

# Center for Enrichment of Learning and Teaching

2020-2021 Annual Report

Susan Altman, Director





A photograph of the Middlesex College entrance. A white stone wall with a black metal fence on top runs across the middle. The words "MIDDLESEX COLLEGE" are carved in large, bold, black letters into the wall. Behind the wall is a dense green hedge. In the background, there are large trees with green and yellowing leaves, suggesting autumn. A small stone pillar with a square window is on the right side of the wall.

# MIDDLESEX COLLEGE



## MISSION STATEMENT

The mission of Middlesex College is to provide access to a quality, affordable education for a diverse population, to support student success for lifelong learning, and to strengthen the economic, social and cultural life of the community.



## Center for Enrichment of Learning and Teaching

### 2020-2021 Annual Report

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## DIRECTOR'S NOTES

What a year it has been!

As we close out the historic 2020-2021 academic year, we are proud of the major role that CELT has played in response to the emergent needs of our faculty in regards to learning and teaching, in what was to many, a brand-new modality. The quick and unexpected shift to Emergency Remote Teaching (ERT) required flexibility, creativity, rethinking of our curriculums, and new skills and technology to help our students succeed in an unfamiliar digital format. As Middlesex made that pivot to remote instruction in March 2020, the CELT Board re-examined our priorities to directly address the skills required for remote education, such as Zoom mastery, Universal Design for Learning (UDL), and engaging students in online classes. This year we doubled the number of programs we offered and saw an increase in registrations of 147%! As we move from this remote year into a modified return to campus in the fall, we plan to continue this momentum forward and continue to work on programming to increase faculty engagement with CELT.

In May 2020, we changed our theme for the 2020-2021 academic year from *Inclusive Pedagogy to Conversations in Teaching* in order to allow us to respond to immediate faculty concerns. For many of our faculty members, the shift to online/remote teaching was daunting. CELT itself was challenged with the shift of our programming from face-to-face workshops to remote live workshops on Zoom. The silver lining proved to be a broader reach, as our new format provided for increased accessibility to our programming, especially among adjuncts. This allowed unprecedented discourse between adjunct and full-time faculty members regarding pedagogical strategies for our new *normal*.

We worked hard, but we did not work alone. We thank the eLearning team for their expertise and dedication, working with the faculty to successfully transition to online and remote teaching. We are pleased to continue collaborating with the eLearning team, Mike Sullivan and Shannon Osborn-Jones, to support our faculty, and thank them for presenting workshops in conjunction with CELT. Thank you, also, to the many faculty members who presented workshops over the past year. Your willingness to share your expertise and experience with your colleagues is the heart of what we do. We continue to learn from each other and CELT could not do it without you! We also thank the CELT Board for their tireless work to plan relevant programming for the faculty. A special thanks to Linda Scherr, Vice President of Academic Affairs, and all of the administration for always being so supportive of CELT.

We forged a very exciting new partnership this year, which we hope to continue, with Yamilett Febo-Gomez, Grants Director. Utilizing Perkins grant funds, and in coordination with the DEI Advisory Council, we were able to provide two opportunities for the entire campus community to attend guest speakers Dr. Gina Garcia, *Transforming Hispanic Serving Institutions*, and Rachel Allen of Valencia College's Peace and Justice Institute, *Conversations in Inclusiveness*. The speakers were a great jump start for next year's CELT theme of Inclusive Pedagogy.

What have we learned over the past year and what will we take forward? How can we improve what we do and reach more faculty? As we plan for the 2021-2022 academic year, we look forward to our theme of Inclusive Pedagogy and working on programming that will support all learners in the classroom with a lens towards equity. We continue to identify new ideas to bring to our Center and our programs, and are working to expand our resources for faculty. Join us for our speakers, workshops, student panels and other events as we move into a new academic year and continue our conversations about teaching.

The "Annual Report" is a new feature for CELT, allowing us to evaluate our progress toward our objectives, record our successes, and share with you our commitment to learning and teaching at Middlesex College. We invite your feedback at [CELT@middlesexcc.edu](mailto:CELT@middlesexcc.edu).



Susan Altman, Director

## CELT AT A GLANCE

### 2020-2021 Faculty Attendees by Department and Division

A new perspective on the Faculty CELT is reaching. Increasing reach to more adjunct faculty is one of CELT's goals for the 2021-2022 year.

- Business and Computer Science
- Health Professions
- VPMA
- Dental Hygiene
- Mathematics
- English
- Engineering Technologies
- Natural Sciences
- ESL, Languages, and Cultures
- HCD
- History and Social Sciences



#### CELT...

- Provided expertise, support, and resources
- Encouraged campus wide conversations on institutional initiatives
- Provided pedagogical and discipline specific professional development on and off campus
- Mentored new faculty
- Offered guidance and expertise to administration regarding hiring, mentoring, and observational feedback
- Fostered cross-discipline collegiality
- Engaged in educational research

#### The Year in Numbers...

- 74** total workshops
- 26** Tech workshops
- 30** SoTL workshops
- 1,216** unique registrations
- 220** total people attended
- 147%** increase in registrations
- 29%** of active faculty attended at least once
- 2X** last year's offerings
- 33** Mentor Program participants
- 5** Mentees attained tenure
- 2** speakers in May DEI lecture series

## WHO'S WHO...

### Executive Board

The CELT Executive Board includes a director and six full-time faculty, each serving two-year terms, and two adjunct faculty, who serve one-year terms. Planning and implantation of programs is a collaborative effort.

Annual voting is conducted in April via an online survey app. All Middlesex College faculty are eligible for nomination to the CELT Board and to vote for their representatives. Full-time faculty and adjuncts vote for their respective representatives.

### 2020-2021 CELT Executive Board



**Susan Altman**  
CELT Director



**Chris Drew**  
Criminal Justice



**Phalguni Ghosh**  
Chemistry



**Dan Grek**  
Engineering Technologies



**Adriana Mamay**  
Reference Librarian



**Crystal Quillen**  
Psychology



**Lorna Joasil**  
Psychology



**William Lipkin**  
History



**April Johnson**  
Asst. Dir. Advising



## Joining CELT for the 2021-2023 Term



**Shannon Pullaro**  
Business



**Jennifer Applebee**  
Mathematics

## Mentoring Team

The CELT Mentoring Team works on planning and implementation of all programming for new fulltime and adjunct faculty over the course of their participation in the mentoring program.



**Chris Drew**  
Criminal Justice



**Brian Lavey**  
Chemistry



**Clairie Vassiliadis**  
Mathematics

## Support Staff



**Joan O'Brien**  
Department Assistant



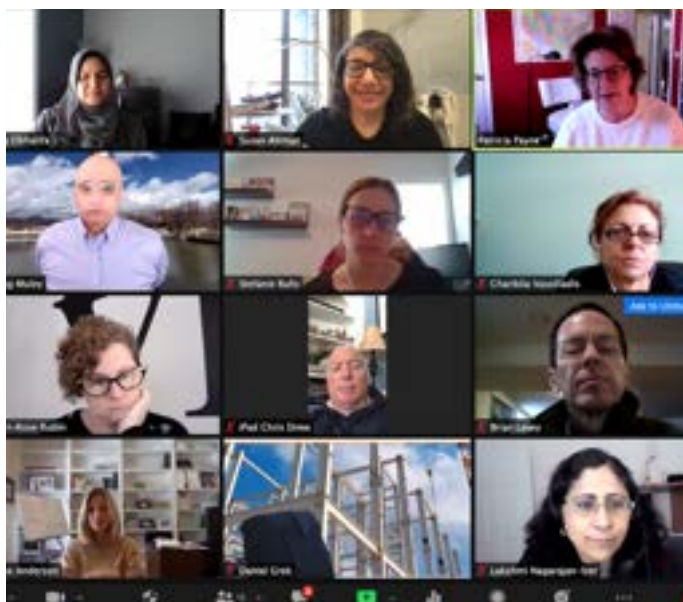
*“The CELT sessions are important because they address the student perspective.”*

Workshop participant, regarding CELT student panel discussions



*“Giving us the opportunity to actually use [Zoom] and practice was a great way to solidify the process in my mind.”*

Zooming into the Semester workshop participant



*“I found the information enlightening. It made me look at activities with a renewed perspective.”*

Attendee at the keynote presentation by  
Dr. Jean Mandernach



*“I learned by the end of last semester that just because the camera is off doesn't mean they are not there. I thought I was talking to myself, but I discovered at the end they had been listening the entire time.”*

Dr. Claire Condrie, Natural Sciences



## PANDEMIC RESPONSE

In response to the COVID-19 pandemic, CELT quickly shifted to all virtual programming. Traditionally the August “Welcome Back” workshops include a keynote speaker, however, the CELT Board chose to focus instead on programming which directly responded to immediate faculty needs for new pedagogical approaches. Based on a survey from summer 2020, it was determined that faculty needed a space to talk, share ideas, and learn new strategies for teaching in an online or remote live format. Several of those sessions were recorded and posted to the CELT website. In conjunction with Counseling Services, sessions were also provided to offer a space for faculty to talk candidly in small (not recorded) groups about work/life balance in this difficult time. In the spring, CELT invited Dr. Jean Mandernach, Executive Director of the Center for Innovation in Research and Teaching at Grand Canyon University, to speak on the topic of engaging students virtually. Despite the challenges of shifting to a virtual format, faculty responded positively and we increased participation compared to previous years.



*“I appreciated the opportunity to share experiences about what we were going through”*

## MIDDLE STATES COMMISSION ON HIGHER EDUCATION

In preparation for the Spring 2021 visit from the Middle States Commission on Higher Education (MSCHE), the CELT Director participated in the Middle States Self-Study as a member of Standard III: Design and Delivery of the Student Learning Experience. As requested, documents and records of faculty development for the previous five years were provided in preparation for the virtual campus visit. During the site visit, CELT was asked to meet with one of the reviewers to discuss faculty development programming on campus. Members of the mentoring cohorts met with MSCHE representatives separately. In the final presentation by the MSCHE team, CELT was identified as a positive asset on campus.

## COLLABORATIONS

This past year, CELT successfully collaborated with several partners across campus, including eLearning, the Council for Adjunct Faculty Development (CAFD), Library Services, Student Services, The Diversity, Equity and Inclusion Advisory Board, and the Middlesex Grants Department to present quality faculty development programming, as well as address important social issues relevant to the Middlesex College Community.

In the Fall, CELT, Student Life, and Library Services collaborated on a book group titled *How to Be an Anti-Racist* by Ibram X. Kendi: *Resources for Equity, Racial, and Social Justice Teaching*. Faculty, staff, and student participants met for discussion monthly throughout the academic year.

An exciting new collaboration for CELT this year involved teaming with Yamilett Febo-Gomez, Grant Director, to use Perkins funds for a late spring speaker series titled *Talking about Equity: Starting the Conversation (Appendix F)*.

This speaker series was supported Perkins Funding for Career and Technical Education, and co-sponsored by The Center for the Enrichment of Learning and Teaching and the Diversity, Equity, and Inclusion (DEI) Advisory Council. Both speakers broached important topics regarding inclusive pedagogy, and diversity, equity and inclusion on campus.

CELT also provides ongoing support for Jennifer Altman and Alexandra Fields by promoting their Service Learning Workshops through CELT's Eventbrite registration system.



## SUPPORTING THE CELT MISSION

CELT's mission is to serve as leaders to the college community by providing expertise, support, and resources to enhance learning, teaching, and scholarship. CELT fosters an institutional culture in which learning is the central focus.

### Objectives

- Provide expertise, support, and resources
- Encourage campus wide conversations on institutional initiatives
- Provide pedagogical and discipline specific professional development on and off campus
- Mentor new faculty
- Offer guidance and expertise to administration regarding hiring, mentoring, and observational feedback
- Foster cross-discipline collegiality
- Engage in educational research

### What We Do

Teaching and learning are supported at Middlesex College through both pedagogy and technology workshops, new-faculty mentoring programs, programs specifically targeting adjunct faculty, and one-to-one consultations.

### Workshops

At the core of CELT's efforts are the Study of Teaching and Learning (SoTL) and classroom technology workshops. *CELT Tuesdays and Tech Thursdays* continue to engage faculty with relevant content and offer two opportunities for professional development each month. Faculty are encouraged to share their knowledge and expertise with their colleagues as presenters for these workshops. Over the past year, registration for workshops increased by more than 150% and reached many faculty members who had never attended CELT workshops or events in the past. Throughout the academic year, CELT provided faculty the opportunity to improve their teaching practice and attain skills needed to function effectively in their remote or online classroom. There were an astounding 1,216 unique registrations for workshops and events this year. See Appendix E for a full list of SoTL workshops.

CELT traditionally kicks off the return to campus for the fall and spring semester with a week packed with workshops. In response to the unique needs that surfaced this past year, workshops began a week earlier in the fall, with optional offerings from August 24 -27, to give faculty additional time and resources to prepare for their classes and support their ERT needs, professionally and personally.

	2021	2020	2019
Events	74	37	52
Unique Registration	1216	492	59
Attendees	220	137	174

**Early Workshops:** The early offering topics included mastering Zoom, pedagogy for online instruction, keeping remote students engaged, and preparing for the first day of class (Appendix A). Additionally, Counseling Services facilitated three sessions with CELT, which provided space for faculty to share their pandemic related concerns and help them to find balance as they moved into unfamiliar territory with their students. Hands-on workshops limited registration to 10-15 participants in order to accommodate

interaction. Additional sections were added where possible to accommodate those on waiting lists. Overall, the ten optional offerings were exceptionally well received with 151 attendances, serving 65 faculty and staff members.

**Development Days:** The annual professional development day for full-time faculty was Tuesday, September 1. CELT has facilitated this day since its inception, traditionally with a keynote speaker and a variety of workshops, followed by an additional two days of optional workshops during that week of faculty obligation. Due to the uncertainty of the pandemic and the need to keep all interactions virtual, a decision was made to forgo the speaker and begin the week with a student panel (Appendix B). As with all CELT workshops, the goal was to provide information and opportunity for discussion but also model strategies to use in the classroom.

The spring semester week of obligation included CELT workshops on January 21 and 22, with Keynote speaker opening the second day. Although there is no required professional day in the spring, CELT has traditionally held workshops during the return from winter break in preparation for the spring semester. With remote learning as the current teaching modality, the Executive Board felt that it would be beneficial to the faculty to provide strategies for teaching, whether synchronously or asynchronously, and invite a known speaker on the topic. Other workshop topics for the week included assessment, Canvas Studio, Zoom, and crafting effective questions (Appendix C).

**SoTL Programs:** CELT provides SoTL (Scholarship of Teaching and Learning) programming that is based on research that supports student learning in the classroom. These workshops look critically at pedagogy specific to teaching and help faculty apply strategies to grow their teaching practice. This systematic examination of topics helps expand faculty knowledge and supports teaching excellence in the classroom. Presentations on UDL (Universal Design for Learning), the syllabus, crafting questions, and other workshops were all supported by current research in the field of learning and teaching. See Appendix E for a full list of SoTL workshops.

**CELT Tech:** This was the first year without designated CELT Tech Mentors, which were introduced to provide faculty support in mastering Campus Cruiser. In their stead, workshops were facilitated by faculty members in order to share the technology that they are using in their classes. Faculty members shared diverse strategies for student engagement including Kahoot, using OneNote to create virtual notebooks, video quizzes, Screencast-O-Matic, Flipgrid, and Perusal (Appendix D). The “High-tech, Low-tech, No-tech” session in November demonstrated the range of tools available for faculty of all tech skill levels.



## Mentor Program

The CELT Mentoring program continues to be a highly successful part of CELT's offerings. The mentoring team, consisting of Professors Chris Drew, Brian Lavey, and Claire Vassiliadis, and the CELT Director, continue to provide innovative programming and support for faculty as they move through the pre-tenure process. The mentoring program has contributed to faculty engagement in departmental governance and other campus committees, as members take on a variety of responsibilities, including leadership roles. Cohort members are Curriculum Coordinators, committee members and chairpersons, and workshop presenters, for instance, and are active in all areas of college service. Mentees report appreciation for the support and community that they build as a member of the CELT Mentoring Program.

Since the inception of the program, the CELT Mentoring Team works on planning and implementation of all programming for the cohorts and has developed a system that follows a set agenda over a five-year period towards the tenure and promotion process. The goals of the Mentoring Program are:

- to encourage excellence in teaching through discussion and by modeling effective teaching
- to encourage service to the College, starting in the second year at Middlesex
- to engage in meaningful conversation about learning and teaching
- to engage all cohorts by listening, supporting, advocating and helping them connect to each other and the institution
- to build a relationship with new faculty
- to share tenure and promotion procedures

In addition to a monthly CELT email/newsletter, each mentoring cohort receives a monthly email specific to their cohort with save the date reminders, suggestions of what they should be discussing with their mentors (CELT or Department), reminders about CELT events, and other relevant information specific to them.

Each semester all mentoring cohorts meet together for a joint "Mentoring Lunch" during welcome back week to start the semester and meet other faculty members, contributing to a culture of community and collaboration.

The Mentoring Program continues to prove a valuable experience for pre-tenured faculty as they successfully move through the tenure and promotion process. The Mentoring Program creates engaged faculty members who are committed to excellence in their teaching practice, and committed to being a contributing member of Middlesex College.

After being hired and approved by the College Board of Trustees, all incoming faculty receive an email welcoming them to Middlesex College and inviting them to join this voluntary CELT program. To this date, all newly hired faculty have willingly participated in the program. This past year, CELT welcomed a new 2020 Mentoring Cohort with three faculty members, all of whom had previously taught as adjunct faculty at Middlesex.

**Mentors:** All new faculty in the program are assigned a department mentor and a CELT mentor. Individuals are able to meet with their department mentor as needed, but are expected to meet with their CELT mentor at least every other month. Both CELT and department mentors are encouraged to be in regular contact with their mentees. Some of the ways mentors may help new faculty include discussing course content, sharing teaching strategies in their discipline, preparation for observations, assisting with 6-point reviews, encouraging service in college committees, and navigating work related questions and concerns.

**Cohorts:** Mentees are separated into cohorts according to their start date in full time, tenure track positions. Grouping the cohorts by year helps to build community as they begin their tenure at Middlesex. Meeting themes are designed for relevance to the specific cohort's progress and address common questions that are relevant to their years at the college.

**First Year:** Each new cohort has a welcome orientation in August, this past year it was held on July 31, 2020. Holding this event before school begins affords the new faculty an opportunity to get to know their mentors and get acquainted with Middlesex. Meeting early also allows faculty enough time to adequately prepare for classes and get acclimated to their new position. First-year cohorts meet once a month throughout the fall and spring semesters for a total of six meetings through their first year at the College. Each meeting begins with a “check in” to address any concerns. The College President and Vice President of Academic Affairs are invited to a meeting with each first-year cohort to get acquainted and answer any questions the new faculty have. During the first year, emphasis is on the importance of excellence in teaching and, in the spring, looking for service opportunities to begin in their second year.

**Second Year:** Cohorts in their second year continue to meet as a group, however only once a semester. During the second year, faculty is encouraged to begin getting involved on campus with service to committees, etc. Every meeting begins with a “check in” to address any concerns and usually has a specific topic for the meeting.

**Third Year:** During the third year at Middlesex, the cohort moves into a combined cohort for years three, four, and five. Combining the cohorts allows faculty to meet other colleagues, share ideas and learn from their experiences. Every meeting begins with a “check in” to address any concerns and usually has a specific topic for the meeting. As in year two, the combined cohort meets once a semester. Within the combined cohort, more experienced faculty cohorts begin to informally mentor their colleagues.

**Fourth Year:** In year four, faculty members continue to with the combined mentoring cohort and attend the fall and spring events with that group. They are encouraged to continue to increase their involvement in department and College service. They are reminded of the procedure for the tenure and promotion process and encouraged to make sure their files are complete to avoid missing documents when they apply for tenure and promotion in year five.

**Fifth Year:** In year five, the cohort continues to meet with the combined cohort twice a year. The CELT Mentoring team and department mentors provide extra support as year-five faculty move towards tenure and promotion. The CELT Director works closely with the Office of Academic Affairs and AFT representatives to make sure that accurate information is conveyed to the cohort. A special meeting for the fifth-year cohort is held in September to support those faculty with information specific to their tenure application. This meeting covers the tenure and promotion procedure and any questions related to the process. The tenure applicants are sent frequent reminders about checking their files, procedures and deadlines throughout the fall semester and up to the application deadline in February.

**Mentoring Circle Meetings:** In addition to individual mentoring, Cohorts meet with the Mentoring Team for informative workshops specific to their stage in the program. The Mentoring Circle topics have been standardized, but may shift each year in response to the needs of the cohort. For instance, this year, due to mandatory remote learning, some topics were specific to strategies for teaching online. See Appendix H for meeting topics by cohort for this year.

**Tenure and Promotion:** In preparation for the application process, mentees are encouraged to submit records of their work including signed 6-Points, observations, information from professional activities, and other relevant materials to their Department Chair, Division Dean and the Vice President of Academic Affairs, and to periodically review the contents of those files. The CELT Mentoring Program supports faculty and helps them prepare for the tenure and promotion process throughout the five-year mentoring period. For members who are ready to apply for tenure and promotion, a special meeting is held at the start of the fall semester before their application is due, to make sure everyone is on track and that they understand the process.



**Activities:** All mentoring cohorts are encouraged to attend CELT workshops, and records show that they are very active in both their attendance and their willingness to become involved and present to their colleagues. In the past few years, several pre-tenured faculty members have even been elected to the CELT Board.

## Adjunct Mentoring

CELT also supports adjunct faculty through first-semester mentoring and participation in Adjunct Development Day.

**“New to Middlesex College” Adjunct Mentoring Program:** Traditionally, the “New to Middlesex College” Adjunct Mentoring Program is a stand-alone voluntary program for adjunct faculty who are in their first semester at Middlesex. “New to Middlesex” but not always new to teaching, faculty are paired with a department mentor and a CELT mentor to whom they can turn for advice or information regarding their courses. Recruitment for this program consists of a CELT welcome letter as they are hired, with follow-up at the Adjunct Welcome Back night. The personal contact at this event usually gains (on average) 25-35 participants in the program.

The pandemic necessitated a remote Adjunct Welcome Back Night, and, in turn, fewer faculty involved in the CELT Adjunct Mentoring Program. During the past year, we did not hold a group meeting for this cohort. Interested faculty were matched with department and CELT mentors to work together individually. A decision has been made to change the format for next year, holding two *Conversations about Teaching Mentoring* events a semester for all adjunct faculty, regardless of the number of years at the College. These will be open to all adjunct faculty and be an opportunity to ask questions and discuss concerns as they arise. This new program is intended to engage more adjunct faculty in a remote format. The “New to Middlesex” Adjunct Mentoring program will continue to match new faculty with mentors as requested.

**Adjunct Faculty Development Days:** CELT works closely with the Council for Adjunct Faculty Development (CAFD) to plan and implement Adjunct Faculty Day in early March and Adjunct Faculty Welcome Back Night and Orientation for the fall and spring semesters. This year began with a short introduction with speakers from the administration, CELT, eLearning, and the United Adjunct Faculty of New Jersey, and moved into department meetings. CELT collected, updated and distributed more than 12 documents for each department to distribute to adjunct faculty, including the academic calendar, the faculty handbook, and other relevant resources for both returning and new faculty.

CELT Director Susan Altman facilitated workshops for the Adjunct Faculty Development Day that was held on Saturday, March 13, 2021, including the keynote student panel *The Student Perspective: What Works Now, Bringing Active Learning into the Virtual Classroom*, and *Is it Midterm Already? Assessment, Reflection and Moving Forward* (Appendix G).

## Consultations

One of the services CELT offers is individual consultation at the request of a faculty member. Some issues are easily addressed by email; when necessary, though, CELT can provide a representative for an in person/ Zoom consultation to discuss evidenced based research as support for a specific teaching challenge and/ or to help faculty to solve issues unique to their classroom. Faculty appreciate the individual attention to their questions. Expanding and better advertising this feature would help to promote a culture of teaching excellence across the disciplines.

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## Off-site workshops

CELT provides opportunities for faculty to attend the *Annual Faculty Conference on Teaching Excellence (Virtual)* at Temple University. This year, five faculty attended. As part of their attendance, these faculty members were asked to share a strategy from the conference at a CELT Session in February. In addition, opportunities for additional conferences and outside professional development are regularly shared with the faculty through the monthly CELT email/newsletter or targeted emails regarding specific opportunities.

## CELT Open House

While unable to join together in person, CELT's fall and spring virtual open houses provided a chance for colleagues to socialize and catch up with each other in a collegial way. After a full group introduction, attendees met in small break out groups for casual conversation.

## Newsletters

In the past, the monthly email included teaching tips for the faculty. The Teaching Tips have now been incorporated into the monthly CELT Newsletter and in addition to research, the newsletter includes workshop schedules and descriptions and links to relevant and timely articles.

## Web page

Over the past year, CELT's web pages have been updated with new and timely content. The website is an ongoing and intensive project, requiring scrutiny of existing content, elimination of outdated resources, and development of new content.

## Faculty Awards

CELT continues to work with the Vice President for Academic Affairs to facilitate annual faculty awards for scholarship and excellence in teaching (full-time and adjunct). This year eight faculty members were nominated for these awards. The awards committee consisted of CELT board members and past award recipients and is kept confidential to avoid any conflicts of interest. This year, Crystal Quillen was selected for Excellence in Teaching (Full-Time), Maria Crecenzio was selected for Excellence in Teaching (Adjunct), and Phalguni Ghosh was selected for Faculty Scholar.

## Faculty Accomplishments

CELT celebrates faculty accomplishments and scholarship as a feature on its website. A call for applicable accomplishments and responses is posted every fall. Applicable responses are also forwarded to the library for inclusion in the *Middlesex College Scholarly and Creative Works Bibliography*, which is published annually.

## Director Development

In the interest of effectively leading CELT and directing programming for Middlesex faculty, the Director, Susan Altman is involved in many national, state-wide, and campus initiatives. For instance, Prof. Altman serves as a member of the Hudson County College Advisory Board for their new teaching center committee, members of which met at Middlesex College in 2019 to review CELT as a model of success. She has also been asked to consult with Bergen Community College regarding their faculty development. She is an active member of the Professional and Organizational Development Network (POD), and was appointed to the Middlesex College DEI Committee for Inclusive Curricula and Teaching.

As Director, Professor Altman conducts independent research on relevant pedagogy and trends in faculty development to provide faculty with updated content and to direct future programming. This research is applied to CELT workshops and is integrated into the monthly CELT Newsletter with links to relevant articles, new pedagogical approaches, and other resources. Targeted research also supports individual consultations with faculty members.

Over the past year, Professor Altman attended numerous virtual conferences, including:

- *ASU and GSV Summit: The Dawn of the Age of Digital Learning: Imagining a New Era in Which All People Have Equal Access to the Future*
- *2020 Kentucky Convergence Conference*, University of Louisville, Shelbyville
- *POD Network 45th Annual Conference: Looking Inward, Thinking Forward*
- *19th Annual Virtual Conference for Teaching Excellence*, Temple University
- *Art Pedagogy 2.0 Zoomposium*, hosted by Teachers College, Columbia University, NY, NY
- *Virtual Innovations Conference*, League for Innovation in the Community College
- *Rutgers Active Learning Symposium*, Rutgers University, New Brunswick
- *inspirED 2021*
- *NAPE Virtual Summit*
- *NJCU: Community College Showcases*

Along with these large-scale conferences, Professor Altman attended smaller workshops related to teaching and learning sponsored by NJCU, SUNY Online Learning, Radcliff Institute for Advanced Study at Harvard University, and other institutions. Attendance at these workshops will support a long-term vision for CELT.

In addition to research activities, Professor Altman has attended several events sponsored by the POD Diversity Committee, and is a member of two POD mentoring groups in which members share ideas from their respective centers. In addition, she was a reviewer for the POD Network Conference, both for the 2020 and the upcoming 2021 Conference. As a reviewer, she was trained to read proposals without bias and composed written reviews of each proposal to support acceptance or rejection for the conference.

Over the past year, Professor Altman has presented at several conferences on pedagogy, and was interviewed for the *This Works for Me Virtual Summit* sponsored by the Faculty Development Center at Murray State University, Paducah, KY. This interview *Creating a Successful Mentoring Program to Support Faculty - Episode 46 - This Works for Me* discussed the Middlesex Mentoring Program and strategies for starting a mentoring program.



### **This Works for Me Virtual Summit**

<https://mailchi.mp/7d9d551b8da5/thisworksforme>

### **Creating a Successful Mentoring Program to Support Faculty - Episode 46 - This Works for Me**

<https://youtu.be/pHs1eMQ-M6I>

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## SURVEY FINDINGS

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In May of 2020, with the help of the department of Institutional Research, CELT launched a faculty needs assessment survey. The survey examined what faculty were doing in the classroom and where they felt they needed support. The survey garnered a 24.32% response rate with 52 full-time, 112 adjunct faculty and 6 staff-ad adjunct faculty responding, for a total of 170 responses out of 699 potential respondents.

Based on the data garnered from the survey, programming was planned to respond to the needs that faculty expressed regarding technology, assessment, engaging students in an online/remote course, and other areas. While the survey reached a fair number of faculty, in the future every effort will be made to engage more faculty and provide a broader understanding of faculty needs, especially as Middlesex College moves towards a return to campus. Awareness of what faculty will bring forward from remote experiences and how these new pedagogical approaches will be incorporated in future courses will guide CELT support moving forward.

After every workshop, participants are emailed surveys designed to garner feedback on the effectiveness of the specific workshop, the classroom applicability of what was presented, and CELT's performance in general. Respondents are also invited to offer suggestions for future programming. On average, using a Likert Scale of 1-5, the overall participant ratings of all of our workshops average between four and five and comments are consistently positive, indicating that CELT does indeed add value to the Middlesex College teaching experience.

## GOALS

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CELT's overarching goal for the 2021-2022 academic year is increasing sensitivity to diversity, equity and inclusion issues on campus. August programming will directly address the theme *Inclusive Pedagogy: Empowering Our Students*, beginning with our fall keynote speaker Dr. Mays Imad and accompanying *Welcome Week* workshops. Inclusive pedagogy will continue to be the focus throughout fall and spring programming.

Objectives, beyond the regular programming schedule, include:

- Expand of the website with updated and more varied resources
- Increase consultations and individualized resources for faculty
- Expand mentoring and drop-in hours for all faculty
- Add *Conversation Hours* for drop-in support for adjunct faculty
- Expand orientation for new faculty
- Increase collaboration with campus partners to bring new offerings to the faculty
- Take advantage of new co-location with eLearning and the Adjunct center to provide more faculty support
- Innovate programming to support teaching and learning for our students, in response to evolving needs
- Outreach to faculty who have not yet engaged with faculty development at Middlesex College
- Create discipline specific workshops in response to departmental needs
- Establish Communities of Practice to connect colleagues based on their interests
- Increase relevance on campus and in the broader faculty development community
- Work with the Executive Board to establish a 5-year plan



## CONCLUSION

CELT rose to the challenge of the pandemic year without missing a beat by successfully creating innovative programming and realizing unprecedented attendance, all while adapting to a mostly virtual campus. Programming was shifted quickly and seamlessly to an on online format and a focus on how to best teach and support our students in virtual classroom environments, and saw an increase in attendance of 147% over the previous year.

Beyond the sharing of technological and pedagogical resources, CELT also provided a much-needed venue for community as everyone worked in isolation from home offices, living rooms, and kitchens. Faculty had questions and CELT worked to provide answers. How can we engage students in a virtual environment? *How can we keep a level of academic rigor while also being sensitive to issues of equity and the circumstances of our students living in a pandemic? What in the world is this Zoom thing anyway?* From its inception, CELT's motto has been, *By the faculty, for the faculty*. This concept has held especially true during the past year, as faculty came together through the CELT platform to share their knowledge and experience to support their colleagues through trying times.

In the past year CELT—and the Middlesex College faculty as a whole—has demonstrated the ability to reflect, adapt, experiment, learn, reinvent, innovate, and embrace new ideas about pedagogy. The COVID-19 pandemic brought loss, confusion, and fear, but from those emerge a sense of renewal in the form of exciting new approaches to learning and teaching, a reinvigorated sense of community, and an energized return to the classroom. CELT will continue to respond and adapt to faculty needs and provide quality programming through scholarship, collaboration, and innovation.



Professor Crystal Quillen stresses resilience in "Trauma-informed Teaching: Preparing us for Fall 2021."

## APPENDIX A - AUGUST WORKSHOPS

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### Effective Pedagogy for Online Classes

Monday, August 24

10-11 a.m.

*Alexandra Fields, Ray Dademo*

Attended: 31

Discuss research-supported best practices for designing a fully online class and engaging students in dialogue within online spaces. Participants will leave this training with a clear understanding of how to structure weekly online modules and engage students in dialogue within Canvas discussion boards.

### Best Practices for Engaging Students in Remote Live Instruction

Monday, August 24

1 a.m.-2 p.m.

*Alexandra Fields, Ray Dademo*

Attended: 39

During this workshop, we will define the various modes of virtual instruction available to instructors and identify best-practice strategies for engaging students effectively both during online remote live classes and within Canvas in between Remote Live class meetings.

### Helping Ourselves while Helping Students: A conversation with Counseling

Monday, August 24

3-4 p.m.

*Disability Counseling Services Team*

Attended: 8

Tuesday, August 25

3-4 p.m.

*Disability Counseling Services Team*

Attended: 8

Thursday, August 27

10-11 a.m.

*Disability Counseling Services Team*

Attended: 5

With the stress and uncertainty in the world meet with colleagues and counselors to have a conversation around finding balance and coping effectively. Discuss how to move through the next semester in a way that is optimal for you and for our students. This workshop will be limited to 10 participants and will not be recorded.

## Preparing for the First Day of Class: Syllabus and Activities to Engage Your Students

Tuesday, August 25

1-2 p.m.

*Susan Altman (CELT Director, Fine Arts) and Brian Lavey (Mentor Team, Natural Sciences)*

Attended: 29

Do your students read the syllabus? Do you need new ideas for the first day of class? Come to this workshop to learn some strategies to help you create a learner-centered syllabus and reinvigorate your first day of class.

## Zooming into the Semester

Wednesday, August 26

10-11 a.m.

*Shannon Pullaro (Business and Computer Science)*

Attended: 10

Thursday, August 27

10-11 a.m.

*Shannon Pullaro*

Attended: 4

Thursday, August 27

6-7 p.m.

*Shannon Pullaro*

Attended: 8

Friday, August 28

10-11 a.m.

*Shannon Pullaro*

Attended: 4

Friday, August 28

1-2 p.m.

*Shannon Pullaro*

Attended: 5

Need to figure out how to engage students in your Zoom classroom? Do you know how to create a poll? How do you create and use breakout rooms to engage your students and enhance learning for your students? Join us for a practical demonstration of the many available features that Zoom offers and discover new strategies to become a Zoom expert. *This workshop is limited to 10 participants so everyone will get a chance to practice.*

## APPENDIX B - WELCOME BACK WEEK (FALL)

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### What Works for Remote Live and Online Classes: The Student Perspective

Tuesday, September 1

11 a.m.-12:30 p.m.

*Jennifer Applebee and Iryna Pavlyuk*

Attended: 85

Learn what type of activities support student learning in remote live and online classes from the student perspective. At this session, a panel of students will discuss how they stay engaged in online learning experiences. The student panel comprises students from a variety of majors and class years, and they will discuss their experiences with both the transition to remote emergency instruction and fully online classes. Participants will have the opportunity to ask the panelists questions at the end of the presentation.

### Teaching Through Canvas Discussions: Crafting Questions and Leading Discussions that Foster Meaningful Learning

Tuesday, September 1

1:30-2:30 p.m.

*Steven Barnhart*

Attended: 55

In this session we'll discuss some hard-earned fruit of many years teaching online: (1) how to craft message board questions that spur curiosity and thinking; (2) how to take part in the ensuing discussion in ways that create community and scaffold meaningful learning – challenging misconceptions, extending good ideas, making connections; and (3) potential rubrics for scoring discussion posts. As we talk, we'll share successes and failures, and look at some examples of effective online discussions. We'll also consider practical issues such as integrating images and brief videos while leading conversations online.

### Chat with CELT: Sharing Best Practices for Remote Teaching

Tuesday, September 1

2:45-3:45 p.m.

*Section A: Crystal Quillen, Section B: Susan Altman*

Attended: 11

Join your Middlesex College colleagues in small groups for informal conversations about teaching and the sharing of *Best Practices*. What did you learn over the past semester that you can share with your colleagues? What worked for you? Please bring your pedagogical approaches to share and leave with new ideas to use in your classroom this fall.

### Connecting with Canvas

Tuesday, September 1

2:45-3:45 p.m.

*eLearning*

Attended: 23

Discover the many features of Canvas which will help you be successful in your courses this Fall.



## Addressing Student Needs During COVID-19 and Remote Learning

Wednesday, September 2

9:30-10:30 a.m.

*Counseling Services*

Attended: 35

Join Counseling Services for a student panel discussion focused on students' experiences during COVID-19 and coping with stressors while adjusting to remote learning. The conversation will provide faculty with an opportunity to learn what worked and didn't work from a student perspective. We will have campus resources present during this panel to answer questions for faculty and staff.

## Zooming into the Semester

Wednesday, September 2

10:45-11:45 a.m.

*Shannon Pullaro*

Attended: 9

Wednesday, September 2

1-2 p.m.

*Shannon Pullaro*

Attended: 7

Need to figure out how to engage students in your Zoom classroom? Do you know how to create a poll? How do you create and use breakout rooms to engage your students and enhance learning for your students? Join us for a practical demonstration of the many available features that Zoom offers and discover new strategies to become a Zoom expert. *This workshop is limited to 10 participants so everyone will get a chance to practice.*

## Tech Tips and Tricks for Remote Teaching

Wednesday, September 2

1-2 p.m.

*Section A: William Lipkin, Section B: April Johnson*

Attended: 15

Join your Middlesex College colleagues in small groups for informal conversations about technology and the sharing of your favorite apps and technology tools. What new app did you discover that was successful to support learning in your virtual classroom? Leave with new tricks and tips to add to your teaching toolbox!

## Chat with CELT: Sharing Best Practices for Remote Teaching

Wednesday, September 2

2:15-3:15 p.m.

*Section A: Susan Altman, Section B: Lorna Joasil*

Attended: 15

Join your Middlesex College colleagues in small groups for informal conversations about teaching and the sharing of *Best Practices*. What did you learn over the past semester that you can share with your colleagues? What worked for you? Please bring your pedagogical approaches to share and leave with new ideas to use in your classroom this fall.

## Supporting Students with Disabilities in Your Remote Classroom

Thursday, September 3

9:30-10:30 a.m.

*Disability Services*

Attended: 26

The shift to remote and online learning has been challenging for many students, especially for students with disabilities. The Disability Services staff will share information on campus resources, services and trends. Students with mental health issues, executive functioning issues, and students on the spectrum have had particular concerns navigating the transition to remote learning. This workshop will discuss these issues as well as principles of Universal Design and accessibility supports available through eLearning to assist students with disabilities. Leave this workshop with strategies to support your students and help them have a successful semester.

## Virtual Service-Learning Introduction: Engaging Students in Social Change

Thursday, September 3

10:45-11:45 a.m.

*Alexandra Fields, Jennifer Altman and Arianna Illa*

Attended: 7

We are currently in the midst of a global pandemic, a presidential election year, historic protests fighting against systemic racism, and a time of much uncertainty and civil unrest. As educators, we are uniquely positioned to create spaces within many of our classes where students can learn about these topics and engage in critique and reflection. Virtual service-learning opportunities take these efforts one step further by creating opportunities for students to apply their coursework to civic engagement efforts within their communities through online projects. Join us for this introductory workshop on Zoom in which we share a variety of virtual service-learning models that you can consider implementing within one of your Spring, 2021 or Fall, 2021 courses.

## Tech Tips and Tricks for Remote Teaching

Thursday, September 3

1-2 p.m.

*Daniel Grek*

Attended: 6

Join your Middlesex College colleagues in small groups for informal conversations about technology and the sharing of your favorite apps and technology tools. What new app did you discover that was successful to support learning in your virtual classroom? Leave with new tricks and tips to add to your teaching toolbox!

## Chat with CELT: Sharing Best Practices for Remote Teaching

Thursday, September 3

1-2 p.m.

*Crystal Quillen*

Attended: 4

Join your Middlesex College colleagues in small groups for informal conversations about teaching and the sharing of *Best Practices*. What did you learn over the past semester that you can share with your colleagues? What worked for you? Please bring your pedagogical approaches to share and leave with new ideas to use in your classroom this fall.

## Preparing for the First Day of Class: Syllabus and Activities to Engage Your Students

Thursday, September 3

1 p.m. - 2 p.m.

*Susan Altman and Brian Lavey*

Attended: 8

Do your students read the syllabus? Do you need new ideas for the first day of class? Come to this workshop to learn some strategies to help you create a learner-centered syllabus and reinvigorate your first day of class.

## Connecting with Canvas

Thursday, September 3

2:15 p.m. - 3:15 p.m.

*eLearning*

Attended: 16

Discover the many features of Canvas which will help you be successful in your courses this Fall.

## Zooming into the Semester

Thursday, September 3

12 p.m. - 1 p.m.

*Shannon Pullaro*

Attended: 4

Friday, September 4

11 a.m. - 12 p.m.

*Shannon Pullaro*

Attended: 7

Need to figure out how to engage students in your Zoom classroom? Do you know how to create a poll? How do you create and use breakout rooms to engage your students and enhance learning for your students? Join us for a practical demonstration of the many available features that Zoom offers and discover new strategies to become a Zoom expert. *This workshop is limited to 10 participants so everyone will get a chance to practice.*



## APPENDIX C - SPRING WELCOME BACK WEEK WORKSHOPS

### Remote Research: Helping You and Your Students Find Resources

Wednesday, January 20

10 a.m. - 10:50 a.m.

*Adriana Mamay and Elisabeth Oliu*

Attended: 24

The physical library may be temporarily closed, but Middlesex College's librarians are always available to help with your research needs. Join this workshop to learn about new and familiar library databases to remotely conduct scholarly research, stream movies, read magazines and more. Bring your research quandaries and find out how the librarians can bolster your teaching with tailored research instruction sessions and supplementary tutorials. This workshop will also highlight the many ways librarians have adapted services to support the needs of the Middlesex College community during this unprecedented year.

### Online Proctoring Debate: Tips for Using Respondus

Wednesday, January 20

11-11:50 a.m.

*Michael Sullivan*

Attended: 35

What can you do to reduce cheating in your remote and online courses? We will discuss online proctoring through Respondus and zoom as well as best practices in designing your tests and quizzes.

### Service Learning 101

Wednesday, January 20

1-1:50 p.m.

*Jennifer Altman and Alex Fields*

Attended: n/a

Middlesex College now has an exciting and robust service-learning program. This workshop will explain how to add powerful community engagement experiences into your classes. You will learn what service-learning is, how it can enhance your students' learning and development, and all of the resources that are available to you at Middlesex College in order to get started. Please join us to learn about how you and your students can make a difference in the local community!

### Simplify Grading! Using Canvas Gradebook

Wednesday, January 20

2-2:50 p.m.

*Shannon Osborn-Jones, eLearning*

Attended: 27

How much time do you spend at the end of the semester answering emails about grades? How can Canvas help reduce these emails? We will take a look at setting up your grading, making sure you have the flexibility you need and the confidence that your gradebook is correctly calculating grades. Students benefit from knowing their grades throughout the semester and this also means fewer frustrated emails to you!



## Zoom into Spring

Wednesday, January 20

3-3:50 pm

*Shannon Pullaro*

Attended: 7

So, you've mastered some Zoom basics like setting up meetings & accessing your recordings, but you still aren't sure about Breakout rooms, polling, and other features? Then, **Zoom into Spring** is what you need. Join us for a practical demonstration where you can try out the Breakout room feature and learn how to add polling for fun classroom engagement. Discover new strategies to build on your Zooming experience. This is very similar to the Zooming into the Semester session offered in Fall, in case you've already attended. Sessions are capped at 12 participants.

## Black Box Busters: Ideas to Enliven the Virtual Classroom

### Spring Keynote Speaker

Thursday, January 21, 2021

10-11: 30 a.m.

*Dr. Jean Mandernach*

Attended: 94

Creating an engaging remote learning experience requires more than simply transferring face-to-face activities to Zoom or adapting traditional activities for asynchronous delivery. It requires rethinking teaching and learning to design experiences (synchronous or asynchronous) that take advantage of the unique nature of each mode to meet specific learning objectives. Asynchronous activities are particularly well-suited for learning objectives that require research, development, or individual practice. In contrast, synchronous activities are best for exploring difficult concepts, demonstrations, or discussions that benefit from immediacy and guidance. But regardless of whether instruction is synchronous or asynchronous, for students to benefit from the experience they must be *engaged*. In this webinar, we will explore practical teaching strategies that allow you to enliven the remote classroom to create an active, engaged student learning experience.

Jean Mandernach, Ph.D. is Executive Director of the Center for Innovation in Research and Teaching at Grand Canyon University. Her research focuses on enhancing student learning in the online classroom through innovative instructional and assessment strategies. She believes that innovative instruction can revolutionize student learning and embracing this philosophy, Jean Mandernach blends her passion for teaching and research to explore the power of online education for transforming students one asynchronous interaction at a time. She applies her background in psychology to explore the dynamic influence that instruction has on student learning, engagement and satisfaction... and examines how institutions can effectively evaluate online teaching to ensure students receive a high-quality learning experience.

## Breakout Discussions – Putting Ideas into Practice

11:45 a.m.-12:15 p.m.

These breakout sessions will give faculty a chance to reflect on the ideas presented in the morning keynote and share concrete ideas on how to implement these in your classroom.

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## Rethinking Assessment

Thursday, January 21, 2021

1-1:50 p.m.

*Shannon Osborn-Jones, eLearning*

Attended: 27

There's nothing 'normal' about it, but 'new' is here to stay! Join us for new insights and approaches to course assessments for remote classes and beyond. This workshop will help you to discover alternative assignments that will provide meaningful assessments for your course content. *Facilitated by eLearning.*

## Creating Engaging Video Lectures with Canvas Studio

Thursday, January 21, 2021

2-2:50 p.m.

*Michael Sullivan, eLearning*

Attended: 32

Do you need help creating engaging videos with Canvas Studio? Join this workshop for tips and techniques for creating video lectures that keep your students engaged and learning!

## Zoom into Spring

Thursday, January 21, 2021

3-3:50 p.m.

*Shannon Pullaro*

Attended: 6

So, you've mastered some Zoom basics like setting up meetings & accessing your recordings, but you still aren't sure about Breakout rooms, polling, and other features? Then, **Zoom into Spring** is what you need. Join us for a practical demonstration where you can try out the Breakout room feature and learn how to add polling for fun classroom engagement. Discover new strategies to build on your Zooming experience. This is very similar to the Zooming into the Semester session offered in Fall, in case you've already attended. Sessions are capped at 12 participants.

## Workshopping Ideas: Crafting Questions

Thursday, January 21, 2021

3-3:50 p.m.

*Crystal Quillen*

Attended: 32

We've probably all been there. We ask students this thought-provoking question that we think will get everyone talking and... crickets. Or worse, generic, empty responses. In this workshop we'll explore the errors instructors commonly make when engaging students in reciprocal conversation. We'll also work together on developing questions that will get students to think and respond in a meaningful way. This workshop will meet again during the semester (Thursday, February 25 at 2 pm) to reflect on student responses and what worked.

## APPENDIX D - CELT TECH WORKSHOPS

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### Using Perusall to Create a Social Presence and Invigorate Learning

Thursday, September 17

2-3:15 p.m.

*Crystal Quillen*

Attended: 11

Social reading or note-sharing has recently become popular amongst the undergraduate population, so much so, that software has been created to help students learn in a more practical way. Programs such as PIVOT, Diigo, and Perusall have been shown to not only enhance student preparation and learning, but also increase a sense of community within the classroom. Using outcomes from Psychology as an example, we'll discuss the benefits of Perusall and how to implement it in your course whether your students are meeting face-to-face, online, or remote live.

### Using Flipgrid to Empower Your Students

Thursday, October 8

2-3:15 p.m.

*Katalin Gyurian-Toth*

Attended: 11

Flipgrid is an easy-to-use online tool to create and share video responses among your students. You can ask a question, or create a topic to engage your class in an interactive online discussion. Students can respond by recording up to 90 seconds of video; replying to the original post or to each other. Flipgrid allows for both videos and selfies, which gives this tool a social media feel to help students feel connected with both the content and each other. As the instructor, you can give basic feedback, or even create customized feedback which each student can view privately. Join this workshop and learn how to use this empowering addition to any online or remote class.

### High Tech, Low Tech, No Tech

Thursday, November 12

2-3:15 p.m.

*Daniel Grek*

Attended: 12

Join your faculty colleagues as they present what technology they are using in their virtual classrooms to engage students. Learn how to use Google *Jamboard*, how to make your phone work for you, build and use a lightboard, and other innovative ideas! This workshop will teach you a range of techniques; some that don't require a lot of technical knowledge or skill and some that are more advanced. Participants are also invited to share their own tips and tricks and everyone will leave with new ideas.

*Presenters: Alane Poirier, Steven Rowley, Meenu Jain, Margo Weitzman*

## Using the Rich Content Editor to Make Your Content Rich

Thursday, February 11

2-3:15 p.m.

*Shannon Osborn-Jones, eLearning*

Attended: 15

Join our monthly sessions to talk about technology and best practices to use in our remote classrooms. Every month, this session will focus on a different strategy, whether it is a new tech tool, or a new pedagogical approach. This workshop will give you strategies to help you use technology with intention and purpose to support learning for your students.

## CELT Tech Talk: What's New for Teaching - Kahoot

Thursday, March 11

2-3:15 p.m.

*Gina Leoniy*

Attended: 12

Join our monthly sessions to talk about technology and best practices to use in our remote classrooms. Every month, this session will focus on a different strategy, whether it is a new tech tool, or a new pedagogical approach. This workshop will give you strategies to help you use technology with intention and purpose to support learning for your students.

## CELT Tech Talk: What's New for Teaching

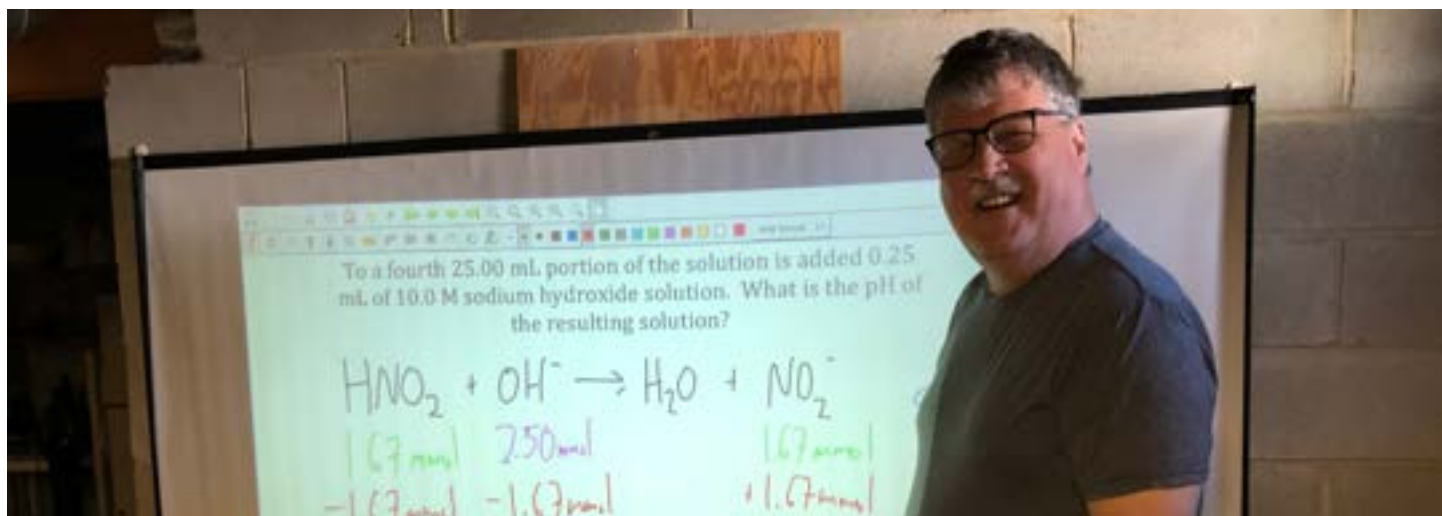
Thursday, April 8

2-3:15 p.m.

*Daniel Grek, April Johnson, William Lipkin*

Attended: 14

Join our monthly sessions to talk about technology and best practices to use in our remote classrooms. Every month, this session will focus on a different strategy, whether it is a new tech tool, or a new pedagogical approach. This workshop will give you strategies to help you use technology with intention and purpose to support learning for your students.





## APPENDIX E - SOTL WORKSHOPS

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### Building Community Online: Ideas to Engage and Retain Students

Tuesday, September 22

2-3:15 p.m.

*Celia Winchester*

Attended: 13

When educators teach online, they sometimes can feel disconnected from their students. Research shows that when online students feel connected to their instructor and class, they are less likely to engage in attrition. This presentation will demonstrate several methods and tools which you can utilize to create community and rapport with your students.

### Assessment doesn't Have to Be a Dirty Word!

Tuesday, October 27

2-3:15 p.m.

*Shannon Osborn-Jones, eLearning*

Attended: 10

Are you more of a traditional timed quizzes sort of professor, or do you want to explore authentic assessment as a tool to check student's progress? This workshop will take a look at the changing outlook on assessment and how best to conduct assessments in your remote live or online course. We will look into best practices for both types of assessments: how to limit cheating in online tests and quizzes using *Respondus* Lockdown Browser and the features within Canvas, as well as how to structure more thoughtful assessments using the principals of authentic assessment.

### Reflecting on the Semester: Ideas Going Forward

Tuesday, November 24

2-3:15 p.m.

*April Johnson*

Attended: 10

As we near the end of the semester, what has worked for you in your virtual classroom? What didn't work? Join us as we reflect on our challenges and successes and consider what approaches we will bring forward to the spring 2021 semester and beyond. This roundtable discussion is an opportunity to look critically at our current pedagogy, and consider what changes we will make as we become more experienced at virtual teaching.

### Temple Teaching Roundup: Sharing Ideas

Tuesday, February 23

2-3:15 p.m.

*Susan Altman*

Attended: 12

Couldn't attend the conference? Join Middlesex College faculty as they share insights and information from this year's Annual Temple University Conference of Teaching Excellence, *Harnessing Emotion and Hope: Learning in Turbulent Times and Beyond*. Faculty colleagues will discuss ideas garnered from the conference, and everyone will leave the session with new strategies to use in your remote classroom.

## Workshopping Ideas: Crafting Questions (Part II)

Thursday, February 25—

2 p.m. - 3:15 p.m.

Rescheduled

Thursday, March 11

3:30-4:30 p.m.

*Crystal Quillen*

Attended: 1

This workshop was the second part to meet to reflect on student responses and what worked in their application of questions. The workshop's goals were to explore the errors instructors commonly make when engaging students in reciprocal conversation, and work together on developing questions that will get students to think and respond in a meaningful way.

## The Mystery of Grading: What is Everything Worth?

Tuesday, March 23

2-3:15 p.m.

*Susan Altman, Chris Drew and Claire Vassiliadis*

Attended: 14

Did you ever wonder about using a point system? What does 400 points equal anyway? Have you wondered about what percentage of the grade should be your assignments vs. exams? While we often have workshops about the “how” of setting up the gradebook in Canvas, this workshop looks at the “why” of grades and explores what percentages we give to the different assessments in our courses. What will work best for our students? What does the research say? Join us for this informative roundtable discussion about the “whys” of grading and how we can set up an equitable and inclusive system to support learning.

## Trauma-Informed Teaching: Preparing us for Fall 2021

Tuesday, April 27

2-3:15 p.m.

*Crystal Quillen*

Attended: 13

After spending almost over a year doing virtual teaching, we are all ready to get back into the classroom. However, there are many things to anticipate as we gather back into the classrooms with our students. If we thought going masked to the grocery store was stressful, imagine what spending 80 minutes in a classroom is going to feel like. Students and instructors are going to feel tense being in close proximity, and what if someone coughs?! Stress is a detriment to students' learning, so what can we do as instructors to help our students? This session will discuss trauma-informed pedagogy, specifically centered around COVID-19, but will help us to recognize how any trauma can impact our students' well-being. We'll discuss some principles and suggestions we might already be doing to help us in and outside of the classroom this fall.

## APPENDIX F - MISCELLANEOUS PROGRAMS

### Temple Conference on Teaching Excellence

Wednesday, January 6 - Thursday, January 7

Attended: 5

*Harnessing Emotion and Hope: Learning in Turbulent Times and Beyond.*

“In March 2020, the academic world experienced upheaval as faculty suddenly faced the challenges and necessities of remote teaching, followed this summer and fall by the need to design and teach courses in online, hybrid, and socially-distanced environments. At the same time, we witnessed (and sometimes joined) meaningful movements all around us against racism and injustice.

It has been an incredibly stressful time for many, full of uncertainty, isolation, and anxiety. But it has also been a time of creativity, thoughtfulness, and innovation as faculty revamped activities, learned new technologies, and updated curricula to be more relevant, effective, and accessible for students. This process invited us all to think deeply about our students (and about ourselves) as whole beings and to respond to student needs emerging from all the many factors that influence teaching and learning.

This year’s Faculty Conference on Teaching Excellence was hosted by the Center for the Advancement of Teaching and co-sponsored by Temple Libraries, the Office of Digital Education, Information Technology Services, and the Office of General Education.”

### CELT Open House

Thursday, September 10

Attended: n/a

Thursday, January 28

### COUNSELING

#### Coffee and Conversations: Helping Ourselves While Helping Our Students

Tuesday, October 13

2-3 p.m.

*Counseling Services*

Attended: 3

Tuesday, November 17

2-3 p.m.

*Counseling Services*

Attended: 5

Tuesday, November 3

2-3 p.m.

*Counseling Services*

Attended: 3

Tuesday, December 1

2-3 p.m.

*Counseling Services*

Attended: 1

Grab a cup of coffee, and join CELT and the Counseling Department for Coffee and Conversation to discuss how we can help ourselves in order to help our students.

#### Coffee and Conversations: Disability Services

Tuesday, October 20

2-3 p.m.

*Counseling Services*

Attended: 3

## **SPEAKERS**

### **Transforming Hispanic Serving Institutions**

Friday, May 7

1-2 p.m.

*Dr. Gina Garcia*

Attended: 44

In this keynote address, Dr. Garcia talks about her Decolonizing HSIs Framework which is grounded in decolonial theory and anti-racist practices. She will talk about the social and historical factors that have hindered the educational success of Latinxs, and argue for the need to use critical theory as a framework for serving these students. Laying out this framework, including nine organizational elements, Dr. Garcia encourages audience members to think about how to transform HSIs with the goal of equity and justice as outcomes.

Dr. Gina Ann Garcia is a leading scholar on Hispanic Serving Institutions. She is a scholar activist committed to disrupting the status quo of postsecondary education by bringing attention to the ways higher education has historically been committed to whiteness and regularly reinforces white narratives and white standards. She is an Associate Professor in the Department of Administrative and Policy Studies at the University of Pittsburgh, specializing in Higher Education and Student Affairs. Connecting critical and organizational theory, Dr. Garcia's research centers Latinxs and HSIs, and is guided by the principles of equity and justice.

### **Conversations in Inclusiveness**

Wednesday, May 12

12-1 p.m.

*Rachel Allen, Peace and Justice Institute, Valencia College*

Attended: 41

In this keynote address, participants will be introduced to a set of tools to help them engage in reflective practice and intercultural communication in order to create inclusive excellence in the work environment. The Principles for How We Treat Each Other will provide the framework for a safe space to unpack unconscious bias and explore serial testimony. With these new tools in hand, participants will improve their interpersonal relationships, the work environment, and develop practices of respect and community building.

Rachel Allen, Director of The Peace and Justice Institute at Valencia College. PJI promotes peace and justice for all. Their aim is to nurture an inclusive, caring and respectful environment on campus communities - one where conflict leads to growth and transformation. PJI regards every individual as a rising peace and justice practitioner and provides the tools for all to be leaders of socially inclusive change and innovation in their circle of influence. The commitments of a peace and justice practitioner are a pathway to building The Culture of Peace and an invitation to becoming an agent of change.

## APPENDIX G - ADJUNCT FACULTY DEVELOPMENT DAY (Saturday, March 13, 2021)

### Keynote: The Student Perspective: What Works Now

*Susan Altman*

After a semester of fully online or remote teaching, how do we know what is working for our students? What do we need to know in order to help our students be successful? What have we done that encourages their learning? At this keynote, hear directly from a panel of students who will discuss how they stay engaged in online learning experiences. This student panel comprises students from a variety of majors and class years and will discuss what is working for them in their remote live or online courses.

### Bringing Active Learning into the Virtual Classroom

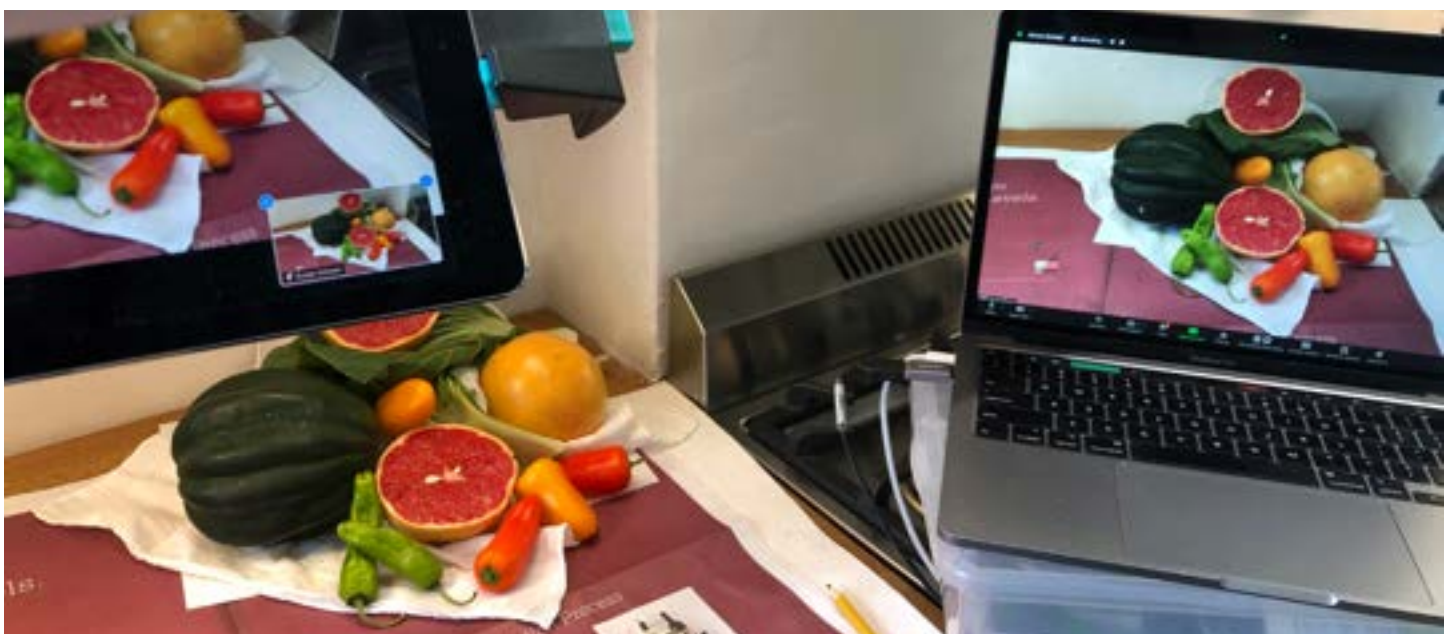
*Susan Altman*

How do we go beyond the black box to engage our students in the remote or online classroom? How do we know if our students are learning the material that we are presenting? It is especially hard to know this without the usual visual clues from our students. Active learning helps students engage with the material, retain information, and build on their foundational knowledge. In an active learning classroom, students must think, create, and solve problems, promoting learning for all of our students. In this hands-on-workshop you will learn numerous strategies and techniques to introduce active learning to your online or remote live classroom and help your students succeed.

### Is it Midterm Already? Assessment, Reflection and Moving Forward

*Susan Altman*

As we move past the midway point in the semester, it is useful to ask students for feedback to help you think about changes that you can make for the rest of the semester. This workshop will look at strategies to develop surveys that help you assess student learning. We will discuss how to use this student feedback to inform your teaching, reflect on what is working (or not), and how to make meaningful change to help your students learn.





## APPENDIX H - MENTOR PROGRAM

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### 2020 COHORT (YEAR ONE)

#### Orientation: Introduction to the College, Syllabus, First Day Activities

July 31, 2020

9-10 a.m.

*Mentoring Team*

Attended: 12

Effective Teaching Strategies, Keeping Students Engaged

#### Effective Teaching and Keeping Students Engaged in an Online Environment

Thursday, October 1

2-3 p.m.

*Susan Altman*

Attended: 7

#### Meeting with Administration: 6-Point Reviews, Observations and Tenure

Thursday, November 5

2-3 p.m.

*Susan Altman*

Attended: 6

#### Reflecting on the Semester and Moving Forward

Thursday, December 3

2-3 p.m.

*Susan Altman*

Attended: 8

#### Getting Involved on Campus

Thursday, February 4

2-3 p.m.

*Susan Altman*

Attended: 9

#### Managing Challenging Situations

Thursday, March 4

2-3 p.m.

*Brian Lavey*

Attended: 8

#### Reflective Teaching

Thursday, April 1

2-3 p.m.

*Mentoring Team*

Attended: 16

## 2019 COHORT (YEAR TWO)

### How's it Going? Sharing Best Practices for the Remote Classroom

Tuesday, October 20

2-3 p.m.

*Mentoring Team*

Attended:10

### The Tenure and Promotion Process

Tuesday, February 16

2-3 p.m.

*Mentoring Team*

Attended: 12

## COMBINED COHORT (YEARS 3, 4, AND 5)

### How's it Going? Sharing Best Practices for the Remote Classroom

Tuesday, November 17

2 p.m. - 3 p.m.

*Mentoring Team*

Attended: 9

### Being a Reflective Teacher: Thinking about Your Year

Tuesday, March 30

2-3 p.m.

*Mentoring Team*

Attended: 9

## 2016 COHORT

### Tenure and Promotion

Tuesday, September 29

2-3 p.m.

*Mentoring Team*

Attended: 9

## ALL COHORTS

### Luncheon

Wednesday, September 2

2-3 p.m.

Attended: 38

Thursday, January 21

2-3 p.m.

Attended: 29



For more information, visit

**[middlesexcc.edu/celt](http://middlesexcc.edu/celt)**

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### **Perth Amboy Center**

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The mission of Middlesex College is to provide access to a quality, affordable education for a diverse population, to support student success for lifelong learning, and to strengthen the economic, social and cultural life of the community.