The Center promotes excellence in teaching and learning at all levels. The Center seeks to enhance Hostos’ multicultural and multi-lingual learning environments with innovative teaching pedagogies and state-of-the-art technologies. The Center supports faculty, staff, and student achievements inside and outside of the classroom and encourages the growth of interdisciplinary and cross-divisional collaborations and partnerships.

Goals/Objectives:
The mission of the Center for Teaching and Learning is accomplished through the establishment of resources, services, and activities such as:

- Provide support for teaching innovation in various aspects, i.e., diverse teaching modes, integration of innovative pedagogies.
- Faculty professional development activities
- Support for scholarship of teaching and learning (SoTL).
- Support for faculty curriculum development and revision.
- Creation and dissemination of instructional resource materials, including a faculty handbook.
- Promotion and showcasing of faculty work and research through conferences such as CTL Spa Day, Bronx EdTech Showcase, CUE Conference, CUNY IT Conference and others.

Additional offerings by the Center for Teaching and Learning also include:

- Support for student participation programs (honors programs, WAC, Study Abroad Program).
- Collaboration with the Grants Office to:
  - Propose strategies to support faculty engagement in grantsmanship.
  - Provide development support for faculty research initiatives (assistance locating funding sources, grant writing workshops, etc.)
The Center for Teaching and Learning would like to congratulate Prof. Nelson Nunez-Rodriguez, Ms. Sarah Brennan, Prof. Jacqueline DiSanto, Prof. Antonios Varelas and Prof. Christine Hutchins for their achievement of having their article published in the *Journal for Centers for Teaching and Learning*, issue Circulating the CTL. Thank you for your commitment toward innovative teaching and learning.

The Center for Teaching and Learning (CTL) on Tour is an instructional-development initiative addressing faculty-teaching needs in a minority-serving institution. At these CTL Tour meetings, faculty travel across campus to facilitate bi-weekly interdisciplinary discussions on current pedagogical challenges and opportunities. These meetings foster a safe and inclusive climate to share and discuss what happens in the classroom. The Tour initiative enables faculty to engage in reflective practices in meeting spaces across all departments and offices on campus and on nontraditional days and times that fit into our fast-paced work routines. These meetings have allowed the CTL to build a culture of assessment regarding effectiveness of instructional development initiatives.

Congratulations to all of you!

Check the article here:

http://jctl.miamioh.edu/issue.php?v=7&n=0

FOLLOW US ON:  

@ctlathcc  

/ctlathcc
This issue of Touchstone has the theme of “New Horizons: New Challenges.” This broadly-defined theme embraces any element of teaching and scholarship that either discusses a something innovative or a new challenge. Touchstone accepts works in English or Spanish from any of the following:

- Original scholarship on teaching and learning
- Scholarly articles from any discipline
- Best practices
- Conference presentations or reports
- Classroom-based research
- Teaching challenges
- Personal essays or editorials
- WAC and beyond
- Book reviews
- Creative works

ABOUT THE AUTHOR:

Jason Buchanan is the new Editor of Touchstone, the in-house journal of scholarship for Hostos. Touchstone is a great resource for the faculty at Hostos as it provides a platform for people to learn about your scholarly or creative writing and a good place to sharpen up pieces for outside publication. Touchstone accepts a wide range of publications, so it’s very amenable to any work in any stage of production. The entire editorial staff at Touchstone eagerly awaits your submissions!

Send your articles using discipline appropriate citation to Dr. Jason Matthew Buchanan (jbuchanan@hostos.cuny.edu) by February 10.
SPECIAL EVENTS

TO REGISTER GO TO: WWW.HOSTOS.CUNY.EDU/FACULTYDEVELOPMENT
HTI FALL 2015 FLASHBACK

- Group Work I
- Syllabus Design I
- Lesson Planning I
- Student Engagement I
- Who are our Students I
- Cultural Competency I
- Classroom Management I
- Making Challenging Content Accessible I

We look forward to your continue participation this Spring. All Teaching Faculty Welcome!

2016 ADJUNCT FACULTY OPEN HOUSE

Thank you for your participation and we are looking forward to seeing you again at our next event!
## Hostos Teaching Institute Workshops Spring 2016

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Date</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management I</td>
<td>Tuesday February 23, 2016</td>
<td>11:30 AM – 1:00 PM</td>
<td>Room C-559</td>
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<tr>
<td></td>
<td>Monday April 18, 2016</td>
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</tr>
<tr>
<td>Student Engagement</td>
<td>Wednesday March 02, 2016</td>
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<tr>
<td></td>
<td>Wednesday April 20, 2016</td>
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<tr>
<td>Lesson Planning II</td>
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<td>Monday March 14, 2016</td>
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<tr>
<td>Making Challenging Content Accessible</td>
<td>Monday March 07, 2016</td>
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<td>Group Work II</td>
<td>Wednesday March 16, 2016</td>
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<td>Tuesday April 19, 2016</td>
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<td>Room C-559</td>
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<td>Cultural Competency I</td>
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<td>Thursday April 07, 2016</td>
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<td>Mind the Gap: Strategies for Helping College Students Acquire College Habits</td>
<td>Monday March 21, 2016</td>
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<td>Tuesday April 12, 2016</td>
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Center for Teaching and Learning
718.518.6639/718.518.6804 e-mail: ctl@hostos.cuny.edu
www.hostos.cuny.edu/CTL

TO REGISTER GO TO: WWW.HOSTOS.CUNY.EDU/FACULTYDEVELOPMENT
I can recall teaching at an elementary school several years ago. The principal was deliberate in scanning children up and down with her eyes and asking, “How are you?” I thought that was very considerate that an administrator would take the time to wonder how the students were doing daily. As the school days went on, I found myself feeling a little down one morning. After preparing my classroom for the day’s activities, I decided to take a walk down the hallway. Walking aimlessly up and down the hallway usually returned me into happy-teacher mode. It was in the hallway that I met my supervisor—the principal of the school—the same inquisitive principal. She stopped me and asked, “How are you today?” (as she scanned me up and down). Remembering how sincere I found her to be with the children, I responded honestly. “I am not doing too well today”, I sighed. She responded, “that’s great” and continued walking down the hallway.

I recall this event to this day. I felt very uncomfortable in the false-sense of concern she expressed. From that day moving forward, I made a point to “scan” my students to check in with them. This practice occurred when I was an elementary school teacher and even now. During a semester, I get the pleasure to know my students and have an idea of when something is not right or when something is going really well for them. Making students feel connected to me as an educator and another human being is crucial for a positive academic environment. I understand that “How are you?” is a common phrase that people say as “hello” etc. However, I have seen first-hand the effects of truly meaning that question and being prepared for a “not doing too well today” response.

What about you? Have you ever taken the time to check in with your students? Have you ever taken the time to notice something was going really well or not too well for your students? As you consider these questions, I propose some suggestions for to consider to connect to students in your practice:

1. Arrive a few minutes before your lecture to greet students personally as they enter the room.
2. Greet the entire class with a warm welcome before you begin your lecture. At this time scan the room and take notice of anyone who may appear out of their usual character.
3. Let the students know that you are aware that they are enrolled in many classes and have outside factors which could contribute to their academic life. Express feelings of concern and sympathize with them. If you did the same at one point, share that—show your human side.
4. When applicable share brief relatable experiences to your lecture from your own life.
5. Wait a few moments after class and ask students, “How are you?” and be ready for a “not doing well today” response. Listen and express words of sympathy and encouragement.

By the end of the semester, I have asked at least 75% of my students at least once—“How are you doing today?” Most importantly, I take the time to listen to their responses and offer words of congratulations for their success stories and words of encouragement for their struggles.

ABOUT THE AUTHOR:

Sherese Mitchell is an Assistant Professor at Hostos Community College in the Bronx. Prior to becoming a part of the Higher Education arena, she was educated at the institution of Hunter College. A B.S. and M.S. in Elementary Education were earned. Then her doctoral research (St. John’s University) was based on second-grade students’ achievement coupled with the learning-style theory in the area of elementary science. She has over twenty years of experience in the Education field.
The Box of Surprises: A Simple Tool for Formative Assessment

I usually start my class sessions asking students to pick up a paper with a question from a simple box or basket. Students do not know if the question is the same one for the whole class or not. Students do not know if the question is from a content previously discussed or a content to be discussed in this session. Students do not know if the question will be returned to the instructor after 3-5 minutes and contribute with a point for the next exam (if the answer is correct) or the question(s) will not be returned and will just be used to start discussing session topics. Instructor announces question’s fate after the 3-5 minute period to answer it. Only students who arrive on time can return the question to the professor if this applies. Latecomers can pick up a question but cannot return it to the professor if the question falls into the returning category.

This simple method for formative assessment stimulates students to arrive on time and eventually prepared. As mentioned, only students arriving on time can return the question if this day the question contributes to the next exam grade. At the same time, it spontaneously opens a discussion about specific class topics. Even if the question is returned to the instructor, this practice creates a short debate at the beginning of the class. This opens a productive learning atmosphere as instructor and students start the session discussing important class topics. In doing so, the instructor takes advantage of this opportunity to appraise content understanding and reinforce key class topics. Along the term, students become acquainted with the experience. In summation, this practice positively contributes to their engagement at the beginning of the session.

This initial question is usually a short problem. Chemistry course requires practicing problem solving extensively. Other question formats specifically tailored to concrete disciplines such as true and false, short answer, etc. can be used as well. Overall, this tool unlocks an opportunity to manage effectively the first part of the class session while allowing instructor to quickly assess students’ learning progress.

ABOUT THE AUTHOR:

Nelson Nunez Rodriguez is an Associate Professor of Chemistry in the Natural Sciences Department. He serves as unit coordinator for the Physical Sciences Unit and coordinates the NIH IRACDA program in this department. He also serves as OAA assessment team liaison for Natural Sciences, Behavioral and Social Sciences departments and for the Black Studies Unit in Humanities Department. Nunez Rodriguez served as college-wide director for Center for Teaching and Learning for four years.
PEDAGOGICAL POINTS

LEARNING FROM OUR ELDERS: STUDENTS,

John Dewey and Paulo Freire wrote eloquently, nearly one hundred years apart, about experiential learning by describing the lifelong process of education (Dewey 1897) and the reflection and action that is inherent in dialogue (Faundez & Freire 1992). For Dewey and Freire, experiential learning is liberating and contributes to the health of democracy. In SOC 101, the goal is to help students better understand the world around them and to provide them with a language to describe their everyday worlds. Experiential learning can take the form of service-learning, which necessitates both action and reflection, as well as lifelong learning.

What is service learning? For me, it is transformative pedagogy, and I found many like-minded faculty, staff, and administrators at Hostos who also wanted to 1) connect with local community-based organizations, 2) bring students into the community, and 3) enhance student learning by utilizing this high-impact practice. The incredible history of Hostos lends itself to service-learning, social justice, and civic engagement. A recent study, which examined high impact practices, showed that there may be a compensatory effect in which high-impact practices might be particularly beneficial for underserved students; of the high-impact practices included in the study, service-learning and student-faculty research had the most gains (Finley & McNair, 2013).

Dewey emphasized the importance of creating high quality experiential learning experiences; the mere act of having students do something is not necessarily going to yield results. Thus, selecting a site and making connections with the folks on the ground is, in my opinion, the most important step in crafting a quality service-learning partnership. Professor Eunice Flemister helped me make a connection with Patterson Senior Center’s site director, who was extremely supportive of a SOC 101 service-learning project for ESL/ELL students.

Patterson Senior Center, which is located near Lincoln Hospital, is a mere five to ten minute walk from campus. It is located within Patterson Houses, which are one of the largest public housing projects in New York City and are named after a Bronx County judge who was notorious for being “tough with tough guys” and giving “maximum sentences to gangsters;” the irony is that he “often leaned in the opposite direction by meting out probation or suspended sentences to more than 40 persons accused of homicide” (NYCHA). Patterson Houses stretches from East 139th Street to East 149th Street.

We shall not cease from exploration
And the end of all of our exploring
Will be to arrive where we started
And know the place for the first time.
—T.S. Eliot, Four Quartets

We shall not cease from exploration
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SENIORS CITIZENS, AND SERVICE-LEARNING

145th Street and between Morris and Third Avenues and includes 1,788 apartments with approximately 4,460 residents. The average gross income of people living in public housing developments is about $23,000 (NYCHA). I would say this is a different world but, for many of our students, this is their world.

The site director at Patterson Senior Center told me how much the seniors enjoy talking to young people and imparting their wisdom to the next generation. Students in the ESL program are working on improving their verbal and written skills in English and, in SOC 101, learning about their social world with a new set of vocabulary. Service learning must be meaningful, and in this case, students could meet a community need and also work on communication skills and applied knowledge for SOC 101 and for ESL.

In the spring of 2015, a class of twenty-five SOC 101 students, who are part of the ESL program, went to Patterson once a month for one hour and conducted life history interviews with seniors who frequent the center. Students prepared questions for the seniors related to one or more sociological topics being covered in class. Some recorded the conversations while others took detailed notes and then they typed up their field notes and posted them on Blackboard Journals. The stories were fascinating. Many of the seniors are African Americans who were part of the Great Migration and spoke with passion about racism, discrimination, culture shock, socialization, and the plethora of sociological topics covered in an introductory course. Many other seniors are immigrants from Puerto Rico and the Dominican Republic and also struggled to learn English and figure out American and New York City culture at one point in their lives. Students were making connections in their journals, between the seniors and sociological terminology, but, more importantly, between the seniors and their own lived experiences. At the end of the semester, students compiled the journals and wrote a 4-5 page paper about the person they interviewed and presented their seniors to the class. The original plan was to present them to the seniors, but there was some scheduling issues that precluded the final presentations/celebration from happening at the service site so I asked students for permission to bring their papers to the seniors after the semester ended.

I had so much fun getting to know the seniors and employees at Patterson and watching my students interact with the seniors that I continued the service-learning project with a summer section of SOC 101. We walked through the sticky summer heat in June, laughed and joked with seniors and each other, and returned to campus energized. The quality of work that was submitted from both sets of students, an ESL group and a summer class comprised mostly of allied health students, was far superior to work submitted
in a traditional SOC 101 course. The camaraderie among students and their interactions with me signaled a significant shift from other classes. Finally, the comments from the seniors at Patterson and the increased attendance on the days that Hostos students would be there also suggests the seniors benefitted as much as the students.

The T.S. Eliot quote embodies Hostos students. Many of our students know the “site” (housing projects) and seniors from their own life experiences; however, after the project, they can understand things in a new way. They have a new set of language to describe social injustices such as poverty, racism, sexism and also to situate their own experiences within the seniors’ experiences. Knowing is a process. Service-learning

References
- NYCHA Housing Developments, Patterson Houses. 2015. www.nyc.gov

ABOUT THE AUTHOR:
Sarah Hoiland, Ph.D. is an Assistant Professor of Sociology at Hostos Community College and she teaches courses in sociology and anthropology. Current research projects include a long-term ethnograpics study of a women’s motorcycle club, perceptions of quantitative/ qualitative literacy in urban, diverse community colleges, and an online assessment.
In the past Cynthia Jones was engaged in collaborating and crafting professional development workshops at the American Social History Project-Center for Media and Learning (CUNY). The following activity was designed to begin an exploration of race through literary texts.

CONTEXT: Diverse literary texts provide opportunities for making connections on race and hearing multiple voices and perspectives.

OBJECTIVES/ASSESSMENT:
Students will:
• read and interpret texts in a variety of genres (poetry, novel, essay, interview, speech) by drawing on their experience and their interactions with other readers.
• develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
• examine the contributions of writers.

THEMES: race; identity; racism; diversity; color

Materials:

<table>
<thead>
<tr>
<th>Packet One</th>
<th>Packet Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Laurence Dunbar, “We Wear the Mask”</td>
<td>Sherman Alexie, “Indian Education”</td>
</tr>
<tr>
<td>Richard Rodriguez, <em>Hunger of Memory</em> (excerpt)</td>
<td>Anne Moody, <em>Coming of Age in Mississippi</em> (excerpt)</td>
</tr>
</tbody>
</table>

ACTIVITY:

Step 1. Choosing a Work of Literature
Individually, browse the readings of either Packet One or Packet Two (literary excerpts) and choose ONE piece of writing on which to concentrate. NOTE: Within the group, try to cover a variety of writers, though different individuals may choose the same piece of writing, and some pieces may not be selected.
Step 2. Analyzing the documents - works of literature

Individually, read your literary piece, and write a brief reaction about the selection.

You can also focus on the following:

- What key words stand out for you? Why?
- What are the recurring themes?
- What do you feel the writer is expressing in this work?
- What literary techniques (repetition, imagery, metaphor, rhyme, subject matter, personification, etc.) are used by the writer?
- Are there any historical contexts within the selections?
- What observations or insights do you have about the selection?

Step 3. Presenting the literary texts

Present your selection to the members of your group. Tell them about the basis for selection of the literary work; share your thoughts on the questions raised in the preceding step.

As a group, consider and discuss the following:

- What similarities or differences do you notice in the selections?
- What can we learn about race from them?

Step 4. Creating a race-based literary piece

Create a “found” poem – select key words or phrases - that incorporates your understandings about race.

Step 5. Discussing applicability

As a group, discuss how you might use and modify this activity and its resources to address race in the classroom.

FURTHER EXPLORATION/RESOURCES:

- D. R. Miner, “Takaki-Morales Response”
- “A Different Mirror: A Conversation with Ronald Takaki”
- “Our America,” Jose Marti, Heath, p. 746

ABOUT THE AUTHOR:

Cynthia Jones began her tenure at Hostos Community College in 1977 as an adjunct in the English Department teaching ESL reading courses of beginning, intermediate, and advanced levels. She was appointed as a full-time Lecturer in 1981 and has taught the full range of English course offerings such as Developmental Reading, Core English, Expository Writing, Literature & Composition, and an elective, Literature of the Black American. She particularly enjoys teaching developmental courses and the English elective.
Teaching with Technology: Results from the December 2015 Survey of Faculty

In December 2015 the Office of Educational Technology with the EdTech Leadership Council emailed all faculty a link to a survey about their experiences teaching with technology. 114 faculty members responded to the survey. The respondents’ represented the following departments:

<table>
<thead>
<tr>
<th>Departments</th>
<th>Respondents</th>
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</thead>
<tbody>
<tr>
<td>Language &amp; Cognition</td>
<td>5%</td>
</tr>
<tr>
<td>Library</td>
<td>5%</td>
</tr>
<tr>
<td>Allied Health</td>
<td>8%</td>
</tr>
<tr>
<td>Education</td>
<td>8%</td>
</tr>
<tr>
<td>Business</td>
<td>9%</td>
</tr>
<tr>
<td>Humanities</td>
<td>11%</td>
</tr>
<tr>
<td>English</td>
<td>12%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>12%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>13%</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences</td>
<td>16%</td>
</tr>
</tbody>
</table>

73% identified themselves as full time faculty and twenty-seven percent identified as adjunct faculty. The majority (over 80%) had been teaching at Hostos for 6 or more semesters and the majority were in professorial titles (17% Professor, 17% Associate Professor and 36% Assistant Professor). More than 75% of the respondents had experience adding a Blackboard component to their courses.

This approximately aligns with the EdTech Office’s experience that approximately 60% of faculty activate the Blackboard sites associated with their courses, each semester. See chart 1 for additional info. Faculty members then responded to questions about their technology needs, their experiences with SmartClassrooms on campus, and their professional development needs. Blackboard, Computers on Wheels (COWS) and multimedia carts were commonly used technology resources. Faculty members indicated they used technology often to share audio, video and library resources with their classes. Because this survey focused on technology, the complete results are published in the Fall 2016 issue of EdTech Innovations. But here is how Faculty members responded to an open-ended question about other needs not asked about on the survey. A selection of their responses follows:

**Chairs:**
There are times you want to sit at the computer located at the teacher’s station. We do not have a chair that is high enough to see the screen. We need a chair that matches the height of the computer table.

**Room architecture:**
B-507 (smart classroom) only fits 23 students, because there is a big column which obstruct the view. You cannot put a table or chairs behind this wide column. I had 26 students, and it was real challenge. I called facilities and informed the Registrars, but noting has been done. In the future, this room should only be allocated to courses with small class size.

**Desks:**
The set-up of the desks is not conducive to group work. It is time consuming to move the desks around.

**WiFi:**
The wifi in Building A has not been working all semester despite reports to IT 3rd floor B classrooms have such slow internet access that connecting to vital resources becomes a major hurdle.

**Cleaning:**
The area that houses the equipment needs to be cleaned more often. The accumulation of dust around
the PC can cause the equipment to malfunction and also is unhealthy for the users. Comments about the technology generally focused on outdated software, especially the problem of plugins not being updated, tech support not responding quickly enough, and broken hardware. Problems with class size and inadequate seating, or trouble accessing the room were also mentioned.

<table>
<thead>
<tr>
<th>Faculty Needs</th>
<th>Answer</th>
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<tr>
<td>Problem-solving skills</td>
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<tr>
<td>Increasing critical thinking</td>
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<tr>
<td>Increasing student motivation</td>
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<td>Project-based learning</td>
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<td>Online collaboration tools</td>
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<td>Lecture capture</td>
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<td>Learning styles</td>
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<td>Plagiarism and cheating in online courses</td>
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<td>Flipping the classroom</td>
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<td>Game-based learning</td>
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<tr>
<td>iPads in the classroom</td>
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<tr>
<td>Using social media in your course</td>
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<tr>
<td>Designing a syllabus</td>
<td>14</td>
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<td>Service learning</td>
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<tr>
<td>Universal design</td>
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</table>

Faculty members responded to questions about training and their proficiency with technology tools. On Mondays-Thursdays the most popular timeslot was 2-4pm. On Fridays and Saturdays faculty members indicated that 11-1 would be their preferred time for training. The majority (54%) preferred traditional 1-hour workshops, but online self-paced workshops was the second most popular type of training (37%) and one-on-one trainings ranked third (29%). Faculty members indicated whether they were likely to attend trainings on a variety of topics. The following is the list of trainings ranked by the number of faculty who indicated.

**Chart 1: Which describes your experience?**

- I teach both hybrid and fully online course(s) sometimes
- I teach fully online course(s) sometimes
- I teach hybrid course(s) sometimes
- I teach in-person courses with some Blackboard/online use
- I teach in-person courses only with no online component

**ABOUT THE AUTHOR:**

Kate Lyons, Associate Professor, is Head of Reference and IT in the Library and is also a Faculty Liaison to the Department of Educational Technology. Come talk to her about using technology in your teaching!
### SPRING 2016 PROFESSIONAL DEVELOPMENT ACTIVITIES

#### FEBRUARY

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<tr>
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#### FEBRUARY 1

- **Monday, 2/1:** College Closed (Presidents Day)
  - Location: C-556

#### FEBRUARY 2

- **Tuesday, 2/2:** Conversion Day (Spring 2016)
  - Schedule:
    - 11:00am: Access Focus Group
    - 1:30pm: Managing Access
  - Location: C-556

#### FEBRUARY 3

- **Wednesday, 2/3:** Blackboard Essentials
  - Location: C-556

#### FEBRUARY 4

- **Thursday, 2/4:** Blackboard Essentials
  - Location: C-556

#### FEBRUARY 5

- **Friday, 2/5:** Notable Event
  - Location: C-556

#### FEBRUARY 6

- **Monday, 2/8:** Notable Event
  - Location: C-556

#### FEBRUARY 7

- **Tuesday, 2/9:** Notable Event
  - Location: C-556

#### FEBRUARY 8

- **Wednesday, 2/10:** Notable Event
  - Location: C-556

#### FEBRUARY 9

- **Thursday, 2/11:** Notable Event
  - Location: C-556

#### FEBRUARY 10

- **Friday, 2/12:** Notable Event
  - Location: C-556

#### FEBRUARY 11

- **Monday, 2/15:** Notable Event
  - Location: C-556

#### FEBRUARY 12

- **Tuesday, 2/16:** Notable Event
  - Location: C-556

#### FEBRUARY 13

- **Wednesday, 2/17:** Notable Event
  - Location: C-556

#### FEBRUARY 14

- **Thursday, 2/18:** Notable Event
  - Location: C-556

#### FEBRUARY 15

- **Friday, 2/19:** Notable Event
  - Location: C-556

#### FEBRUARY 16

- **Monday, 2/22:** Notable Event
  - Location: C-556

#### FEBRUARY 17

- **Tuesday, 2/23:** Notable Event
  - Location: C-556

#### FEBRUARY 18

- **Wednesday, 2/24:** Notable Event
  - Location: C-556

#### FEBRUARY 19

- **Thursday, 2/25:** Notable Event
  - Location: C-556

#### FEBRUARY 20

- **Friday, 2/26:** Notable Event
  - Location: C-556
# Spring 2016 Professional Development Activities

## March

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>3/7</td>
<td>9:30am-11:00am: Cultural Competency &amp; Proficiency (Rosen)</td>
<td>9:30am</td>
<td>C-559</td>
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<tr>
<td></td>
<td></td>
<td>11:00am-1:00pm: Making Challenging Content Accessible (C-559)</td>
<td>11:00am</td>
<td>C-559</td>
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<tr>
<td>Tuesday</td>
<td>3/8</td>
<td>2:00pm-4:00pm: Developing Concrete Materials for STEM Courses (Nunziante)</td>
<td>2:00pm</td>
<td>C-559</td>
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<tr>
<td></td>
<td></td>
<td>2:00pm-4:00pm: Tools and Techniques for Improving Course Accessibility (Online)</td>
<td>2:00pm</td>
<td>Online</td>
</tr>
<tr>
<td>Wednesday</td>
<td>3/9</td>
<td>10:00am-12:00pm: A New-Game After In-Class Education: What Does It Mean? (Lundberg)</td>
<td>10:00am</td>
<td>C-559</td>
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<tr>
<td></td>
<td></td>
<td>3:30pm-5:00pm: Group Work I: Collaborative Learning (Mingione)</td>
<td>3:30pm</td>
<td>C-559</td>
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<tr>
<td>Thursday</td>
<td>3/10</td>
<td>3:30pm-5:00pm: Assessing Quantitative Learning (Geller &amp; Park)</td>
<td>3:30pm</td>
<td>C-559</td>
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<tr>
<td></td>
<td></td>
<td>10:00am-12:00pm: Teaching and Learning: Today's Students, Tomorrow's Global Workforce (Online)</td>
<td>10:00am</td>
<td>Online</td>
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<td></td>
<td></td>
<td>1:00pm-2:30pm: Helping Students Develop Resilience, Responsibility, and Self-Efficacy (Goddard)</td>
<td>1:00pm</td>
<td>C-559</td>
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<tr>
<td></td>
<td></td>
<td>2:00pm-4:00pm: Flex Learning: Helping Students Develop Resilience, Responsibility, and Self-Efficacy (Kazac)</td>
<td>2:00pm</td>
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<tr>
<td></td>
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<td>4:30pm-6:30pm: Blackboard Management, Meeting the Needs of All Students (Rodriguez)</td>
<td>4:30pm</td>
<td>C-559</td>
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<tr>
<td></td>
<td></td>
<td>7:00pm-9:00pm: Using and Evaluating Interactive Tutorials and Micro-lessons (Rodriguez)</td>
<td>7:00pm</td>
<td>Online</td>
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<td></td>
<td></td>
<td>3:00pm-5:00pm: Blackboard Management, Meeting the Needs of All Students (Rodriguez)</td>
<td>3:00pm</td>
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<tr>
<td></td>
<td></td>
<td>3:30pm-5:00pm: Four Strategies to Engage the Multicultural Classroom (Dumont)</td>
<td>3:30pm</td>
<td>C-559</td>
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<tr>
<td>Friday</td>
<td>3/11</td>
<td>1:30pm-3:30pm: Enhance Engagement in Online Courses (Online)</td>
<td>1:30pm</td>
<td>Online</td>
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<td></td>
<td></td>
<td>2:00pm-4:00pm: Teacher Engagement Tools (Pollo)</td>
<td>2:00pm</td>
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<td></td>
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<td>9:00am-11:00am: The Development of a Curriculum (Rosen)</td>
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<td>1:00pm-2:30pm: Helping Students Build Skills (Dionato)</td>
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<td>2:00pm-4:00pm: Lesson Planning! Working With Underprepared or At-Risk Students (Collaborative)</td>
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<td>10:00am-1:00pm</td>
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<td></td>
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<td>Designing and Teaching a High Impact Capstone Course (Online)</td>
<td>Cultural Competency II (Flemister &amp; Rosario) B-446</td>
<td>Student Research Day GYM</td>
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<td>4/12</td>
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<td>4/13</td>
<td>4/14</td>
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<td>4:11</td>
<td>Improve Concentration through Physical Activities (Gosset) C-559</td>
<td>Universal Design - What is it? (Davis) C-559</td>
<td>Refresher Portfolio Workshop for Untensured Faculty (Mangino) FDR</td>
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<td>11:30am-12:30pm</td>
<td>3:30pm-5:00pm</td>
<td>11:00am-12:00pm</td>
<td>2:00pm-4:00pm</td>
<td>Earth Day</td>
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<td></td>
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<td>Backing up your blackboard course to safeguard your information (Rodriguez) C-559</td>
<td>Student Engagement II (Jones) C-559</td>
<td>Team-Based Learning: Strategies for Getting Started (Online)</td>
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<td>SPRING BREAK</td>
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</table>
### Spring 2016 Professional Development Activities

#### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>5/16</td>
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<td>5/17</td>
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<td>5/18</td>
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<td>5/19</td>
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<td>5/23</td>
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<td>5/26</td>
<td>9:00am - 12:00pm</td>
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<tr>
<td>5/27</td>
<td>9:00am - 12:00pm</td>
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</tbody>
</table>

*Note: Specific details of the events are not provided in the image.*
CALL FOR PAPERS AND UPCOMING CONFERENCES ON TEACHING AND LEARNING

March 2016

2-4 ITEEA’s 78TH Annual Conference; ITEEA National Harbor; Washington, DC
http://www.iteaconnect.org/Conference/conferenceguide.htm

12-16 2016 NASPA Annual Conference; Indianapolis, Indiana
http://www.naspa.org/events/2016-naspa-annual-conference

15-19 2016 NADE - National Association for Developmental Education, member CLADEA Annual National Conference (2015 Conference hosted by CalADE); Anaheim Marriott Hotel, Anaheim, CA (link to add conference to your calendar will be posted when available!)

April 2016

6-9 2016 CCCC Annual Convention, Writing Strategies for Action; Houston, Texas
http://www.ncte.org/cccc/conv


20-22 OLC Innovate 2016: Innovations in Blended and Online Learning; New Orleans, LA
http://onlinelearningconsortium.org/olc-innovate

May 2016

6 2016 CUNY Experimental Learning Symposium; Guttman Community College; New York, NY
http://guttman.cuny.edu/academics/meetings-and-symposia/

28-31 International Conference on Teaching and Leadership Excellence; Austin, Texas
http://www.nisod.org/?q=products/2016-conference

SPECIAL THANKS TO:

Professor Jacqueline DiSanto and the Hostos Writing Group

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• Dominique Coston
• Itzel Ortega
MEET THE DIRECTORS

WELCOME TO SPRING 2016 SEMESTER!

As we begin a new academic year and new semester, I would like to share with you our aspiration for a very successful and enriching year. It is an honor for me to have the opportunity to co-Direct the Center for Teaching and Learning with Prof. Elvir Dincer, and enjoy the support from a wonderful team, Luz, Itzel and Dominique. My goal is to continuously look for innovative ways to complement the knowledge, support, and services from EdTech and CTL to better serve Hostos’ teaching and learning needs.

The CTL team, with the support of EdTech, Library, and OAA, has been working very hard to create thought-provoking and engaging activities seeking to enrich your professional-development journey and provide access to best practices and tips from our colleagues. We hope that the professional development map we put together helps you navigate through seminars, conversations, technology discussions, hands-on sessions, and webinars, and plan your schedule. Also, there are a number of exciting initiatives and activities we are preparing: Innovation Celebration, Bronx EdTech Showcase 2016, and CUE Conference 2016 @ Hostos.

The CTL has been working hard over the summer to plan collective teaching sessions for the fall and spring semesters, for everyone to gather and share their experiences. I look forward to seeing the junior and experienced faculty working side by side to give our students the best possible education they deserve.

No one knows our students better than us!

The purpose of this publication is to keep you informed of new initiatives and workshops offered by the center. The mission of the center is to promote excellence in teaching and learning. We offer workshops, orientation for new faculty and special events that focus on teaching and learning. We hope that through participation in CTL workshops, you will gain valuable experience, connect with faculty across disciplines, learn best practices, and create an ongoing discussion of pedagogical practices. Upcoming workshops and events are found on the Spring 2016 Professional development activities map. Take a look at the calendar and mark your calendar with the ones you find of interest.
Devora Geller is a Ph.D. candidate in musicology at the CUNY Graduate Center, an adjunct lecturer at Brooklyn College, and a Quantitative Reasoning Fellow at Hostos Community College. Her main research interests include the role that music has played in the process of assimilation and acculturation for American Jews during the twentieth century, and commercial sheet music as a cultural product of Yiddish-speaking immigrants.

Gowun Park is a Ph.D. candidate in the Economics program at the CUNY Graduate Center. She completed MA degree in Economics at New York University. She teaches Introductory Macroeconomics at NYU, and Economics and Finance courses at Hunter College. Her research is focused on Labor Economics and Inequality.

Quantitative Reasoning Initiative

Hostos is participating in the CUNY-wide Quantitative Reasoning Initiative to support efforts to improve QR across the curriculum. Quantitative Reasoning is the skill of the year for the CTL Advisory Council and the General Education Committee.

If you would like to collaborate on QR assignments or curriculum design, pedagogic research, or the QR Initiative at Hostos, please feel free to contact the Quantitative Reasoning Fellows. They can be reached at (718) 664-2515 or via email at quant@hostos.cuny.edu.