

Center for Teaching and Learning on Tour: Sharing, Reflecting on, and Documenting Effective Strategies

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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.

Introduction

This paper shares a strategy designed to positively impact teaching behavior in the face of an evolving landscape for community-college faculty in higher education. The pressures of national ranking systems coupled with competency-based, financial-aid funding models place increasing pressures on college administrators, students, and, of course, faculty (Molnar, 2014; Ryssdal, 2014). Faculty members are expert in their own disciplines, but they often need ongoing training in teaching, technology, or assessment (Stes, Min-Leliveld, Gijbels, & Van Petegem, 2010; Amudsen & Wilson, 2012). In almost all institutions, instructors, now more than ever, must develop assessment tools aligned with course outcomes, document student academic achievement, participate in interdisciplinary projects such as service

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learning and general-education outcomes assessment, and familiarize themselves with emerging technologies. Furthermore, in urban institutions serving non-traditional students, faculty members need an additional repertoire of teaching techniques targeting remedial education needs, diverse academic and cultural backgrounds, and meaningful integration of class content with community needs and workforce preparedness.

These pressures on faculty are not easy to address. Centers for Teaching and Learning (CTL or CTLs) must develop innovative formats for faculty development and show evidence that these initiatives positively impact faculty teaching practice (Gray & Radloff, 2008; Nadler, Shore, Taylor, & Bakker, 2012). CTLs in minority-serving institutions like ours are no exception to this movement. Our CTL operates as an arm of the Office of the Provost and Vice President for Academic Affairs in our community college located in the South Bronx, one of the poorest Congressional districts in the United States. Our institution serves almost 7,000 students and is the smallest in one of the largest city-university systems in the country. The majority of our student population is low-income, first-generation, and female. Additionally, 60 percent are Hispanic and 22 percent are African-American. Most—86 percent of students—require remediation in at least one basic skill area, whether mathematics, reading, or writing (Office of Institutional Research, Hostos Community College, 2014). Despite these challenges, our students bring to the classroom enriching personal and social literacies plus the desire to grow socially, economically, and intellectually. On the one hand, the needs of the student body shape CTL work. On the other hand, CTL has to craft meaningful faculty initiatives addressing the nationwide expectations mentioned above.

This paper showcases a professional-development strategy, hereafter “CTL on Tour” or “the Tour,” designed to positively impact teaching behavior by providing a reflective forum in which individual faculty might share areas of expertise as well as personal experiences working with our student population. These biweekly discussions focus primarily but not exclusively on best teaching practices, including classroom management techniques. This initiative has been developed over three years and aligns with the following instructional-development goals discussed by Sorcinelli, Austin, Eddy, and Beach (2006): foster collegiality among faculty members; develop a climate of teaching as an inquiry process; provide opportunities to discuss teaching challenges and accomplishments; listen and learn from each other; and position the CTL as the provider of nurturing, safe, conversational spaces for faculty. In summation, this CTL approach is a new

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way to invite a range of faculty voices while helping them develop the skills necessary to succeed in changing professional landscapes.

The CTL on Tour: Goals and Approach

Beginning in fall 2011, faculty and staff organizing CTL initiatives reimagined its instructional conversations as a journey through campus meeting spaces in which faculty formally and informally meet. Thus marked the beginning of the CTL on Tour. CTL on Tour makes stops at all academic departments, a practice that allows faculty from across disciplines to share pedagogical strategies and expertise in a departmental setting different from his/her own. The philosophy behind the Tour embraced the idea of engaging different cohorts of faculty members rather than conceiving activities for the usual loyal ones who typically attend all professional development activities. The initiative invited faculty into different department environments, breaking the physical and social boundaries of disciplinary silos and creating spaces across campus for conversations based on best practices. The faculty developers envisioned these reflective moments as organic niches fostering interdisciplinary collaborations.

The logistics of the Tour are looser than the routine logistics of traditional CTL professional-development initiatives. The Tour views the entire day as a possible time for instructional and other professional-development conversations. Scheduling depends on the availability and preferences of the presenters. Most presenters and participants have greater availability at the beginning of the semester and at midterm. Having Tour schedules that offer a variety of changing days and times in the week allows different cohorts of faculty to attend sessions. Presentation spaces are re-imagined from the traditional four locations (CTL conference room, Office of Academic Affairs conference room, faculty dining room, and multipurpose room) to any of the ten academic departments' conference rooms or other informal as well as formal meeting spaces.

The CTL and Office of Academic Affairs conference rooms are physically close to the Office of Academic Affairs. These two venues frequently host administrative meetings. Scheduling CTL on Tour presentations at alternate physical locations was deliberate as it preserved that sense of ownership and safety that faculty members appreciate when discussing teaching and learning matters, while offering broader scheduling opportunities. As an example of how these traveling meeting sites work, we hosted a conversation to share strategies for the first day of classes at the Allied

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Health department's conference room. This room is located at the Natural Sciences/Allied Health building. Two faculty members from the English and Humanities departments facilitated this conversation, while many Science and Allied Health faculty were part of the audience. This conversation, which we also discuss later in this narrative, enabled faculty to share their different perspectives regarding activities for the first day of classes. Free to discuss experiences openly, some faculty reinforced the need to discuss the syllabus and start covering content whereas others reinforced the need first to create a safe environment for learning.

The benefits of CTL on Tour's new uses of space are twofold: more efficiently drawing upon limited campus meeting places, and more creatively using spaces where faculty and staff already congregate. As with many urban campuses, we have limited space for meetings, offices, and classes. Tour meetings occur in non-traditional spaces that might otherwise be underutilized. These meetings also bring the CTL to the places where faculty and staff already gather as part of their daily routines. Hosting Tour stops in departmental conference rooms plays to familiarity, security, and comfort level that derive from feeling at home in the department (McCormack, 2012).

The Tour's strategy, in addition, suggests a kind of tour of disciplinary expertise. Consistent with the goal of fostering interdisciplinary dialogue and promoting the growth of interdisciplinary communities of practice, the departmental conference rooms attract participation from educators who are usually less involved in professional development discussions organized by the CTL. The concept of the Tour aligns directly with the foundational mission of the CTL to involve all teaching faculty and non-teaching staff in interdisciplinary discussions designed to improve student performance, persistence, and graduation rates.

Simply having CTL staff handle logistics for these Tour meetings has the effect of more fully integrating CTL staff and participants into the campus community. CTL staff take on marketing, space reservations, technology confirmations, food arrangements, setup, and cleanup. As a result, CTL staff regularly interact with all academic departments and many campus offices across each of the college divisions such as student development, and administration and finance. CTL staff markets events through CTL Advisory Council liaisons and by using flyers and postcards, email blasts, phone calls, face-to-face outreach, and word-of-mouth, which all help CTL faculty and staff form ongoing relationships with campus faculty and staff unconnected to CTL.

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Outcomes of these relationships include ongoing person-to-person and asynchronous conversations related to community engagement and service learning. The CTL has facilitated dialogues and collaborations between faculty and staff from the student-development division in order to implement new high-impact practices emerging from conversations that began in CTL Tour meetings. The echoes of these CTL meetings has led to increased collaboration and intellectual common experiences, such as with productions from our institution's theater company. The theater company is hosted in the Humanities department and its student-oriented productions have merged participation in and discussions of the dramatic selection with inter-disciplinary assignments and activities from classes as diverse as Chemistry, Education, English, Sociology, and History. With CTL as an open space for idea sharing, college theatrical productions have become campus-wide learning opportunities, similar to a common reading program in which diverse faculty, staff, and students share one learning experience across campus.

Since CTL on Tour activities bring interdepartmental audiences to departmental spaces, Tour meetings simultaneously build upon the familiar, encourage spontaneous attendance by department members who are passing through, and make the unfamiliar familiar to participants who might otherwise have maintained a departmental center of gravity. At the time of an activity, campus educators including CTL and other campus faculty, staff, and administrators from across campus arrive at the designated academic department. Usually, faculty members from the host department spontaneously join in the activity. Goals of the Tour are to discuss successes, challenges, and opportunities in teaching, promote a community of practice, and share alternative approaches to teaching and learning. Meetings of the CTL on Tour also incorporate insights and experiences from previous CTL programming. CTL facilitators aim to initiate conversations on topics of shared concern in informal, seminar-style, often celebratory, meetings. Such gatherings—loosely focused; non-hierarchical; encouraging goal sharing, alternate paths of approach, and even alternate understandings—offer opportunities to overcome barriers between CTL, faculty, staff, and bridge gaps between administrative and instructional roles.

The CTL on Tour: Our Center's History Prior to 2010

The original mission of the CTL was to create platforms for regular conversations about teaching and learning. In 2003, the Provost and Vice President for Academic Affairs created an interdisciplinary group, comprised of faculty and staff representing disciplines and academic-support programs such as the college learning center, initiatives for writing and quantitative reasoning across the curriculum, language-immersion, library science, career services, counseling, and institutional research. The Council's purpose was to plan and engage faculty and staff in professional-development opportunities, advise the Provost in matters regarding professional development, and create an online repository of professional development resources. The Advisory Council keeps abreast of local and national trends in teaching and learning to bring relevant ideas into the life of the college community. The CTL became known for signature series of professional development such as Author of the Month, Research Innovation, Teaching and Education seminars, and Brown Bag lunches. As the CTL grew and a large grant was funded, the CTL became home to annual small-grant competitions for curriculum innovation, overnight off-campus retreats, and celebrations of teaching innovations and awards.

The Provost's Office additionally moved New-Faculty Orientation, the General-Education Committee, and disciplinary conferences under the auspices of the CTL. The professional-development component of the grant awarded faculty with released time to develop and implement teaching innovations. Examples of award-winning innovations included: a campus-wide service-learning committee; an interdisciplinary humanities and science experience designed by college students for middle-school students; an educational campaign to promote awareness of mathematical concepts; and new interdisciplinary co-teaching partnerships.

Throughout the period of the grant (2004-2009) and as the institution was building a culture of interdisciplinary conversation, the CTL developed a reputation for offering stand-alone and sustained conversations over time. These initiatives opened unexpected opportunities and challenges. Faculty and staff who had not been participating in scheduled programming started requesting other types of initiatives, indicating, most of all, that they would like more open forums for reflecting on and sharing teaching practices: meetings without a specific goal to accomplish other than to engage in meaningful dialogue. So, for example, in addition to offering workshops on creating and fostering student e-portfolios, or designing and implementing

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Team-Based Learning, the CTL on Tour addressed these requests for open forums, and, simultaneously, reimagined the process by which professional development is offered on campus. Natural Science faculty and staff invited participants to come to the Mathematics department for guided conversation on student engagement; in turn, Mathematics faculty and staff shared their experiences with Supplemental Instruction in a conference room near the department that coordinates Linguistics and English as a Second Language (ESL); subsequently, ESL faculty and staff facilitated a discussion of scaffolding strategies in a conference room usually reserved for Natural Sciences.

In addition to recognizing opportunities such as those offered by faculty and staff requests for wider-ranging topics for conversation, CTL on Tour programming sought to recognize and address existing strengths and challenges that had insufficiently influenced earlier configurations of CTL. Prior to 2010, professional-development sessions were scheduled during traditional meeting times and followed the models of the college-wide curriculum, faculty Senate, and other division and college-wide committees. The traditional model was to host meetings during college club hours (i.e., Tuesday and Thursday from 3:30 pm-5:00 pm) or on non-club days but still during the same afternoon hours, and the professional-development sessions were usually held in one of the four locations mentioned above. For some members of the campus community, this model worked well. Our small urban campus is ideal for facilitating close interaction between people. The college has three, five-floor buildings located close to one another, an arrangement that creates natural opportunities for faculty, staff, and administrators to meet in passing. Furthermore, the CTL offices are physically close to the Office of Academic Affairs where the Provost and Vice President, Deans, and other cabinet members are located. The CTL and OAA conference rooms are also within this vicinity, so it is not uncommon for the Provost and Deans to step into meetings in progress, sometimes simply to offer greetings. This environment makes scheduling meetings between CTL coordinators and administrators spatially and temporally easy. More challenging, CTL coordinators found, was scheduling meetings with those faculty and staff not acting in Advisory Council or administrative capacities, and not regularly or synchronously in the vicinity of those who were.

The CTL on Tour crucially addresses needs of adjunct instructors, who often are most in need of flexible scheduling and enticing topics. Adjunct instructors teach approximately half of our students. It is imperative to create professional development opportunities that consider adjunct-faculty

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time, availability, and interests. Furthermore, the institution has hired about 50 new full-time faculty members over the last three years. These faculty are required to participate in a yearlong orientation during the first year. This seminar helps first-year faculty develop an understanding about college life and ways to be part of the campus initiatives. These types of dynamic forums should continue to be developed in order to embrace new full- and part-time faculty alike and should incorporate participant feedback to update the purpose and design of the orientation. Taking all of these together, the newly appointed CTL director in 2010 imagined a tour of departments as a new way to engage newly hired, returning, and adjunct faculty in college-wide professional initiatives.

The CTL on Tour: Program and Participants' Experience

The CTL on Tour has become a place for conversation about faculty practice: what we do and why we do it; our dreams and our needs; and our disparate goals and strategies. The inclusive nature of Tour events brings together diverse groups of campus educators—people who impact learning both inside and outside of the classroom. CTL on Tour has become part of faculty instructional-development culture that fosters interdisciplinary faculty exchange and broad understanding of teaching styles and strategies across the division. Many faculty members referred to these weekly moments as a refreshing space in their sometimes-overwhelming daily-professional life.

In order to adjust the scheduling of CTL meetings in accord with the wide variety of scheduling among members of the campus community, Tour sessions dedicate multiple sessions to one instructional theme, such as “Writing to Learn.” In addition to offering several opportunities to attend each session, CTL on Tour programming also offered themes likely to be novel to one group but quotidian to another, or familiar to all in different forms—themes that had not yet crossed disciplinary divides or that in crossing had taken different forms. For example, two of the September 2013 Tour sessions were titled: (1) “Student journals! Not just a tool for English faculty,” and (2) “Scaffolding strategies: Building student autonomy in the classroom.” At these meetings, faculty in English, Education, and History might share experiences with student journals with colleagues in Nursing, Dental Hygiene, and Radiology, whose experiences with case notes offer instructive comparisons.

Another method of planning was to schedule closely related topics at intervals throughout the semester. For example, the session “What factors

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motivate students to learn and to remain engaged through the whole term?” was offered in September, and “Student engagement as classroom management” was given in October. Tour conversations include topics such as, “Sharing first day of class strategies and ice breakers,” “Team-based learning: Learning through focused group activities,” and “Structured and unstructured learning environments.” Table 1 shows a complete list of workshop titles, presenter disciplines, host departments or venues, and number of participants for each session offered in the 2013-2014 academic year.

Table 1
Schedule of CTL on Tour Stops in AY2013-2014

Topics	Month	Facilitator Dept.	Venue	Participants
What Factors Motivate Students to Learn?: Engaging Them Through the Whole Term	September	Natural Sciences	Mathematics	21
Student Journals! Not Just a Teaching Tool for English Faculty	September	Humanities	Behavioral and Social Sciences Department	12
Scaffolding Strategies: Building Students Autonomy in the Classroom	September	Language and Cognition	Natural Sciences Department	15
Helping Students to Help Themselves in Gateway Courses	October	Mathematics	Smart Classroom	19
Student Engagement as Classroom Management	October	English	Business Department	10
The Ups and Downs of Group Work in Supplemental Instruction	October	Mathematics	Language and Cognition Department	13
Using Reflective Dialogue to Deepen Learning	November	English	Nursing Department	8

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The Academic and Career Connections	November	Career Services	Humanities	5
Using Learning Styles and Linking Career Preparation to Course Curriculum	November	English, Career Services, and Allied Health Services	Library Classroom	7
Strategies for Designing and Assessing Field Trips	November	Behavioral and Social Sciences	English Department	6
Sharing First Day of Classes Strategies and Ice Breakers	January	Language and Cognition, Humanities, and Natural Sciences	Allied Health Sciences Department	14
Pedagogical Research: A Method for Understanding and Sharing Your Unique Approach to Teaching	February	Behavioral and Social Sciences	Business Department	5
Team-Based Learning: Learning Through Focused Group Activities	February	Business	Natural Sciences	9
Teaching Inside: The Opportunities and Challenges of the Prison-to-College Pipeline Program	February	Humanities	Behavioral Sciences Department	9
Academic Freedom: What You Need to Know	February	President's Office, Behavioral and Social Sciences, and English	Humanities	14
Structured and Unstructured Learning Environments	March	Behavioral and Social Sciences, and Natural Sciences)	Mathematics Department	10
Moving the Paper Forward: Strategies for Responding to Student Writing	April	English	Education Department	5

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Noting the Importance of Note-Taking Strategies	May	Allied Health Services, and Education	Language and Cognition Department	5
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One of the most successful conversations that year addressed teaching strategies used on the first day of classes. Faculty members from different content areas exchanged games to learn student names, formative assessments used to diagnose students' academic strengths and prior knowledge, and other engaging techniques that avoid a first-day-of-class quiz or exam while accomplishing similar outcomes. Participants also shared other ideas related to emotional intelligence and the ability to embrace student expectations, fears, and anxiety during this key day. Many faculty members admitted that on the first day of class they often focus on discussing the syllabus and covering content. An important take-away from this session was that several participants were rethinking how they begin class, set the class pace, establish classroom demands and etiquette, and listen to learner expectations. Specifically, many of them expressed an intention to develop games to learn all student names during the first day of classes and create simple first-day assessment strategies to appraise class skill and content levels. The shared formative-assessment strategies based on games allow faculty to document class background without creating the anxiety-inducing atmosphere produced by the first-day-of-class quiz or high-stakes diagnostic currently used by many faculty members and, therefore, are more likely to result in clearer snapshots of students' incoming skills.

Perhaps most of all, the Tour provides space for reflective practice—an essential part of the pedagogical process that is often missing due to the fast pace of daily faculty responsibilities. Reflecting on and celebrating faculty practices in the classroom represents a key component of this professional development initiative. Faculty members need to remain both creative and purposeful about their teaching methods, as there is a constant pressure to explore new and improve existing pedagogy. In order to facilitate ongoing reflection, the CTL Advisory Council, either prior to or soon after the professional-development session, convenes to discuss the Tour conversations. This allows the CTL Advisory Council, too, to reinforce creativity and ongoing self-reflection as crucial aspects of developing a culture of continuous professional development. Such reflective practices give rise to new topics and challenges that might subsequently shape future CTL Advisory Council and Tour presentations.

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Sharing successful methodologies across departments becomes an organic method of change that impacts the community of practice among the faculty. Issues that transcend the boundaries of specific disciplines, such as the need to meaningfully integrate topics about women, ethnicity, gender, and sexual orientation in the curriculum, have been part of the Tour and generated changes in practices that echo across diverse departments and their practices. For example, one conversation revolved about the negative consequences of remaining silent when disrespectful or biased comments and behaviors arise in the classroom. The dialogue navigated faculty doubts about the best ways to embrace these topics in context of the cultural diversity of our urban, community-college students.

Tour conversations also have prompted faculty to view the syllabus as a living document. Several conversations explored how faculty members use formative assessment tools to tailor the pace of instruction and other classroom management strategies during the term. When instructors consider student voices for shaping classroom management, an atmosphere of mutual respect channels student feelings of excitement, ownership, and responsibility for learning in the classroom without dampening their enthusiasm about the course. This negotiation strategy reconciles differences in teaching and learning styles, and brings learners into the conversation (Nunez Rodriguez, 2013). Always, Tour conversations, regardless of the specific topic of the session, debate issues based on how different faculty members develop discipline-based language and discipline-ways of knowing. This represents an opportunity to engage new and continuing faculty members in a dialogue about preserving disciplinary identities, determining how much discipline-specific knowledge and skills students require, and recognizing necessary tensions that faculty members, expert in their disciplines, negotiate when they socially and academically deconstruct themselves to work with student populations who have widely dissimilar preparedness for and experiences with college work.

In all these examples, the Tour serves as a community-building activity for members of the college rather than simply impacting practice of faculty in classrooms. Together, these Tour conversations explore approaches to building classroom content and disciplinary skills using student life experiences and prior knowledge as foundations (Courage, 1993). They emphasize the extent to which all members of the college community, most working with non-traditional students, need constantly to reimagine the ways they engage students and one another in teaching and learning processes.

The CTL on Tour: Effectiveness and Program Assessment

The culture of assessment percolating throughout the campus trickles down into the regular practice of the Center for Teaching and Learning, and surveys and feedback have become a high priority for the Tour initiative. All CTL on Tour participants complete the survey shown in Table 2. Using survey outcomes, the CTL faculty developers (CTL Director, Assistant Director, and Advisory Council members) select topics for future faculty-instructional initiatives and for the creation of faculty-inquiry groups. Tour facilitators additionally ask participants to reflect individually on their own practice in surveys before leaving the presentation. CTL staff members collect and analyze completed surveys for participant learning, participant adoption of new ideas, and participant interest in future professional development. On occasion, spontaneous follow-up e-conversations are a means of documenting the creative ways faculty think and share topics related to pedagogy, research, and service. The faculty members that continue discussing a topic through an e-mail thread or express common interests in applying or learning more about a specific topic naturally constitute a possible benchmark for mid-term comprehensive assessment of faculty development. They form the bases for focus groups that share with the Advisory Council and others which aspects of an innovation they applied, why and how they applied it, what they learned from their choices, and how they are documenting the effectiveness of interventions. In doing so, the CTL will be able to document its effectiveness and, more importantly, continue fostering a campus-wide culture of reflection and assessment into our own teaching practices.

Table 2

Survey used to document faculty participant perception about CTL-on-Tour presentation.

I participated in today's workshop as:							
<input type="checkbox"/>	FT Faculty	<input type="checkbox"/>	PT Faculty	<input type="checkbox"/>	Staff	<input type="checkbox"/>	Other (please specify):
Please circle Yes or No for each prompt regarding your experience at today's presentation:							
a.	My sense of belonging to a community of teaching practitioners was reinforced.	Yes	No				
b.	I learned something from listening to colleagues' experiences.	Yes	No				
c.	I thought about new/different approaches to meeting student needs and demands.	Yes	No				
d.	I thought about my teaching related to changing workforce demands for graduates.	Yes	No				

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|----|---|-----|----|
| e. | I am encouraged to explore and test different techniques in my own teaching. | Yes | No |
| f. | The topic built on teaching practices I currently use in my classroom. | Yes | No |
| g. | I felt safe sharing my classroom experiences during the conversation. | Yes | No |
| h. | The presenter intentionally designed the workshop to include participate voices. | Yes | No |
| i. | I am leaving this workshop with a new idea. | Yes | No |
| j. | The information presented/discussed made me question a teaching technique I use. | Yes | No |
| k. | I am motivated to expand my teaching practice with a new idea. | Yes | No |
| l. | I am rethinking a technique with a new twist after an unsuccessful attempt. | Yes | No |
| m. | I am aware of how the CTL fits in with the college strategic and operational plans. | Yes | No |

Do you think that you will incorporate the strategies, techniques, and/or ideas discussed today in your work at Hostos?

- Yes
 No
 Don't Know/Not Sure

Please elaborate on your response with details.

Share any feedback about the delivery of the presentation material? Please include constructive feedback in your comments.

Future Directions

Which of the following topics are most interesting to you regarding your professional growth? Please check all that apply.

Teaching Excellence

- | | |
|--|---|
| <input type="checkbox"/> Flipping Your Classroom | <input type="checkbox"/> Using Small/Large Group Discussion |
| <input type="checkbox"/> Teaching with Service Learning | <input type="checkbox"/> Teaching a Course with no Pre-requisites |
| <input type="checkbox"/> Modifying Teaching to Close Skills Gaps | <input type="checkbox"/> Using Team/Collaborative Work |
| <input type="checkbox"/> Other (please list: _____) | |

Research and Scholarship

- | | |
|--|--|
| <input type="checkbox"/> Preparing Articles | <input type="checkbox"/> Preparing Grants |
| <input type="checkbox"/> Conducting Teaching Research | <input type="checkbox"/> Accessing/Using Library Databases |
| <input type="checkbox"/> Research and Tenure/Promotion | <input type="checkbox"/> Professional Progress/Recognition |
| <input type="checkbox"/> Other (please list: _____) | |

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Leadership and Service

- | | |
|---|---|
| <input type="checkbox"/> Managing Colleagues | <input type="checkbox"/> Managing Adjuncts |
| <input type="checkbox"/> Communication Processes | <input type="checkbox"/> Committee Leadership |
| <input type="checkbox"/> Program Development | <input type="checkbox"/> Leadership Styles |
| <input type="checkbox"/> Other (please list: _____) | |

Among ongoing challenges, the CTL hopes to increase participation among adjunct faculty. The majority of CTL on Tour participants were full-time faculty while just five percent were part-time during the 2013-2014 academic year. Adjunct-oriented Tour stops emphasized topics such as salary increments, promotion, and creation of a professional teaching portfolio. Our vision related to reaching this instructor cohort coincides with similar approaches to professional development used across the nation (Linder, 2012). These changes contributed to overall increases in participation among adjunct faculty, but it is still the case that some faculty members very actively participate in college activities, others sporadically participate, and yet others rarely or never participate. Increasing the reach of CTL remains a challenge for us, as it does for many campuses.

The CTL on Tour events have spurred conversations among CTL executive staff and the Advisory Council about the best ways to assess and document the effectiveness of instructional-development initiatives. What should be documented? What types of evidence or artifacts show CTL effectiveness? We aim to assess all our professional development initiatives following this four level-approach: participant satisfaction with and perceptions of a specific program; participant beliefs about teaching and learning; participant changes in teaching practice; students' perception of instructors' teaching performance related to the changed strategy, students' learning, and changes in the culture of institution (Kreber & Brook, 2001). With these goals in mind, CTL coordinators have been developing a survey tool to measure impact of faculty satisfaction and perception level of CTL on Tour. Attendees who wish to volunteer and share their thoughts on the experience will complete the survey. In the future, we will use the survey outcomes to determine the effect of the Tour initiative on participant attitudes toward engagement in instructional development. The Center will also seek to measure changes in teaching performance resulting from participation in Tour sessions based on implementation and collection of syllabi, lesson plans, and assignments.

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All survey responses and documented thoughts are part of a collective memoir of Tour conversations. This collection is a natural way to draw participants back into the conversation via small focus groups. Our focus groups are designed to expose common interests among participants and identify actions they have taken resulting from ideas shared during instructional development sessions. The survey results, along with the face-to-face and electronic conversations, currently document the Tour initiative and help us capture new ideas and the application of ideas expressed among participants.

Other ways of measuring the impact of CTL on Tour might be in assessment of faculty and staff career trajectories resulting from participation in Tour sessions. The CTL on Tour culture of sharing helps tenured and tenure-track faculty develop interdisciplinary networks of support. Junior faculty, in particular, express reticence toward pedagogical change. Change is not always successful and is sometimes viewed negatively by students. Interdisciplinary professional relationships created during these conversations reinforce the idea that all faculty members regardless of longevity can engage successfully in reflective practice and continuous change to make improvements, both of which are encouraged within the institution.

Collaborations among faculty and staff also evidence Tour effectiveness. The Tour conversations explore a range of solutions to classroom challenges, help participants identify new mentors, and make collegial as well as research, grant-writing, and publishing connections with each other. As an initiative, the Tour generates topics for the CTL Spa Day, which is the Center's annual conference day, and as a result, offerings in Spa Day programming often document outcomes of Tour sessions. Other measures are program development and implementation resulting from participation in Tour sessions. Currently, several focus groups based on scholarly writing, inter-visitation, class observation, and teaching research run in our institution. The reports from these groups and the programs they develop will contribute to the documentation of CTL effectiveness and outcomes for faculty development and campus initiatives.

Looking toward the future, an institutional research-approved process will allow us to contact, document, analyze, and share tour participants' attitudes and attitudinal changes, pedagogical changes, new assignment implementation, syllabus revision, and whether or not participants can report any evidence related to shifts in student engagement or learning based on teaching changes influenced by participation in instructional

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development initiatives. We predict that this follow-up step will confirm the value of our methods used to align professional development with learning outcomes, assignments, and assessment tools used in the classroom. Overall, the CTL on Tour has been a learning process for faculty developers as the initiative produces evidence showing CTL mission alignment with the academic institution mission.

The CTL on Tour: Final Thoughts

The CTL on Tour continues building understanding about pedagogy while providing a safe climate for sharing and reflecting on common challenges and avoiding faculty isolation when trying new tools. Altogether, this climate validates teaching innovation as a continuous process of trials, mistakes, and accomplishments. The practice of cross-disciplinary reflective conversations helps build a systematic culture of documenting teaching interventions in the classroom. Over all, this practice nurtures a climate of innovation and collegiality while exposing a new venue to document institutional effectiveness at the professional development level. The Tour continues to engage participants in conversations about new pedagogical design and strategies. This supportive environment strives to take advantage of assessment tools to determine levels of improvement while reporting on existing pedagogical practice. Ultimately, this culture should help faculty produce concrete narratives and artifacts that they use to enhance faculty portfolios for reappointment, tenure, and promotion.

The CTL on Tour is a faculty-inspired and faculty-owned process. The Advisory Council has one member from each academic department. At every council meeting, the members discuss recently held Tour stops and an article on pedagogy with the intent to stimulate scholarly reflective practice. As a result of this intensive reflection on practice, conceptualizing new initiatives does not rest solely on the shoulders of the CTL Director and Assistant Director. On the contrary, voices from all departments design insightful professional-development initiatives based on needs emerging from within the faculty. This democratic model and vision organically fuels a natural collaboration that keeps the CTL on Tour on the academic road.

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