration portals, advertising, designing programs, printing completion certificates, and dealing other administrative offices as needed) for seasoned faculty to present pedagogical workshops and seminars.

CTLT provides training and support for all classroom technology at BCC and maintains a staff of 6 for this purpose. It is responsible for a wide range of teaching technologies from SMART Boards to Clickers to Blackboard to 3-D printing. Further, all of the 152 teaching spaces at Bronx have been “graded” to indicate the degree to which they can be considered sufficiently “smart” for deployment on a 21st Century campus. Of course, there are some buildings that present formidable obstacles in terms of wiring or internet access. Still, close to 90 teaching spaces (classrooms, seminar rooms, lecture halls) have received passing grades (A through C) and 62 have received a grade of B or better. These “SMART rooms” provide interactive projection, an installed desk top computer for use by the instructor, and both wired and wireless internet access. A grade of “A” requires conferencing capability in addition to all of the above. There are two interesting metrics that can come from categorizing the level of technology in classrooms, an intuitional technology GPA and a smart classroom GPA. The former provides a
glimpse of the saturation of technology with in the institution, while the latter portrays the level of technology only within smart classrooms.

In terms of its physical location, CTLT maintains office space and two dedicated lab spaces. Its “Professional Development Lab” consists of a highly flexible space with movable furniture, wifi, and room enough for approximately 20 faculty and their own or loaner laptops. The second space is a dedicated smart classroom where faculty can bring classes and make use of 30 desktop stations as well as an area sufficient for a “roundtable” configuration. This room is used primarily for instruction related to widely used technologies such as Blackboard and Digication, BCC’s ePortfolio platform.

ePortfolios continue to represent a widespread meeting of pedagogy and technology across the curriculum at BCC. Students value them as a way of sharing their accomplishments with friends and family, and as a product that they can take with them when they leave the college—perhaps for life! Faculty value them as a vehicle for increasing student engagement.

Mark described 3 CTLT programs that incentivize faculty development at BCC and may be of special interest to members of the wider CTL community:

• The year-long “New Faculty Seminar” currently consists of 22 new faculty and 3 mentors. It attempts to integrate faculty members’ career interests with best practices in pedagogy and assessment. Faculty begin by experiencing the most widely used technologies (such as Blackboard and ePortfolios) as students before developing plans for how to apply them in their own courses during the following year.

• 17-20 “Instructional Tech Assistants” (ITAs) are highly qualified College Assistants (usually students) assigned to departments and individual faculty to facilitate the use of academic technology. It was interesting to hear about how this kind of support could jump-start faculty, but even more interesting to learn about the policy that defines all ITAs as temporary. Faculty are expected to get along without them in the long run and not develop an ongoing dependant relationship.

• 11-15 faculty participate in Teaching with Technology (TtT) “Summer Seminars”. There are two varieties, Online Course Development and Podcasting and Multimedia Development. The Online Course Development seminar pays out a stipend of $1500 over in 3 installments, one at the end of the Summer, a second after course development in the Fall, and the third at the end of the Spring semester after successful course delivery. Podcasting and Multimedia Development pays out a stipend of $1000 over two installments. Both seminars require deliverables from the participants while proving solid mentorship through periodic meetings and review of the deliverables.

In all of its programming, CTLT is attempting to create a collaborate working environment in which faculty teaching similar courses, and/or working with similar student cohorts, will mentor and support each other, building on what they have learned in their work with the Center.

Looking ahead, CTLT at BCC is formulating an assessment of its own effectiveness in accordance with the College’s new Strategic Plan. It hopes to develop a model that can be shared with other colleges in CUNY.
ACERT, Hunter’s CTL

ACERT, Hunter’s CTL, stands out for its history as an active, faculty-initiated, and faculty-driven program, and for its administrative structure. Its three co-directors reflect a tripartite emphasis on pedagogy, technology, and assessment. ACERT has a strong online presence reflected in its elegant web site, its blog, its group on the Academic Commons, and its Twitter feed (@HunterACERT).

Meeting with the current co-directors—Jeff Allred, Gina Cherry and Meredith Reitman—I first learned about the origins of ACERT. It started as a grassroots effort following a Scholarship of Teaching and Learning (SoTL) Conference. Interested faculty (with support from the Provost’s office) defined a mission that would draw on existing college resources to better integrate technology across the curriculum.

This year, ACERT has reached what Allred defines as “a pivot point between start-up and a major hub on campus.” As the calendar on the website amply demonstrates, ACERT addresses faculty concerns through varied programming that includes regularly scheduled Assessment Breakfasts, a weekly Lunchtime Seminar series, and two ongoing multi-day seminar series, “Guided Explorations” and “Teaching-Scholarship Circles.” Taken together, this core programming is generated by faculty and staff for the benefit of faculty and staff, and it spans a broad range of disciplines and topics, engaging both practical and theoretical issues. ACERT also sponsors off-campus Happy Hours, a listserv, a blog, and is now initiating “Event Capsule” videos—very short (5-minute) précis of events for faculty unable to attend.

Throughout all of its activities, ACERT has “community building” as a major part of its agenda. It seeks to bring faculty and staff together in order for them to find common interests that will lead to networking and collaboration “from the bottom up.” The focus on community building is also an important part of several programs focused on small faculty cohorts. FITT (Faculty Innovations in Teaching with Technology) is one such program, now in its eighth year, that provides modest stipends for 15 – 20 faculty each year. The Faculty Fellows Program also encourages faculty participation by having each of three fellows prepare special programming and sit on the Steering Committee in exchange for a course release.

Readers of this newsletter may be especially interested in the approach to assessment that is being pursued at Hunter’s ACERT. The other Co-Directors strongly agreed with Meredith Reitman’s position that assessment should be “less of a compliance issue dictated by accreditation and more of an intellectual conversation about pedagogy and curriculum.” They all share a similar view about how to help with the integration of technology—that it should be faculty and pedagogy-driven. As Gina Cherry put it, “Faculty should perceive it as an extension of pedagogy and not as tech support.” They all agree that ACERT has been particularly effective in inviting faculty into the conversation about assessment through the breakfasts and other activities so that faculty trust that they are developing practices coming from the grassroots and not imposed from the top down. The commitment to assessment is also being applied to ACERT itself, which is trying to practice what it preaches by identifying strengths and weaknesses and using data to “close the loop” as it moves forward.
This brief survey from the CUNY CTL Council was created to identify structures, resources, services, standards and practices from Centers for Teaching and Learning at the various CUNY colleges. The data will be used to inform Administration about current needs and efforts carried by the different CTL’s, as well as a guide to identify successful initiatives and needed support. The findings of this survey appear throughout the newsletter.

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<th>Survey Responses</th>
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CUNY CTL’s Featured Projects

**CTL HYBRIDIZATION SEMINARS**
The CTL supports faculty members in improving student learning. One of the ways in which we do this is through CTL fellowships through which we bring together faculty members from a variety of disciplines to think through the process of hybridization of courses. Areas in which we provide support include course restructuring for hybridization, assignment design, digital pedagogy, assessment, and use of technology in the classroom. We support the use of a few technology platforms such as blogs@baruch and VOCAT. We also provide initial training in using screen capture tools such as Camtasia. We are also exploring alternatives to blackboard collaborate for web conferencing.

**SURVEY RESULTS**

Your Center is managed by?

<table>
<thead>
<tr>
<th>Faculty (FT)</th>
<th>Faculty (PT)</th>
<th>Administrator (HEO)</th>
<th>Shared (e.g. 2 or more faculty, HEOs)</th>
<th>Faculty Advisory Council</th>
<th>Dean</th>
<th>Other</th>
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<tr>
<td>3</td>
<td>2</td>
<td>11</td>
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BMCC CETLS
The BMCC CETLS is currently involved in four new initiatives related to teaching and learning. The BMCC Teaching Academy was launched in Spring 2014 to provide newer untenured faculty with an opportunity to develop skills of multi-modal teaching and peer observation as well as to form a community of practitioners with peers across the disciplines. The Gateway Initiative was also launched in Spring 2014 to support faculty in planning, implementing, and assessing interventions in their teaching to reduce rates of D’s, Fs, and Ws in gateway courses. In partnership with the library, the CETLS is providing a workshop for faculty committed to replace expensive textbooks with open educational resources. The CETLS Director is also responsible for a newly-created hybrid pedagogy seminar for adjunct faculty. All participants in the initiatives described above, are compensated with stipends of between $250 to $500 per semester.
In addition to these top-down initiatives, the center is also home to seven active faculty and staff interest groups (FIGS) who meet regularly to present work for the larger community.

TEAM-BASED LEARNING ACADEMY
We have trained more than 90 individuals in the last two years, with about 78 faculty who have been funded to redesign a course. Many of our TBL faculty use TBL in multiple courses. We have been successful in reaching most of our departments, and all of our schools (Education, Business, Humanities & Social Sciences, Natural and Behavioral Sciences, and Visual, Media, & Performing Arts). In fact, out TBL faculty are typically very engaged in all of our center activities.

SURVEY RESULTS
What population does your Center serve?
STRATEGIC PLANS

CTLT is currently co-producing the Bronx EdTech Showcase. We are also in the beginning stages of facilitating a CUNY community college conference scheduled for Jan ’16.

In house, CTLT is actively participating in a number of new initiatives regarding BCC’s strategic plan by creating, assessing, or adjusting campus programs, processes, and policies. As discussion about our strategic plan increases, we’ve noticed that often faculty and staff are doing things a certain way and don’t know why. CTLT has begun a “demystifying” series to help provide answers. Specific topics are identified, campus experts on the subject are asked to present a brief presentation and group discussion follows. In some cases adjustments to policy occur on the spot. These “demystifying” roundtables act as a catalyst for implementing our strategic plans.

HYBRID/ONLINE

Our main focus in hybrid/online teaching and learning. From a Title V grant we have faculty stipends for them to convert their courses to hybrid.

EXPANDING ITS PROGRAMMING

The Faculty Center is now reorganizing and expanding its programming following changes in leadership and staffing.

CUNY Graduate Center

CENTER HAS JUST BEEN LAUNCHED IN FALL 2015.

SURVEY RESULTS

Which office/department/division does your Center report to?

21% Other

79% Academic Affairs
THE FACULTY FELLOW POSITION

Guttman’s faculty development program, like the college itself, is small and growing. The Faculty Fellow position is new for the 2014-2015 year. Previously, faculty development was coordinated by a committee on Assessment & Professional Development. The highlights of the 2014-2015 year are 1) the creation of 2 streams of workshops, one focused on teaching and one focused on research; 2) the creation of a semester-long “Guttman Seminar” for part-time faculty; and 3) the creation of a new faculty onboarding series. The curriculum for the workshop and onboarding series and the Guttman Seminar were developed by the Fellow in consultation with faculty from across disciplines and with staff from key student-facing units at the college, for example, the Office of Student Engagement (Student Affairs) and the Wellness Center.

THE FACULTY FELLOW POSITION

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CTL ON TOUR

CTL On Tour Throughout the semester, the CTL hosts small and large group discussions on topics related to teaching. These events are designed and facilitated by seasoned faculty from across the college. They provide an inviting venue for new and seasoned faculty alike to discuss important issues related to teaching practice and academic professional life. These professional development opportunities are complemented with the annual CTL SPA DAY, a teaching and learning conference created by and for the faculty. More info: www.hostos.cuny.edu/ctl

SURVEY RESULTS

How do you get feedback and guidance about your programming?

- Academic Affairs: 90%
- President’s Office: 28%
- Department Chairs: 47%
- Faculty Advisory Council: 47%
- Surveys: 66%
- Focus Groups: 14%
- College Wide Initiative: 52%
Kingsborough Community College

FACULTY INNOVATIONS IN TEACHING
Faculty Innovations in Teaching with Technology (FITT) is a selective program for faculty seeking to improve teaching and learning by incorporating technology in their classes. The program supports innovative ways of thinking about teaching and learning with technology: creative pedagogical approaches to using familiar technologies (such as Blackboard) and the inclusion of less familiar technologies that enable students to learn in new ways. FITT aims to cultivate a community of faculty interested in exploring the use of technology for teaching and learning, providing a forum for faculty to share their ideas and experiences with colleagues. By fostering a culture of reflection on the impact of technology, FITT endeavors to improve the student experience at Hunter and encourages faculty to contribute to the scholarship of teaching and learning.

KINGSBOROUGH CENTER FOR ELEARNING
To partner with KCTL, Kingsborough has established the Kingsborough Center for eLearning (KCeL), which has as its goals helping faculty effectively use technology in their courses and developing a community of practice for faculty who teach, or are interested in teaching, web enhanced, online, and hybrid courses. To kick off their work, KCeL has recently surveyed faculty to determine their needs and interests in technology-supported instruction. Among their offerings, KCeL will be assisting faculty in creating digital learning resources for students as well as video capture of lectures that can be used either as a tool for faculty to reflect on and improve their own teaching or to create virtual lessons for students to view anytime, anywhere. We are excited by creation of this new center and feel that, together, KCTL and KCeL can provide a wide range of professional development opportunities to meet the needs of Kingsborough faculty.

SURVEY RESULTS
Who generally delivers the services offered by your Center?

- Faculty: 12
- HEO: 16
- IT Specialist/Support: 5
- College Assistant: 15
- Administrative Assistant: 7
- Instructional Designer: 5
- Fellow: 5
- Student Work Study: 5
- Other: 6

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La Guardia Community College

PROFESSIONAL DEVELOPMENT ACTIVITIES
La Guardia’s CTL is able to pursue a broad range of programs for faculty and increasingly for staff across the college. In 2015-16 we are supporting major institutional initiatives with professional development seminars on a new First Year Seminar, team-based advisement, and implementation of new Gen Ed Core Competencies across curricula. We continue to offer opportunities for pedagogically-driven technology integration as well, with seminars on hybrid course development, ePortfolio and integrative learning, and exploration of alternative digital learning platforms. Finally, we have inaugurated cross-divisional development programs for front-line administrative staff in collaboration with Human Resources, and for student peer advisors in collaboration with Student Affairs.

Lehman College

COGNITIVE SCIENCE AND INQUIRY-BASED LEARNING
Bringing together the best practices in cognitive science-based research learning principles and inquiry-based learning methods, Lehman’s Teaching & Learning Commons Director offers workshops, seminars, and brown bag lunch discussions designed to provoke faculty reflection and transform teaching and learning perspectives. The Bridging the Gap seminar based on Susan Ambrose et al.’s How Learning Works: Seven Research-Based Principles for Smart Teaching (2010) alternates with a workshop series on Jackie Acree Walsh and Beth Dankert Sattes’ Thinking through Quality Questioning. (2011). Ongoing brown bag lunch book discussion series help tie together the two approaches for faculty, who are provided with hands-on practice in innovative teaching and learning strategies and asked to share teaching successes and challenges with their peers.

John Jay College

FACULTY- STUDENT ENGAGEMENT
One project we are currently working on is the publication of a brochure that highlights teaching excellence and faculty-student engagement at the College. Funded in part by the Office of Marketing and Development, this brochure is intended to serve to elevate internal and external awareness of exceptional teaching at John Jay. While we have numerous publications that highlight faculty research and publication achievements, we have traditionally lacked a forum in which to publicize faculty teaching accomplishments and innovation. This professionally-done brochure will become part of the recruitment materials for prospective faculty and students to the College.
TECHNOLOGY/PEDAGOGY

We currently provide two on-going workshop series, one in technology/pedagoggy (includes training in camtasia, adobe acrobat, blackboard and ePortfolio) and a separate series which focuses on Research & Grants (R&G). The R&G grant supports and mentors faculty in all aspects of the research grant-writing process, from draft to final submission. The technology series provides pedagogical and technological tools that the faculty implement in course/s the following semesters, with follow-up and continued support from the CTLE.

WORKING WITH THE GENERAL EDUCATION COMMITTEE TO MAKE GEN ED LIVE.

One aspect of that work is to enable course coordination liaisons to provide a forum for all full- and part-time faculty to explore one common Gen Ed Student Learning Outcome for a particular course in a particular department, and use that time to better understand what instructional methodologies may be useful in engaging students in their own learning. It is a cyclical approach with time set aside for raising questions, sharing teaching and learning practices, and seeking even better outcomes over time.

SURVEY RESULTS

Are there other offices/departments in your college that provide similar services or your center collaborates with?

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<th>Department/Program</th>
<th>Count</th>
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<tbody>
<tr>
<td>Academic Affairs</td>
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<td>Educational Technology</td>
<td>9</td>
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<tr>
<td>Library</td>
<td>12</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>2</td>
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<tr>
<td>Each Department/Program has its own support system</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
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</table>
TECHNOLOGY TO BUILD

Cross-Campus Learning Communities (C-CLC): The primary goal of the Cross-Campus Learning Communities (C-CLC) model is to utilize technology to build student and faculty collaborations across community and four-year college campuses and facilitate successful transfer experiences for students.

To date, CCLC has piloted two projects, Cross-Campus Teacher Education Collaborative (C-CTEC) and Jumpstart@QC, with community and four year college students who are interested in teacher education. Both projects aim to enhance digital literacies and academic discourse, while expanding the community of peers with whom students explore educational and career issues.

C-CTEC: Students enrolled in foundations of education courses from three campuses work online in cross-campus groups, completing collaborative activities that are integrated into course syllabi.

Jumpstart@QC: Through both online and face-to-face meetings, students from community colleges and four year colleges participate in ungraded writing activities, and receive feedback from instructor and peers to help develop their writing skills and expand their digital and academic literacies.

SURVEY RESULTS

What type of projects/activities does your center provide?

- Pedagogy related workshops: 20
- High Impact Practices: 14
- Faculty Trainings: 17
- New Faculty Orientations: 15
- Blackboard and other technology trainings: 9
- Blackboard and other technology support: 9
- Hybrid and Asynchronous Course Development: 8
- Research: 10
- General Education: 4
- SoTL: 11
- Service Learning: 3
- Assessment: 13
- ePortfolios: 13
- Open Educational Resources: 9
- Instructional design: 13
- Other: 11
FACULTY COLLABORATION FOR INNOVATION

The events offered in Fall 2015 include multiple offerings of instructional design and academic reflection workshops to support the College’s implementation of several High-Impact Practices (HIPs), including: academic service-learning; undergraduate research; collaborative, interdisciplinary projects; learning communities, writing-intensive courses; common intellectual experiences; and global and diversity learning. These workshops provide the foundation for HIP-specific workshops facilitated by the HIPs’ Faculty Coordinators.

The Faculty Inquiry Group (FIG) program begins its second year at QCC with dynamic FIGs conducting investigations into the use of low-stakes writing in STEM courses, the use of ePortfolios, the development of information literacy skills, and the development of collaborative, interdisciplinary projects across disciplines.

ONLINE COURSES

We are very engaged in trying to address issues of accessibility and universal design in online courses and finding ways to ensure we account for this in course design work and faculty training. We are also trying to increase the percentage of our online courses which use multimedia in ways that are pedagogically effective. This is an ongoing training effort.

CUNY SPS offers the online workshop, Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty throughout the year. For a detailed description of this workshop and the schedule for 2015-16, see our information and registration page at https://cunyonline.commons.gc.cuny.edu/

SURVEY RESULTS

Who generally delivers the services offered by your Center?

- Faculty: 16
- Staff: 7
- Outside Speakers or Consultants: 7
- Fellows: 1
- Other: 1

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GAP SEMINAR
The York College CTL provides bi-weekly faculty development workshops on a range of topics presented by faculty members from across the disciplines. We also offer an annual 6-week Bridging the Gap seminar that is attended by 8-10 faculty. In addition, staff members in Academic Technology provide an annual intensive summer workshop in online course development that is attended by 6-10 faculty members.

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Hostos Office of Educational Technology and Center for Teaching and Learning Staff.
Bill Bernhardt for his journalism expertise.
Dean Lucinda Zoe and the Office of Undergraduate Studies.
Members of the CUNY CTL Council.
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Academic Center for Excellence in Research and Teaching

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